QUEENSLAND SCHOOL LIBRARY ASSOCIATION

NEWSLETTER

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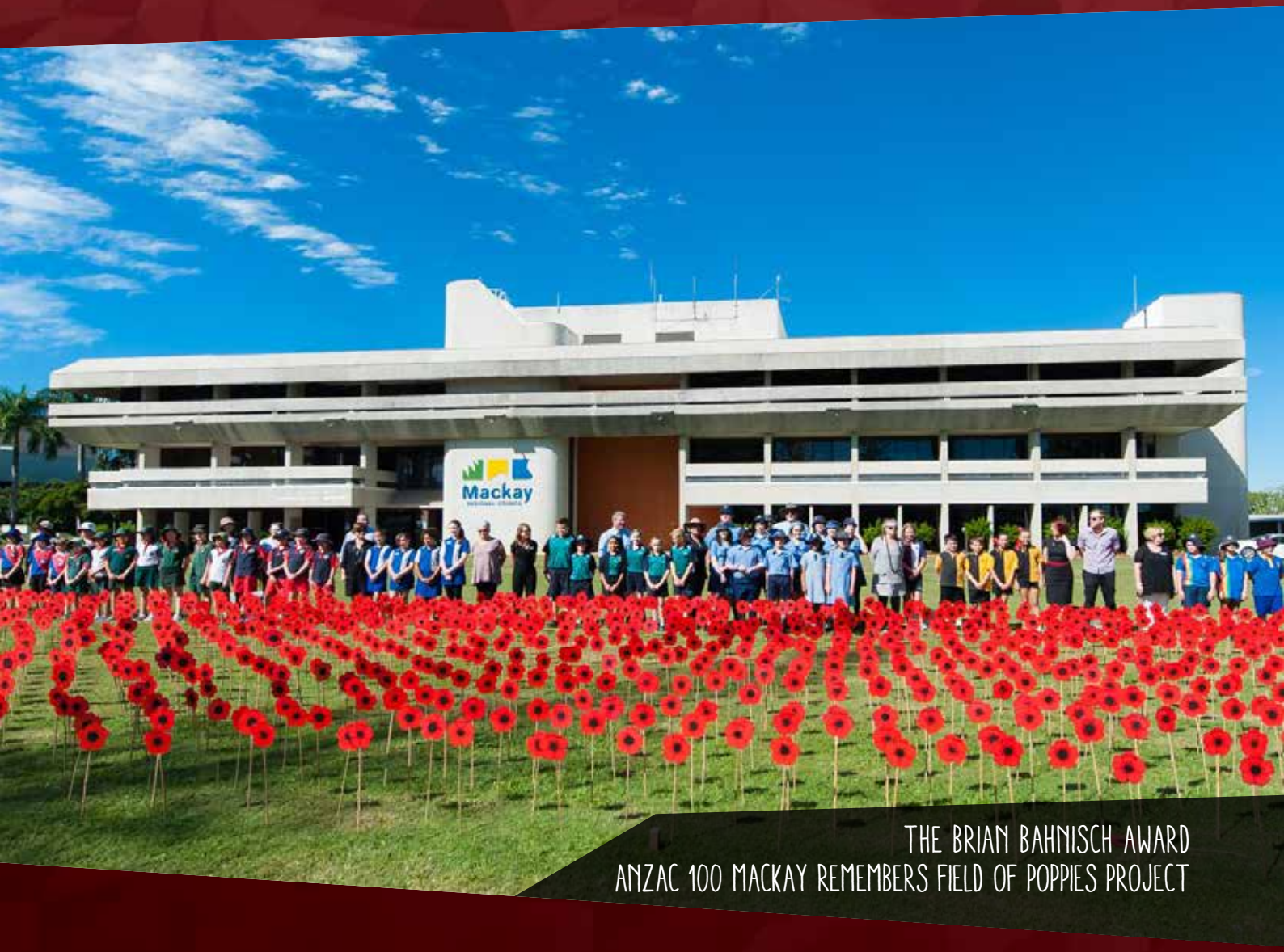

THE BRIAN BAHNISCH AWARD
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Editor's Note

QSLA Website: www.qsla.org.au

Make sure you visit the website for past copies of the newsletter, employment opportunities, archived PD presentations and much more. Add your events to the online calendar. Access the members' centre by clicking on the MEMBERS button on the top right of the menu.

The password for the MEMBERS area is 2016QSLA.

QSLA Facebook page:

The Facebook page is active and growing quickly. Regular news items are added by QSLA. However, this page is more about providing members with a forum in which to share new research, discuss topics of interest or ask fellow members for advice. Please note that the QSLA group page is private and only available to members.

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Contributions

Text contributions to be submitted by e-mail. Use Microsoft Word, font style Times New Roman, 11 point, single spaced. Digital images should be attached as a separate file, not embedded in the Word document. Author details: Name, school/organisation, position held.

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Carey Leahy President – Queensland School Library Association

President's Report

I felt proud and humbled to play my small part in the quite extended process of collecting, assessing, choosing and presenting the recipients of the four QSLA Awards that were conferred this year. I'm extremely impressed with the exemplary contribution of the Awards Panel, the variety of nominations and ultimately the calibre of the Award recipients. It is those of us who work within the teacher-librarian profession who can appreciate the many and varied roles we perform within our schools and communities. I believe it is high praise indeed to be recognized and applauded by your peers. Congratulation to the dual Teacher-Librarian of the Year recipients – Narelle Keen and Debra McGhee – both working on the Sunshine Coast; Highly Commended Teacher-Librarian Margy Heuschele; the Principal of the Year – Paula Goodwin – Our Lady's College, Annerley. Ladies, your professional expertise and supportive commitment are truly valuable assets! Our association is very pleased that we can recognise and celebrate your achievements.

The two biennial Awards - The Brian Bahnisch and Citation – were deservedly received by teams of people who demonstrated co-operative interactions and sustained effort in projects that will have benefits beyond this time. Congratulations to Margaret Spillman for receiving the former award by co-ordinating the 'ANZAC 100 Mackay Remembers, Field of Poppies Project' that will continue through 2018 - connecting the past with the present and providing memories into the future for that region. The Citation for the UQL Cyberschool team acknowledges that they have no doubt improved the lives of many tertiary–bound students and will continue to do so for many more years to come – thus supporting our goal of developing life-long learners.

Other groups within the QSLA Council have also had a very busy couple of months with a few major activities beginning to come to fruition. The redefining of the 'Roles and Responsibilities' of all the Council members has seen the updating and adjusting of document wording and tasks to take us into the future. Our goal here was to return most of the communicating and connecting responsibilities back to within the Council, thus reducing the workload of the Secretariat who will focus primarily on the fiscal aspect of the association management. We can confidently assert that processes being put into place will reduce Secretariat hours in 2017 while still allowing Angie to provide her valued bookkeeping expertise.

We have also considered very carefully all our expenses and made decisions to reduce them where possible. Across a few meetings, we have given closer consideration to all costs – even making adjustments to the less significant ones - and this has helped to improve our 'bottom line'. 'Oh, the art of doing more with less, of thinking smarter and more creatively.'

We continue to connect nationally via teleconference with the 'School Library Alliance' – joining representatives from related State and National bodies – to be a louder and larger voice advocating for qualified teacher-librarians in schools. We are currently supporting a research initiative to get that (apparently) essential data showing the significant difference to literacy levels that a good teacher-librarian can make in an Australian school.

Our focus into the future will be to build our membership. Wonderful news - only this week, Narelle Keen (TL of the Year recipient) has accepted an invitation to fill the vacant Councillor position on the Sunshine Coast. One more motivated colleague to gather and expand our network! With a solid member base working for and with each other to sustain our profession, we can continue to develop our own and others' life-long learning skills.

I'll conclude by wishing you well into the Festive Season. May your management of the last weeks of this school year be effective and efficient – so much to do in so little time! I hope you can look back on the year and reflect positively on your own growth and that achieved within your sphere.

Yours … in Learning and Leading

Carey

Queensland School Library Association Award Winners 2016

Principal/School Leader of the Year

Paula Goodwin, Our Lady's College, Annerley

As a child I was often discovered under the covers after lights-out reading a book.In order to maintain this appetite, the school library was visited each week – so the library, then as now, was a great resource.

As the Principal of Our Lady's College, I have been privileged to oversee the actioning of our Master Plan. Over the past five years, the College has been transformed – and a new Resource Centre was a critical component of the expansion. The 'library' at Our Lady's College is called Ad Altiora Place. Ad Altiora is the College motto meaning 'Striving Ever Higher'. As a centre critical to the attainment of knowledge and wisdom, the use of our motto seemed appropriate to use in conjunction with our new Resource Centre.

As a hub for research and learning, libraries have changed significantly since the mainstreaming of technology. Online databases, new aps, electronic books and podcasts are revolutionising the humble 'library'. Librarians, in turn, have had to adapt and update to keep abreast of digital developments and stay ahead of the digital natives that now inhabit the library space. Likewise the physical environment of the traditional library has a very different look.

Individual carrels and signs of 'quiet please' are a far cry from the collaborative team environment needed in the education sector to prepare students for the world of work in this millennia. Break out spaces, large tables, recharge stations, and comfortable chairs to curl up with a good story or magazine, are all appreciated features of the modern library.

Excellent learning occurs best with highly professional staff, creative and inspiring learning environments, and plentiful resources to stimulate thinking. Thirty years ago, finding an appropriate resource for an assignment was half the battle. Now, students can easily access volumes of resources but need to critique and discern which ones are most appropriate and reliable. This higher order approach is the new wave of learning, and the librarian is instrumental to facilitating its success.

It is evident that I am passionate about learning – for myself, but especially for the students of Our Lady's College. I am both honoured and humbled to have been the recipient of the Queensland Library Teachers Association's Principal Award.

Queensland School Library Association Award Winners 2016

Teacher-Librarian of the Year - Dual Recipients Debra McGhee & Narelle Keen

Debra McGhee, Teacher-librarian St Teresa's Catholic College, Noosaville

A job where I could read books, talk about books, buy books and share my love of books? Of course I was interested! It was 22 years ago; my young family was living in the lovely country town of Gatton and I was doing a little relief teaching while pregnant with my third child, and Guy Dorries, the wonderful principal of St Mary's at Laidley offered me the chance to have my dream job.

Reading books has always been a passion for me, as it is for all the members of my family. As a child, it was Famous Five and Secret Seven, The Magic Pudding, The Adventures of the Little Bush Maid, The Chronicles of Narnia, and as a teenager I disappeared into the worlds of Wilbur Smith, Alastair Maclean and the terrifying stories of Stephen King and the Flowers in the Attic series among others. My mum still remembers that as a toddler, I had to have a book beside my bed to read when I woke early. This was my 'book morrow', and today I continue to have a 'book morrow' ready to read. In fact I have several on the go. With audio books and ebooks on my phone, and some 'real' books beside the bed, I am always ready to read whenever the opportunity arises. And it does often!

In fact the only time I can remember when I wasn't a reader, was when I was forced to read, discuss, analyse, dissect and regurgitate novels as a secondary school student. Luckily I managed to read enough to get through, so I could get back to my own reading.

So when offered the chance to become a teacher-librarian all those years ago, I thought the job sounded amazing! I was inspired by a good friend Louise O'Keefe at St Kieran's Brighton who was a terrific TL, and by the beautiful Thea Connolly at Our Lady of Good Counsel in Gatton who loved her job. Around the same time, my aunt Hilary Kenny was appointed teacher librarian at St Patrick's Primary in Gympie, and she also loved her job in the library. So with all of these brilliant role models, I thought I would give it a go.

Obviously, the job was not just about books, books and more books (unfortunately) but with some help from wonderful (and very patient) library officers I quickly learnt on the job, while undertaking the Graduate Diploma in Teacher Librarianship through QUT, studying online with three small children.

A move to St Mary's Charleville with my husband being appointed principal, and our fourth child on the way, saw a great change as the libraries in the Toowoomba Diocese were not always fortunate enough to have qualified teacher-librarians. Undertaking the challenge of building up the library and working with teachers to develop information literacy in the school, and raising four young children was busy and satisfying. The staff, students and community at St Mary's were great and we loved life in the west.

A transfer to Rockhampton saw us moving our family, and setting up home in a beautiful old Queenslander with views to scenic Mount Archer. Within weeks, I was busy working part-time in two schools, St Peter's and St Paul's, working with some great teachers and students developing information literacy skills. The opportunity arose to become a secondary teacher-librarian when a position came up at The Cathedral College in Rockhampton, working with a terrific school community.

As I have a family on the Sunshine Coast and the northern areas of Brisbane, when I saw a job advertised for a new secondary school St Teresa's Catholic College at Noosaville a few years later, I applied immediately. I was very excited to accept the position, and the family moved again, this time to the beautiful Sunshine Coast. Starting a library in a new college is such an exciting challenge. From collaborating with teachers on new units of work, setting up the library rules, purchasing the library collection, developing policies and procedures, designing the library spaces, preparing library and information skills overviews, to most important of all, developing a welcoming and inclusive library culture that celebrates the joy of literature.

I was very lucky to have such a wonderful library aide, Sarah Scavarelli (now Mrs Merrett) who is now a brilliant teacher-librarian in Brisbane. With the support of a very small staff of eight teachers under the guidance of our fearless leader, Mr Alain Pitot, I worked collaboratively to develop the library and programs, ate way too much chocolate and had many fun times in demountables on the grounds of St Thomas More at Sunshine Beach.

And now 12 years later, here we are in a colourful, welcoming library at Noosaville with several flexible learning spaces and a huge collection of resources in a school of almost 1000 students and more than 100 staff members. I am supported by three amazing library officers, Jo Harrington, Vicky Francis and Rosemary Bartley, and thanks to their hard work, dedication and creativity I am able to focus my energies on my job as teacher-librarian.

So even though I am very busy teaching, motivating, promoting, organising, developing, leading, purchasing, guiding, chasing, monitoring, mentoring, encouraging; my favourite thing is still reading and sharing my love of literature, and helping students and staff to find their 'book morrows.'

Queensland School Library Association Award Winners 2016

Teacher-Librarian of the Year - Dual Recipients
Debra McGhee & Narelle Keen

Narelle Keen, Teacher-librarian
Pacific Lutheran College, Meridan Plains

I'm very honoured to be awarded the QSLA Teacher-Librarian of the Year Award, jointly with Debra McGhee. For the last 15 years I've been teacher-librarian at Pacific Lutheran College, a P-12 school of approximately 950 students on the Sunshine Coast. Previously I was at West Moreton Anglican College where I worked with the wonderful Megan Dean and Kristen Lewis, and at North Rockhampton State High.

As well as teaching Year 12 English, I run a library programme from Prep to Year 8 which focuses on research skills, literacy and ICT skills. It is aligned with the Australian Curriculum and supports the work being done in the classroom, mainly in English, but also in areas of SOSE and Science.

I've completed the Teaching for Understanding course offered by Project Zero at Harvard University and am currently working on Creating Cultures of Thinking with Professor Mark Church. I'm a certified Microsoft Peer Coach and use this theoretical basis to design and improve the library programme and the learning experiences it offers.

I've had great success using LibGuides to support teachers in their delivery of curriculum and to support students in their research and completion of assignment tasks. In only two years the LibGuides page has become the main avenue for students seeking information for assignments and for the library to showcase what it can offer. It is an ongoing project which requires close liaison with members of staff to keep up-to-date with what is happening in their classrooms and to ensure that the information and resources on each guide are relevant.

I've introduced coding into the school as part of the Year 4 library programme and established a Code Club as an extra-curricular activity for students after school, as well as coordinating the school's participation in the Bebras Computational Thinking Challenge. I've established a MakerSpace in the library, incorporating it into the Year 8 curriculum and running popular lunchtime workshops, as well as introducing a Minecraft Club at lunchtimes.

Research skills are delivered using flipped classroom principles to deliver just-in-time learning. I've created a series of short videos using Screen-Cast-O-Matic to teach students and staff skills such as how to write a bibliography or how to search the library catalogue. I also run a Murder in the Library programme to introduce senior students to the library's physical and online resources.

The promotion of the power and pleasure of reading is a major focus. I work closely with the English staff to run a wide-reading programme, host our senior reading group, Choc-Lit, organise four visiting authors each year, take students to the Voices on the Coast Literature Festival, run Readers' Cup, coordinate the Scholastic Book Club and the annual Book Fair, as well as making a major celebration of Book Week. In addition, we try to make the library a vibrant and welcoming place by running special events such as this year's Shakespeare Week to celebrate the 400th anniversary of the death of Shakespeare and Roald Dahl Day on his 100th anniversary.

Currently, I'm undertaking a year-long inquiry action project entitled "Stopping the Slide: Improving Reading

Rates in Year 6 Students". This project arose from data showing that our middle college students showed an alarming drop in circulation rates compared to when they were in junior college, and aims to identify the reasons behind it and strategies the library can implement to try to address these findings.

As well as conducting my own study, I am an Inquiry Action Group leader in the school. This means I coordinate a professional-learning study group of staff across subject areas and year levels in discussing and implementing innovative practice.

I chair the school's ICT Committee and am a member of the Curriculum Committee and the Workplace Health and Safety Committee. I'm also the co-ordinator of the Sunshine Coast Readers' Cup Year 5/6 competition, helped by the many wonderful teacher-librarians on the Sunshine Coast.

I enjoy contributing to OZTLnet, to my local SunTL network and have a number of articles published in professional journals. I also enjoy sharing ideas on my blog, *The Book Light*.

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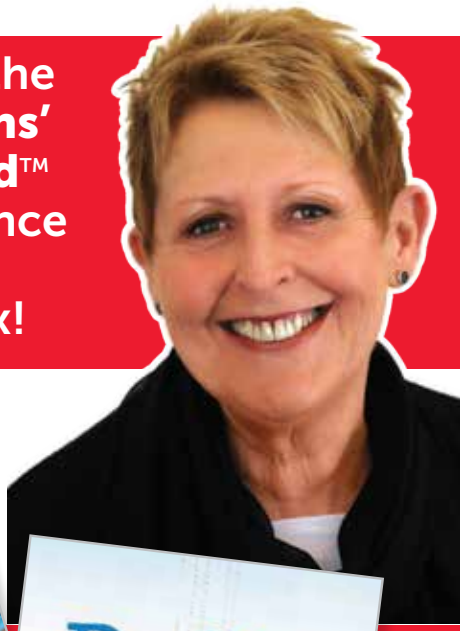

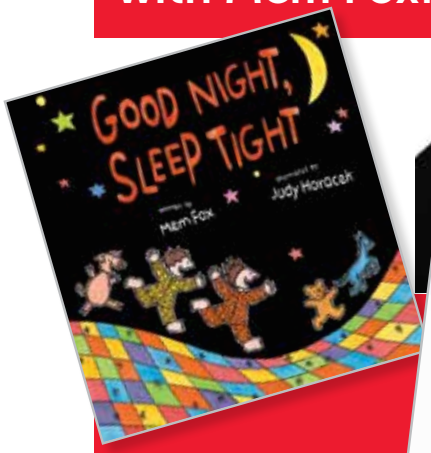

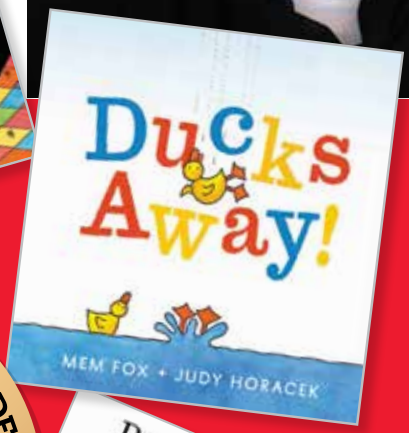

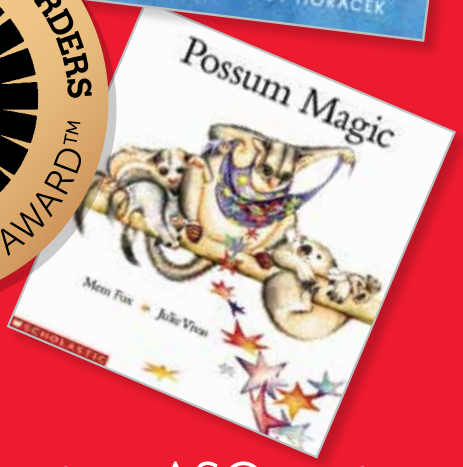

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Queensland School Library Association Award Winners 2016

Highly Commended Teacher-Librarian

Margy Heuschele, Teacher-librarian Concordia Lutheran College, Toowoomba

I have worked as the Junior College teacher-librarian at Concordia Lutheran College since 2010. I am passionate about books, encouraging a love of reading and making things. Previously I worked as a Young Peoples librarian for 12 years in Canberra, Townsville and Toowoomba.

I have a PhD, Masters in Children's Literature, Graduate Diploma in Library and Information Management and a Diploma of Primary Teaching. I have always been heavily involved with the promotion of children's literature and reading both in the college and wider community. I helped to establish the Reader's Cup on the Darling Downs and was on the organizing committee for ten years. I am one of the coordinators for the Step into Stories Celebration of Children's Literature and was the Chairperson of the Darling Downs Group of the Queensland School Library Association for three years.

I have held events such as a Dot Day with an exhibition of dots from authors and illustrators including Mem Fox, Andy Griffiths, Dee Huxley, Patricia Mullins, Sue DeGennaro and Nette Hilton and ran a Flat Stanley project where Flat Stanley even visited Antarctica. I also run a Maker Space on Wednesday afternoons after school where I can have up to 40 students working in five groups on a variety of projects.

Queensland School Library Association Award Winners 2016

Citation Award - UQL Cyberschool Team

Members of the UQL Cyberschool team were thrilled to receive this year's QSLA Citation Award at the Creating Future Libraries Conference in October. This is a biennial award to recognise an outstanding contribution to the wider field of teacher-librarianship. The criteria for selection is for outstanding service to teacher-librarianship in Queensland over a significant period of time.

UQL Cyberschool is a free program for secondary schools, run by The University of Queensland Library, and was established over 15 years ago. Its aim is to enhance student learning and discovery by facilitating access to scholarly information, developing information literacy and lifelong learning skills, and easing the transition from school to university. Cyberschool is funded by the UQ Library and connects schools and their students to university library services and resources. UQL Cyberschool currently has 762 member schools across Australia and overseas with 995 individual contacts.

Cyberschool staff include:

Julie Oates

(Law Librarian & Manager, Client Services), BA (Wales), MA (Sheff), MCLIP.

Julie has previously worked at a number of academic libraries in the UK, coming to UQ in 2003. In her current role, she manages a team of librarians providing services to clients in the Business, Economics and Law Faculty, Humanities and Social Sciences Faculty, UQ College and UQL Cyberschool.

Nicole Slinger

(UQL Cyberschool Coordinator)

Nicole is a practising teacher and teacher-librarian with over 25 years' experience in both state and private sectors. Nicole has been working with UQL Cyberschool for the past 4 ½ years.

Diane Nibbs

(UQL Cyberschool Coordinator)

Diane is a qualified teacher-librarian and teacher, with over 25 years' experience as a secondary teacher and teacher-librarian. Prior to joining UQ in 2013, Diane was employed by Education Qld and completed her TL qualifications in 2004.

Marg Sloan-McDonald

(UQL Cyberschool team member)

Marg has been employed by UQ Library for 25 years with previous roles including liaising with physiology, pharmacology and business. Marg joined the Cyberschool team in 2015 and is also the librarian responsible for UQ College.

UQL Cyberschool was officially launched in August 1999 and started with a program involving three local secondary schools being offered substantially discounted access to an online database. This was expanded to allow subscription access to all Queensland high schools. UQL Cyberschool now provides support for teacher-librarians, teachers and school students through its eResource Purchase Service. In 2015, 232 trial-related enquiries and 82 subscription-related enquiries were received. There is no financial incentive for Cyberschool and all payments are arranged directly between the school and vendor. Cyberschool advises all member schools of new products, packages and special deals via their electronic newsletter service.

In 2014, an Outreach Program, aimed at providing schools in need with free access to online resources, was introduced. It provides quality, online resources to schools in regional and isolated areas with a view to encouraging students from these areas to consider undertaking a university degree on completion of their schooling.

The program targets students from schools in low socio-economic, rural or isolated areas, and/or those with a high Indigenous student population. Working in partnership with some of our vendors, UQL Cyberschool helps students gain free access to commercial, online e-resources that would have otherwise been unattainable for their school.

Feedback included:

"It was a very good experience for students to access academic information from a reliable source. Students seemed to navigate them quite well."

"It gave the students a greater opportunity to access academic databases and to learn that there are more reliable pathways than Google to relevant information."

In 2015, as a further extension to the pre-existing Outreach Program, the program was expanded to support a number of students from rural Queensland and northern New South Wales to visit the St Lucia campus for an "on-campus experience day".

Cyberschool also hosts an annual professional development day, focusing on 'big picture' trends and ideas for educators and librarians. This day supports ongoing professional development for teacher-librarians. Approximately 100 delegates attend each July, along with numerous vendors who comprise the trade display.

UQL Cyberschool has been an advocate for school libraries across a variety of arenas, including university, school, library, community and commercial (publishing). It raises awareness of the financial challenges faced by many school libraries and negotiates with vendors to provide discounted database and eBook subscriptions for schools.

We are honoured to have been chosen as the recipients of the 2016 Citation Award and look forward to continuing to provide our service for teachers, teacher-librarians and secondary school students into the future.

Queensland School Library Association Award Winners 2016

The Brian Bahnisch Award

Margaret Spillman (Mackay West SS), Teacher-librarian Network Mackay, Mackay Regional Council, Mackay RSL and sponsors for the 'Anzac 100, Mackay Remembers Field of Poppies' event

I began my teaching life as a high school teacher of English and History.

Twenty five years ago a teacher-librarian opportunity became available at a local high school. I loved the diversity of all that the job entailed and completed a Graduate Diploma in Teacher Librarianship from QUT.

For the past 19 years I have been teacher-librarian at Mackay West State School and have loved every minute.

Early in my TL life I came across the work of Dr Alan Bundy who advocated for collaborative relationships between school and public libraries with their common interest in literacy skills. Thus began my enduring productive and co-operative relationship with my public library colleagues. PAL (Preps At the Library) is but one example of that relationship.

In 2005 my innovative work with public libraries was recognised with the IASL Softlink award. The following year I travelled to Lisbon, Portugal to present a paper; 'Productive Partnerships' about my work with our public library. This was undoubtedly a career highlight. I have also developed a highly successful Library Monitor program, which is part of the school's leadership program and whose aim is to skill participating students.

A colleague with an extensive private collection of military memorabilia sparked my interest in Australian military history and in particular, Mackay. From that grew an interest to recognise those who served from Mackay and District during World War 1. Thus Anzac 100: the Poppy Project was born. Our group created and displayed 1592 poppies, one for every enlisted soldier. My involvement in that has been immensely rewarding; personally and professionally. Subsequently, I was awarded the 2015 Pride of Mackay Citizenship Award by Mackay Regional Council and also nominated for 2015 Citizen of the Year.

My involvement with QSLA began as a Councillor for Mackay and in recent years I have also held the position of Secretary of QSLA. I seem to specialise in Secretary positions as the past 7 years I have also been Secretary of Mackay West State School P and C.

Working collaboratively and co-operatively with the community has been a hallmark of my professional teacher-librarian life. And now I have been awarded the 2016 Brian Bahnisch Award on behalf of Mackay Teacher-librarians, Library Staff, Community groups and sponsors for our Anzac 100: Poppy Project.

It has been a diverse, rich and rewarding TL life.

ackay

Tania Venuto Teacher-librarian – West End State School, West End

Future Libraries Reference Group Annual Conference 2016

Our group strives to bring many different organisations together to form mutually beneficial partnerships across all library spaces. The group is unique in that we have representatives from Education Qld schools, Catholic Schools, Independent and Private Schools, QSLA, CBCA, May Gibbs Trust, Booklinks, Brisbane City Council Libraries, the State Library, QUT and UQ.

This year has seen many changes in our committee with our chair and recipient of the QSLA Principal of the Year, Judy Thompson, retiring. The committee welcomes Kim McNamara principal of West End State School to the role of chair. Kim opened our conference with strong advocacy for teacher-librarians and the important role they play in schools.

In our 2016 conference we wanted to reflect the many and varied roles that T-L's have in schools, from literature specialist to IT guru to information literacy teacher to curriculum leader. We began with a focus on literature with our keynote speaker, the fabulously funny and witty author Leigh Hobbs, who delighted the audience with tales and anecdotes about his art, writing and books. Leigh is a strong patron of libraries and he uses his role as the Australian's Children's Laureate to champion them. Next, the focus shifted to leadership with Neil McDonald from the Qld Educational Leadership Institute. He spoke about how to get 'buy in' from the team of people you are working with and get everyone on board and moving forward. He introduced us to Simon Sinek's Golden Circle - where 'why' is front and centre. Telling people a compelling story about 'why' something needs to be done is one of the golden keys of 'buy in'. The IT gurus in the crowd were given food for thought from Dr Emily Verstage as she explained the 'why' behind Techgirls - the movement which is partnering girls to women mentors who work in the field of technology to help them bring their ideas to reality. Next, we got to meet the new president of QSLA, Carey Leahy as she presented awards for 2016.

The middle session started with an interesting and thought-provoking panel discussion about the trends and directions in children's publishing. We were joined by experts from the three sides of publishing; Nick Earls, author, Fiona Stager, independent book shop owner (Avid Reader) and Kristina Shutz, children's book editor from UQ Press. Kristen Lewis, teacher-librarian at St Aiden's chaired the panel as the discussion went from ebooks to the gendering of books/book covers to new platforms and 'enhanced' books. The focus then turned to writing, with author Brian Falkner speaking about writing camps "Write Like an Author" that he has developed. Brian's focus is on encouraging creativity and fun. Sharon Hendy-Moman spoke with passion about the strong partnership that she has forged with her local Redlands City Council library and librarians.

During the lunch break in the auditorium, delegates could learn more in the Learner's Playground where, in the spirit of a learning community, 15 participants set up stalls to give us a little insight into something new or interesting that they do in their schools. This ranged from VR goggles to 3D printing to paper craft and reading programs. Delegates could also wander through the trade tables set up by both commercial library suppliers and not-for-profit industry organisations.

After lunch we had an inspiring presentation from Graham Legerton from ThompsonAdsett Architects and Chris Gill from Australian Catholic University about their new library project at ACU. Graham spoke about ways to make a library 'sing' and how to value-add to your project. Finally the day wrapped up with a lot of happy delegates receiving prizes - thank you to the vendors and trade tables. The feedback from the day has been overwhelmingly positive with many delegates being happy that this day is solely focused on libraries.

If you would like to join the Future Libraries Reference Group, please email your interest to Tania Venuto at West End State School on tvenu2@eq.edu.au. The time allocation is just one meeting per term and it is a great way to network not just with other school librarians but also with other organizations and stakeholders

Tania Venuto and Carey Leahy

Leigh Hobbs

Brian Falkner

Nick Earls, Kristina Shutz, Fiona Stager and Kristen Lewis

Dr Emily Verstage

Jane Smith, Rebecca Crichton and Heidi Edwards – Concordia Lutheran College, Toowoomba

Book Nook: Stepping out of the Comfort Zone

At the core of every school library, librarian and teacher-librarian is the drive to meet user needs, whether in collection development, design of space or the type of programs that are run. Sometimes, ensuring that our users are fully catered for means breaking out of our comfort zones and looking at collections and environments in a fresh way. This article explores how breaking out of our comfort zone to create a user-focused space called the 'Book Nook' led to positive outcomes in our year 7 class at Concordia Lutheran College.

The Book Nook began its journey in 2014 with a class of year 7 students who had low literacy levels and were not engaging with the set text. For some of the students, this lack of engagement extended to reading in general. It was decided by the year 7 English teacher that a creative approach was necessary to get students interested in reading. She approached the library staff with the idea of creating a permanent second library in her classroom. She hoped that having the students constantly around books and involved in their selection and seeing their classmates reading, would generate enthusiasm and improve literacy levels.

Book Nook was easy to set up. Fortunately there was space in the year 7 rooms where tables and book stands could be arranged to display books with their covers facing out. Students would use the Book Nook during designated class time and would be able to borrow directly from it if they wanted to take books home. During their 'Book Nook time' they were given a list of activities designed to engage them with their chosen texts in a variety of multimodal ways. These activities included writing poetry about a character, drawing maps of settings and creating book trailers.

The idea of having a tailored library for a specific class is by no means a new one. Primary schools have a long tradition of sending collections of books to a classroom. The difference in this project was to design activities in such a way that students did not feel reading was being forced upon them; that they had ownership over what they read and how they interacted with that text.

Libraries, however innovative, have rules, procedures and technologies to keep track of resources and to make sure these resources are discoverable by their users. Creating our satellite library meant that we needed to change some of these guidelines and reassess the role of the librarian.

As the aim of this new library was to foster a sense of ownership over the space and its resources, collection development was in the hands of the students, rather than the librarian. Students were asked to create a 'shopping list', based on their hobbies and interests, movies they liked and so on. They were then taken on a 'shopping trip' in the library, where they 'shopped' for books based on this list, which included fiction, non-fiction, picture books and magazines. Students were excited to be 'shopping', and happily engaged in the process of exploring the library's resources.

The Book Nook. There is no censorship of titles (only when necessary) and the range of selections can be very diverse! All books are displayed cover out, so that the collection is as attractive as possible

Jack Waters and Jessica Hollands displaying their books during their Valentines day 'speed date a book' activity

to meet Students' Needs

While the process of selecting books ran smoothly, from the librarian's point of view, there were problems. The first obstacle was that our Library Management System could only run from the circulation desk, meaning that we could not keep track of borrowing when students decided to take books from the Book Nook home. All borrowing was recorded in the classroom in a folder and although the teacher was vigilant, students sometimes swapped books or neglected to inform her when they took resources home. This problem was exacerbated when students rolled over into year 8 and it became almost impossible to track books that had not been returned. The problem was partly solved once we put the circulation module of our library software onto the year 7 teacher's laptop so that she could lend books directly from the Book Nook. This also circumnavigated the problem of books being missing from the main collection for long periods, as students were able to reserve books, and library staff could monitor their status and collect books from Book Nook if needed.

The other issue we have had to contend with is how the space is used at other times. While the space was predominately used by the year 7 group, other groups occasionally used the space and did not necessarily understand how the Book Nook worked. Despite our staff being supportive of the library, and our students responsible, books were sometimes moved or taken without being properly recorded. In future, we will need to address this issue and work harder to establish guidelines for other users, making the function and benefits of the Book Nook known to all staff.

Book Nook has pushed the boundaries of what we consider a library and the role of a librarian to our students. Despite some early stumbling blocks and a few missing books, the benefits of the Book Nook are plain to see. The second year 7 group to experience Book Nook (now in year 8) showed an increase in borrowing statistics and a marked increase in their PAT reading scores. At the end of their time in Book Nook, the year 7 teacher reported that students were more willing to finish tasks, their creative writing improved, their general knowledge increased and they were better at searching the library catalogue.

As librarians, we also saw positive outcomes. Students became more familiar with the library and were more comfortable asking us for help – something that has continued beyond their Book Nook time. Next year we plan to address the practical issues that we have encountered – but more importantly, to expand on the literacy promotion aspect of the project.

Moving out of your comfort zone can be stressful and create more work, but being receptive to new ideas and working collaboratively with enthusiastic and creative teachers can expand a library's usage and ultimately, create fantastic outcomes for your students.

There is always a wide range of magazines to select from. These are a combination of issues borrowed from the main collection and culled issues that are permanently housed in the Book Nook.

Karen Roman Head of Junior School – A.B. Paterson College, Arundel

The Human Side of Learning

In 2006, Drs Lynn Sharratt and Michael Fullen, both Canadian researchers, began wide-ranging research into educational reform. The location of much of their research was over 180 schools in the Ontario and York regions of Canada. As part of this, they spoke to over 500 educators in an effort to establish how to capture the human side of learning and why it was important to put faces to the data. Ultimately, their research bore out the fact that, amongst many other things, teachers need to care about their students. They also needed support to help them improve in the one thing that would make a difference to the lives of their students – their ability to learn day-to-day (Sharratt & Fullan, 2012).

Education is now awash with data and the exponential growth of technology has only fuelled this burgeoning area. This, coupled with an increase in teacher accountability for student progress, has seen all schools increase their awareness of the use of data. But amassing data is not the same as using data in a worthwhile way.

With this in mind, Sharratt and Fullan developed 14 key areas found to be important in order to ensure that high achievement is expected and delivered year after year by dedicated educational professionals (Sharratt & Fullan, 2012).

14 PARAMETERS TO INCREASE ALL STUDENTS' ACHIEVEMENT

1. Shared beliefs and understandings.
   a. Each student can achieve high standards given the right time and the right support.
   b. Each teacher can teach to high standards given the right assistance.
   c. High expectations and early and ongoing intervention are essential.
   d. Teachers and administrators need to be able to articulate what they do and why they teach the way they do (adapted from Hill & Crévola, 1999).
2. Embedded literacy/instructional coaches.
3. Daily, sustained focus on literacy instruction.
4. Principal instructional leadership.
5. Early and ongoing intervention.
6. Case management approach: Data walls, case-by-case meetings.
7. Professional learning at school staff meetings.
8. In-school grade/subject meetings: Collaborative marking of student work.
9. Centralized resources.
10. Commitment of district and school budgets for literacy learning and resources.
11. Action research/collaborative inquiry.
12. Parental and community involvements
13. Cross-curricular literacy connections in each subject area.
14. Shared responsibility and accountability.

Further, as part of their research, Sharratt and Fullan asked what did putting the faces on the data help the teachers do. Seeing a face, rather than a list of numbers helped to see their students as real people. The responses they received from the professional educators fell into four basic categories;

- Know the students
- Plan for the students
- Ensure responsibility for the students
- Assess their progress.

Based on this information and their research in general, Sharratt and Fullan also established three 'guiding principles' for teaching and learning and four 'improvement drivers' for leaders. See below:

GUIDING PRINCIPLES

1. Hope is not a strategy;
2. Don't blame the students; and
3. It's all about learning.

IMPROVEMENT DRIVERS

1. Assessment training that supports daily and ongoing assessment practices to improve and differentiate instruction.
2. Instruction that is intentional to meet the needs of every student and teacher.
3. Leadership that embraces the ability to be knowledgeable, to mobilise others, and to create sustainable improvement.
4. Ownership of every student and every teacher every day (Sharratt & Fullan, 2012).

In the end, putting faces on the data should not be about using data to hold teachers accountable, rather, it should be about inspiring teachers to become a community of learners in which they feel responsible for their students and the progress of these students. Ultimately is should not just be about the students that sit in front of them within the walls of their own. It should be about developing a sense of shared responsibility for students in general.

Sharratt, L. & Fullan, M. (2006). Accomplishing districtwide reform. *Journal of School Leadership, 16*(5), 583-595.

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Sharratt, L. & Fullan, M. (2012). *Putting FACES on the data: What great leaders do!* Thousand Oaks, CA: Corwin Press.

Our Library System is beautifully simple
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On the surface Access-It Library appears elegant and simple. But digging deeper you'll find this all-of-school system is powerful, integrated and deeply connected. No wonder it's such a popular library management system in Australia. To find out more, visit our website or contact us to arrange a FREE, no obligation, remote demonstration.
accessit Library
P 1800 707 561 E info@accessitsoftware.com W library.accessitsoftware.com

A/Prof Hilary Hughes Coordinator, MEd (Teacher-Librarianship) – Faculty of Education, QUT

QUT connections

Congratulations to all QUT 2016 TL graduates! And sincere thanks to all practising TLs who have acted as mentors and supported QUT students' learning on their Situated Professional Practice units

Thinking about gaining a specialist teacher-librarianship qualification?

Enrolments are open for Master of Education (Teacher-Librarianship) at QUT with entry in February or July 2016. The MEd(TL) prepares qualified teachers for professional leadership as teacher-librarians in primary and secondary schools. With a focus on contemporary school library practice, the course offers a suite of specialist units on: digital pedagogies, inquiry-based learning, information literacies, children's literature and popular texts, learning space design, library and collection management, and research methodologies.

You can study online, with some units also available on campus, and choose to study part-time or full-time. 60 hours of Situated Professional Practice with teacher-librarian mentors provides opportunities to make connections between key theory and real world practice.

Career outcomes

Graduates are eligible for employment in school libraries and other library and information sectors. This course can also lead to career enhancing opportunities, for example in elearning or curriculum leadership. It can also be a stepping stone to higher degree research (EdD or PhD).

Professional recognition

This study area is accredited by the Australian Library and Information Association (ALIA) and graduates are eligible for associate (professional) membership of ALIA.

Seeking to update your teacher-librarianship qualification?

If you're an already qualified teacher-librarian, you could undertake further study in the QUT Master of Education to update your professional expertise and widen your career options. For example, the MEd includes study areas (majors) in Leadership and Management and Inclusive Education. Alternatively you could deepen your knowledge of contemporary teacher-librarianship by studying specialist units such as:

- Connected Learning
- Designing Spaces for Learning
- Inquiry Learning
- Children's Literature.

With passes in any four MEd units you can graduate with a Graduate Certificate in Education (General Studies). But please note the Graduate Certificate is not an ALIA-recognised professional qualification.

More information

For more course and enrolment details please see this web site: https://www.qut.edu.au/study/courses/master-of-education/master-of-education-teacher-librarianship

Please contact me if you would like to discuss course content and professional teacher-librarian education.

A/Prof Hilary Hughes
Coordinator, MEd (Teacher-Librarianship)
Faculty of Education, QUT – h.hughes@qut.edu.au

Anita McMillan Knowledge and Learning Resources Manager – West Moreton Anglican College, Karrabin

#national16 ALIA Conference: a School Library Perspective

#national16 was my first Australian Library and Information Association conference, although I have attended many specialised conferences and symposiums in the past, including those with Queensland Public Library Association, Australian School Library Association and Queensland School Library Association. It was deemed a big investment for my organisation to send me to this professional event, mainly due to my one week absence during term time. Rarely is term-time leave of any kind approved, let alone 5 days in a row. Secondly and more obviously for school business, was the financial cost to send me.

I was very grateful for the opportunity and made the most of every minute.

Conference highlights

My professional areas of interest include digital age services, eLearning and the positioning of the school library sector within our broader industries of libraries and education. I attended the conference with the clear objective of seizing the opportunity to view the industry landscape. I took great interest in learning how libraries in the tertiary sector partner with faculties and support students, as the majority of our students enter the tertiary environment straight after leaving us, so it's vital that we prepare them for their futures, including further study.

Among my many highlights were some clear themes and two specific presentations. They weren't necessarily the most explosively entertaining, but they really got me thinking, which is what I wanted to obtain from the experience.

The two that sparked further interest for my situation were:

- *School Library Workforce in Australia* – Pru Mitchell from Australian Council for Educational Research
- *No fixed address: delivering library services in the digital age* – Diana Hodge from University of South Australia

Pru centred her presentation on the lack of accurate data on those working in Australia's school libraries complicated by the challenge that 'school libraries straddle two sectors: librarianship and education', but she also made claim that school libraries are in fact the largest within the library industry. This got my attention.

Her research and presentation focused on facts such as:

- In 2013 over one-third of primary teachers and one-quarter of secondary teachers working in a school library role had not undertaken any tertiary study in the library field. This presents a challenge for library educators, as well as professional learning providers in the school library sector.
- The most glaring gap in data we have on Australian school library staffing is the absence of data on school library support staff.
- If students come through schools with no experience of professional library services they are not only at a personal disadvantage in future study and work, the profession is at a disadvantage in that there are no role models encouraging school leavers to select librarianship as a career.

Pru's declaration that 'it is time for school libraries to be counted in the library ecosystem' resonated with me. Further research in collating accurate data is a must.

Diana's presentation focused on the University of South Australia digital strategy which includes:

- The move from tree to e
- The fact that their 'degrees are enriched through the inclusion of digital tools, media and virtual environments'

I can clearly remember the murmurs in the audience when Diana revealed their student self-help / self-service initiative. No frontline library staff to assist; just technology.

Big idea for workplace

For an education library of only 3.8 FTE staff servicing 1550+ people every weekday, we are actually right up there in terms of our teaching and learning, programs, services and operations. We've worked hard to meld the best from public and education libraries into our own unique approach.

My staff already feel like they're working to capacity. My job is to analyse where efficiencies can be improved even further, without it affecting the quality of service we provide, for which our College community is grateful. One obvious area is the physical collection involving the traditional processes of acquisitions, cataloguing, shelving, circulation and weeding.

Projects for my team and I to focus on include:

- Our own tree to e strategy including the digitisation of archive materials
- Lead and facilitate teachers in transitioning more towards eLearning and away from chalk and talk
- Structured marketing approach to all we do

Best networking story

Networking was a key message from the panel at the first timers' breakfast workshop. The push to get us out of our comfort zones straight up worked well, beginning with our compulsory first selfie. There was a clear message from the panel that if you wanted to make the most of your experience, you needed to introduce yourself to others and network both face-to-face and digitally.

I have two exciting networking stories to briefly mention. I had the opportunity to meet with colleagues I'd worked with online for over a year. I had written a number of library course units for the Library Diploma and was fortunate to finally see the representatives in person and view my finished products.

Secondly, the staff at Charles Sturt University assembled their current students and alumni for a photo at the welcome reception. That got me talking with lecturers there and they helped me sort out my next step for university study – Masters of Education (Knowledge Networks and Digital Innovation). Always learning.

Lastly, I found the Guidebook app absolutely brilliant. I used it constantly to keep on track with my schedule, look up delegates' names and workplaces, as well as utilising the Twitter feed, which I tended to use as a notetaking tool.

My concluding remarks are these: my organisation made a wise investment in sending me to #national16 and I will certainly be making a case for ALIA/LIANZA 2018.

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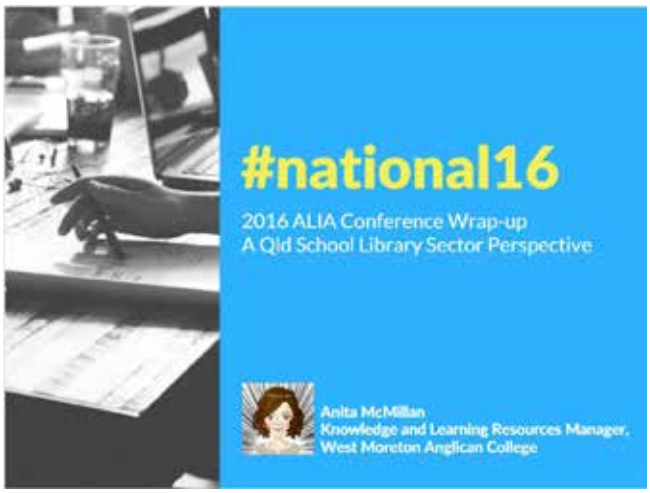


Anne Weaver Head of Library and Information Services – All Hallows' School, Brisbane

Cre8 Lab: Create 2 Technovate

The Cre8 Lab program operated by All Hallows' School Library Services aims to support their community to gain skills for a future world. School libraries have long provided information and resources. With developments in technology, this has moved from mainly print to include digital formats; and now to "making" resources that help staff and students create their own information and resources. This approach has direct curriculum relevance. The proposed QLD Senior Syllabus identifies 6 future-oriented skills and attributes: critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and ICT skills (see Table 1); all of which are central to Cre8 Lab activities. https://www.qcaa.qld.edu.au/downloads/publications/paper_snr_21c_skills.pdf Student "voice and choice" has guided activities producing a focus on wearables, fabrication and electronics.

All Hallows' is implementing a range of strategies to engage students with technologies and future readiness. This has included providing a Makerspace in McAuley Library. However, older students saw the Makerspace as a place for the "little kids." So, in the middle of 2016, it was decided that if the older students were not coming to the Makerspace, we would bring the Makerspace to them.

The aim was to build on student interests to engage the older girls with "making" and technologies. So, armed with some plastic tubs and knowledge about activities that older students had enjoyed, Cre8 Lab was started and at the beginning of Term 3, 2016, students were invited to sign up for workshops. With time, the Cre8 Lab grew to include a high mobile table and trolleys to hold materials. Artwork for retractable banners was designed by library staff and printed by Easy Signs: http://www.easysigns.com.au/products/category/banners-and-flags The Cre8 Lab was set up in Research Area 1 in Potter Library at lunchtimes; then when the bell rang, everything was stored so the area could be used by classes.

The initial concept was a program of 3 to 4 workshops scheduled in the first 4 weeks of school, mainly at lunchtimes: https://allhallowsschoollibrary.com/category/cre8-lab/ Whilst students provide input about programming, they also seek ideas from staff. The biggest challenge is to design activities that promote engagement with technologies, and are achievable in terms of time and money. This program highlights the need for library staff with new-age skills or those who are willing to gain such skills. Lynette Skeers, one of our library assistants, has been instrumental in developing activities based on student interests, and acquiring these skills, mainly through online research.

In addition, there is an aim to connect Cre8 Lab activities with subject areas. This has been achieved with repeating Cre8 Lab activities in Year 9 ICT with Arduino, and connections with Fashion studies. There have also been discussions about integrating Arduino, fibre-optics and 3D printing in Science classes in 2017. Special effects make-up was also included in an activity in the senior Life Skills program.

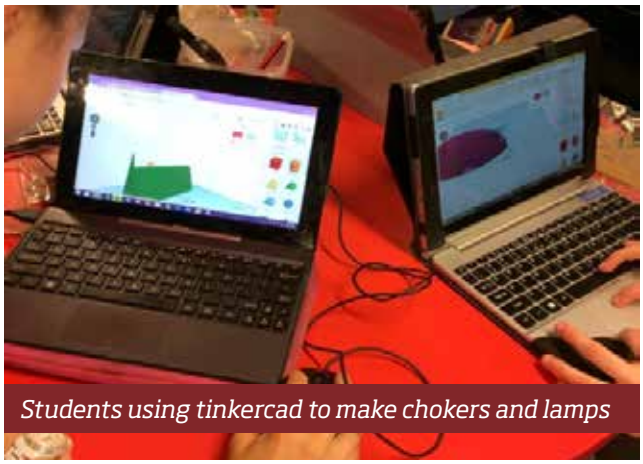
Students requested an event to showcase their work and this resulted in a week-long display, culminating on the afternoon of Wednesday, 26th October, when the girls invited families, and the school community, to see their creations using 3D printing, fabrication with air dried clay, wearable electronics, fibre-optics and coding neopixels using Arduino. In addition, staff from the Brisbane Hackerspace and the Asia Pacific Design Library visited the showcase as part of the community connections being built through this program, and provided more ideas, such as body scanning for 3D printing, and feedback, such as using Design Thinking more explicitly, to assist further development of the program.

As well as promoting the program with staff, including school leaders, the showcase provided feedback about the pastoral benefits of the program, so plans are to extend Growth Mindset approaches in 2017. In addition, the showcase led to a connection with a professional photographer who visited on 31st October and modelled staging, filters, use of green screen effects, and photographing student creations, which in turn produced digital artefacts for further promotion of Cre8 Lab. This also led to the photographer organizing a similar session with Fashion students at our school.

Next year it is planned to purchase a lockable trolley on wheels as a work surface, and for storage of materials and student work-in-progress. While most activity occurs during lunchtime, some students come before and after school, to work on their projects. The Cre8 Lab has taken over an area of the Library near the front door, where visibility further assists with promoting its activities, and this area will become a dedicated location for the Cre8 Lab. Students are keen to explore further recyclable fashion, more wearable electronics and fibre-optics, and costume

Students working on Cre8 Lab projects

Cre8 Lab Display in Potter Library, October 26th. This is the area used for working on projects



Students using tinkercad to make chokers and lamps

creation. Our first "excursion" will be to the Brisbane Recreate event https://www.brisbane.qld.gov.au/environment-waste/rubbish-tips-bins/recycling-reducing-waste/recreate-paper-fashion-show-2016 and there is interest in learning more about using Arduino for art installations.

As part of initial evidence-based practice, students were interviewed and filmed and asked why they attend Cre8 Lab. Responses included that they liked being creative, but chose other subjects for their academic goals. Some students said they thought they were not good enough at Art to study it as a subject, but the Cre8 Lab allows them to be creative, without being assessed. Some students said they had thought technology was "boring," but they found 3D printing and Arduino coding for their creations to be "fun." Another student said she did Cre8 Lab because it took her out of her comfort zone. Further information is being collected to guide future Cre8Lab programming.

The "internet of things" is rapidly developing with technology having an increasing impact connecting computing devices and our physical experiences. More information about this is included in the resource list at the end of this article, including rapid advances in wearable electronics. Wearable electronics easily fits into the new Australian Digital Technologies Curriculum. However, we see relatively few students choosing to study technology and even fewer of these are female. There is a divide between what is offered in school subjects and students' interests. This is ironic when there are so many complaints about young people spending too much time on mobile phones and screens.

Libraries can play a significant role in expanding capacity in technology resources, in providing opportunities for students to connect with technology outside class time, as they have always been in the business of resources and information. We need to prepare our students for a future that is already here.

Our Cre8 Lab is in its infancy, barely 6 months old, but it has made great steps forward in creating positive experiences for female students with technology. The challenge is to find ways to scale this up, to compliment a myriad of other strategies being implemented. These include: continually updating the ICT program and our STEM subjects, providing role models and mentors in ICT, connecting with student technology interests outside school, entering competitions and promoting other technology events through careers information, via our MakerSpace, and the path with greatest impact potential: integrate digital and design technologies that are about producing - not just consuming into every subject.

Anne Weaver Head of Library and Information Services – All Hallows' School, Brisbane

Cre8 Lab: Create 2 Technovate

Table 1: 21st century skills for QCAA Authority syllabuses

https://www.qcaa.qld.edu.au/downloads/publications/paper_snr_21c_skills.pdf

21st century skills	Associated skills
Critical thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility
Creative thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
Communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences
Collaboration and teamwork	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
Personal and social skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open-and fair-mindedness, self- awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding
ICT skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Student Creations

Other resources:

Becky Stern from Adafruit has lots of resources for making wearable electronics http://bkaccelerator.com/adafruits-becky-stern-wearable-tech-teenagers-making-electronics-natural/

Building Android apps for Wearables https://developer.android.com/training/building-wearables.html

Girls Shake Up Gender Stereotypes with Physical Computing https://elketeaches.wordpress.com/2016/10/17/girls-shake-up-gender-stereotypes-with-physical-computing/

Healthcare wearables to grow to $19B by 2020 http://readwrite.com/2016/06/03/fit-fiddle-healthcare-wearables-market-grow-30-19b-2020-vm4/

High tech stickers to monitor health https://www.sciencenewsforstudents.org/article/cool-jobs-making-electronics-wear

http://readwrite.com/2016/05/02/wearables-next-market-classroom-vl4/

Implementing Wearable Technology at Schools Boosts Engagement, Motivation http://www.edtechmagazine.com/k12/article/2016/10/implementing-wearable-technology-schools-boosts-engagement-motivation

Lots of wearable projects http://www.instructables.com/howto/wearable/

School wearables to surge over next five years https://innovativetechnology.jiscinvolve.org/wp/2016/04/04/a-reflection-on-wearable-technology-show-2016/

Students get experience at designing wearable technology http://www.uwstout.edu/news/articles/Students-get-experience-at-designing-wearable-technology.cfm

Sylvia Martinez's resources about wearables from ISTE 2016 http://sylviamartinez.com/make-it-wear-it-learn-it-session-slides-and-links-to-wearables-resources/

The Internet of Things and Schools http://www.extremenetworks.com/is-your-school-an-internet-of-things-smart-school/ and http://r-stylelab.com/company/blog/it-trends/top-3-reasons-to-use-the-internet-of-things-in-education

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Shirley Roser Teacher-librarian – A.B. Paterson College, Arundel

Teacher-librarians' Role in Creating Readers

"No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance."

– Confucius

"Innovation nation" is a federally-led campaign to encourage Australian youth to be inventive with entrepreneurial vision. The government is looking at future opportunities in the creative industries and design fields to generate an imaginative-thinking, resourceful workforce.

Students who are readers gain in many areas of creativity, from an increase in vocabulary to ideas and cultures from around the world, and even out of this world. The art of reading helps to cultivate young people with inquisitive minds.

Teacher-librarians and well-resourced school libraries play an integral role in creating readers. Ways in which we help students become engaged readers range from:

- Providing opportunities to read for pleasure;
- Offering a reader advisory service; and
- Managing a collection development policy which allows for a diverse and engaging collection of reading materials.

Much of the teacher-librarian's role is to promote reading and "market" the library to foster a reading culture. Here are a couple of strategic plans that have proven to be successful:

- **Offering alternative reading choices that students may not have discovered**

Students become interested in stories or topics that feature in library lessons. A recent example was the introduction to Shakespeare.

To celebrate Shakespeare's 400th birthday, as well as integrating their classroom learning on literary definitions, Grade 6 library classes have been exploring the Elizabethan world. Students performed a readers' theatre with a twist – readers translated the Shakespearean to modern English.

Shakespeare books on display, are walking out the door, from historical facts, graphic novels and abridged versions of his plays. Even the Gr 3s are taking Shakespeare home!!

- **Opportunities for students to talk about and share their enjoyment of reading**

Students love to share what they enjoy reading – word-of-mouth amongst the students is the most surefire way for titles to become popular. Library time is an excellent opportunity for students to share with others on what they are reading and what is good to read. Let students have the opportunity to write book reviews and publish them on the OPAC display or as shelf-talkers.

Students enter the school library and are immersed in a world of imagination and facts, this is one place where serendipity can happen.

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Rose Hoger Prep School Teacher-librarian – Anglican Church Grammar School, East Brisbane

Book Week: Churchie Preparatory School

Book Week 2016 was a great celebration of literature in the Churchie Preparatory School. The week began with the excitement of the Book Week Parade. Our youngest Prep boys, from Reception to Year 3, looked spectacular dressed as their favourite book characters. The Parade was followed by a shared morning tea of vegemite sandwiches, lamingtons and watermelon, inspired by this year's Book Week theme "Australia: Story Country".

Throughout the week, special events were organised for each year level. The Reception, Year 1 and Year 2 boys and visiting St Margaret's girls enjoyed activities with visiting authors Frances Watts and Trevor Fourmile. The Year 3 boys learnt about Engibear's interesting engineering projects when they spent the day with author Andrew King. Christine Bongers, author of the CBCA short listed book Henry Hoey Hobson, gave the Year 4 boys lots of useful tips for creating stories worth reading. Author Tristan Bancks' presentation to Year 5 and 6 was both entertaining and engaging, and his exciting writing workshops with each class enthused the boys about both the art of writing and the joy of reading.

The week concluded with a special Book Week Assembly. Three students led the Assembly, and after announcing the winning books for 2016, the Reception, Year 1 and Year 2 boys sang the Book Week song "Share Your Story". The Book Week Wrap-Up video, which showcased the events throughout the week, was enjoyed by all.

Narelle Keen Teacher-librarian – Pacific Lutheran College, Meridan Plains

Roald Dahl's Birthday

This year was the 100th anniversary of Roald Dahl's birth. Our library celebrated Roald Dahl Day on Tuesday, 18th September, by inviting all of our Year 2 students to a party. The invitations were accompanied by a Willy Wonka chocolate bar (a Furry Friends bar covered in a photocopied wrapper). Three golden tickets, one for each class, were hidden inside the bars with the winners getting a Roald Dahl book as a prize.

We decorated the library with a Charlie and the Chocolate Factory theme, complete with chocolate river (brown satin), giant mushrooms (stools, bean bags and stick-on spots) and large "lollies" (balloons covered in cellophane) hanging from the ceiling. The library staff and Year 2 staff all came in costume and most of the students did too. Our library monitors in Years 6 and 7 assisted us in running the activities and serving the food.

We started with students doing a round of themed activities for 10-15 minutes each. For The Enormous Crocodile we played 'Stuck in the Swamp' on the lawn outside the library. The child who was "it" carried a crocodile puppet and tagged other children, who then became stuck in the swamp until they were rescued.

For George's Marvellous Medicine I did a science show where we mixed different chemicals to make things change colour and fizz. Our Science Department were great at giving us suggestions and lending us some chemicals and equipment.

For Fantastic Mr Fox we played 'Pin the Tail on the Fox' and for The Twits students donned blindfolds and searched for rubber worms in our wormy "spaghetti" (shredded newspaper in a clam-shell pool).

The food was provided by our Year 12 Hospitality students who did a great job creating a themed menu with lots of chocolate, James and the Giant Peach cupcakes, snozcumber sandwiches and human bean dip from The BFG and chicken nuggets from Fantastic Mr Fox among others, with plenty of fizzy lifting drink to wash it down. We sat down on the floor together (after carefully covering it with tablecloths) and had a giant picnic.

This was a great promotion for the library and a lot of fun for the students. As well, it links in with what the students are doing in the classroom, with teachers doing a science unit based on George's Marvellous Medicine and reading Fantastic Mr Fox as a class novel.

Sarah McCallan Teacher-librarian – St John Fisher College, Bracken Ridge

School Libraries as the Third Space

The character of a third place is determined most of all by its regular clientele and is marked by a playful mood, which contrasts with people's more serious involvement in other spheres.

– Ray Oldenburg, The Great Good Place

There has been much discussion of late about the idea of the library as the "third place" or "third space". Presenters at recent conferences I have attended, including the EduTech Future Library Congress and Brisbane Catholic Education's LinkEd Conference, have challenged librarians and teacher-librarians to see themselves as the natural "third place" for their school or community.

This whole discussion has me confused. Aren't we the "third space" already? Am I calling the emperor out on his nudity here? Perhaps my confusion about this stems from our perpetual desperation as librarians to justify our existence, to posit ourselves as anything but a library. At my school, at some point, we were re-branded as the school Resource Centre. I'm not sure what the point of that particular decision was, but the term library has certainly remained in in our school lexicon – nobody says "meet you at the Resource Centre!", or "I'm booking my class in for a Resource Centre Lesson" at our school. But I digress...

Perhaps it is because I speak from a school library perspective that I am confused about the push for libraries to define themselves as "third spaces". I have been the teacher-librarian here at St John Fisher College since the start of this year, and the very first thing I noticed when I began was that this library is the heart of the school, a hub, a hive of activity morning, noon and even sometimes at night. It is where students come to relax, read, work on group assignments, play a board game from our ever-popular selection, borrow books, ask for reading suggestions. It is where our Senior English Communications students display their business projects and hawk their wares, where the talents of the Textiles class are exhibited. It's where we transform the place into one giant Makerspace for our annual, en masse participation in the Write a Book in a Day competition. It's where our Scribblers writing group, our debaters, and our Greedy Readers meet; where girls rehearse their dance routines for the school talent show and plan their next social justice project. It's where teachers and students gather for Homework Club, where badges for Anzac Day are sold, where staff attend our Book Club or Professional Development activities, and where IT drop-in sessions are held. Third place? More like third, fourth, fifth and sixth place.

In my mind, and in my experience, a school library is synonymous with the concept of a "third space". If your school library isn't your community's third space, is it even a library?

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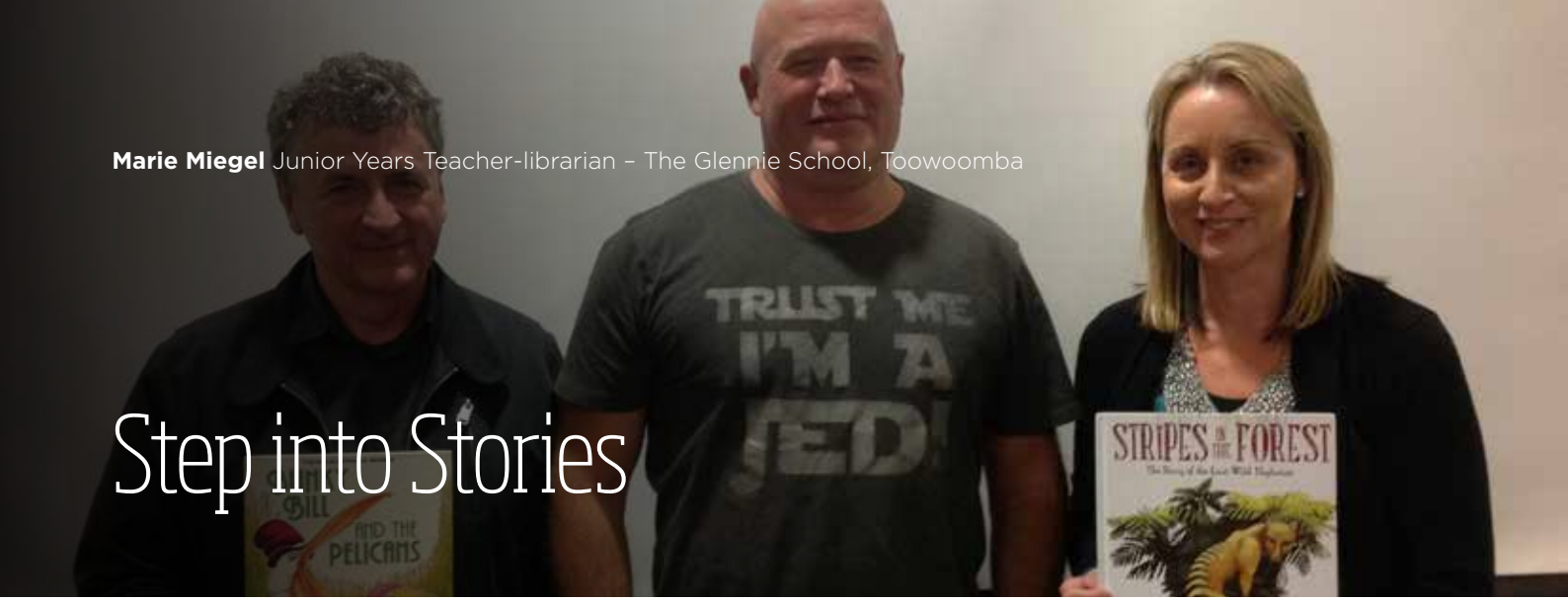

Marie Miegel Junior Years Teacher-librarian – The Glennie School, Toowoomba

Step into Stories

QSLA Councillor for Darling Downs

Each year in September, the schools in the Darling Downs region celebrate 'Step into Stories'. Our QSLA Subcommittee invites children's authors and illustrators to Toowoomba, and organises them to travel into the schools to deliver presentations, making the visits affordable to more schools. This is an ongoing annual highlight, and has benefited countless children throughout the years.

This year we experienced a close encounter with disaster when one of our presenters pulled out at the eleventh hour, but we were saved by artist extraordinaire David Lovegrove. Here are some comments from Year 3 students:

- *He inspired me. He draws really beautiful drawings.*
- *DL explained to us very clearly every character that he mentioned, as well as new ways of drawing.*
- *I loved drawing Bento Boy. Musume too. It was fun, imaginative and entertaining.*

We are looking forward to the publication of David's first novel 'Daruma'. He is also collaborating with Simon Higgins to adapt his best-selling young adult novel Tomodachi (which means 'Friends' in Japanese) into a manga (graphic novel)!

Author Aleesah Darlison conducted inspirational writing workshops with our students, and generously shared her tips on character development and fantasy world-building, as well as her passion for animals.

Meeting an author or illustrator can have a profound impact on a child, inspiring them to take exciting steps forward in their own reading and writing. Teacher-librarians are also inspired to hear the stories behind the authors and illustrators' success, and we had this opportunity at our Step into Stories Literary Dinner where Aleesah, David and illustrator Stephen Axelsen shared their personal stories with us.

Jannine McGarry Reference Librarian – Somerville House, South Brisbane

Strategies for Advocacy with your Principal: Dr Mandy Lupton

In October, the QSLA Brisbane subcommittee hosted a professional development afternoon at Brisbane Grammar School. Dr Mandy Lupton (QUT) presented research from her study published in *School Libraries Worldwide* based on interviews with nine Principals from both state and independent schools and their perceptions of the role of the teacher-librarian. A number of themes common to the requirements of Principals were examined and discussed. Members were asked to share how they perceive their role in the school meets these requirements.

Theme 1 : Expert Teacher

- Modelling good practice
- Assisting teachers to work on their pedagogy
- Connecting people to pedagogy
- Modelling collaborative learning
- Co-teacher, working alongside staff
- Knowing the curriculum
- Knowing how to utilise technology
- Advising and professionally developing staff

Theme 2 : Broad Perspective

- Strategic oversight
- Sees the big picture
- Vision
- Broad conversation e.g. budgetary decisions, setting priorities of the school

Theme 3 : Giving advice & providing ideas

- *You get some good advice from the TL, if you listen*
- *She brings ideas that I may not have even considered and then makes them happen*
- *They know things that I don't know*

Theme 4 : Leadership in ICT

- Beyond books
- Expertise in ICT for teaching & learning
- IT mentor, IT coordinator
- Up-to-date

Theme 5 : Personal qualities

- *The person who works with, not for, or over, or around teachers*
- Challenger
- Lead and advocate
- Curriculum leader
- Curriculum enhancement
- Open to new ideas, pushing boundaries
- Coach, mentor
- People person, connector

Dr Lupton concluded the presentation with a look at the leadership qualities required of a teacher-librarian and the strategies which can be applied to make us visible as leaders.

Lupton, M 2016, 'Adding value : Principals' perceptions of the role of the teacher-librarian', *School Libraries Worldwide*, vol.22, no. 1.

New Councillor Profiles

Anita McMillan

State Councillor for Ipswich

My name is Anita McMillan and my professional position is that of Knowledge and Learning Resources Manager at West Moreton Anglican College.

My background is 17 years in the Queensland public libraries of Logan, Ipswich and Somerset and 4 years in education. In the same period, I've tutored students undertaking their Diploma and Certificate courses in libraries, as well as written a number of learner guides. At the end of 2016, I will celebrate my 21st year in the library industry.

WestMAC as it is affectionately known, is a Prep to Year 12 co-educational school with enrolments of 1330, plus approximately 200 staff. My team and I look after 2 libraries, a teachers' resource room, departmental resources plus the 2 less usual portfolios of textbook hire and archives. I also chair our College's eLearning Strategy Group.

I am a member of ALIA, ASLA, QSLA, Ipswich District Teacher-Librarian Network (primary schools) and Brisbane West Moreton Teacher-Librarian Network (secondary schools).

Marie Miegel

State Councillor for Darling Downs

My name is Marie Miegel. I live in Toowoomba, where I am the Teacher Librarian in The Glennie School Junior Years Library. I began my teaching career in Hahndorf, South Australia as a Reception teacher, and then School Librarian at St Michael's Lutheran School. In 1987 I moved with my husband to Redcliffe, Qld, where I worked at Grace Lutheran Primary School. During our 12 years in Redcliffe, I taught Years 2 and 3, and took time off to have 3 children, who are now all grown and married. I also furthered my study in Librarianship through the University of South Australia.

I love my current job, where I manage the Junior Years Library and teach all of the P-6 girls each week. I have particular interests in children's literature and cyber safety. Our Darling Downs QSLA Subcommittee is strong, supportive and active.

Rose Hoger

QSLA Vice President - Regions

With 22 years of experience in educating young minds, I believe that I have developed the knowledge and skills to be a highly effective teacher-librarian. The role is multifaceted and ever changing, and as a lifelong learner, I am continually updating my bank of knowledge and enhancing my skill set.

As a trained teacher-librarian, I have worked in a number of school libraries both in Brisbane and overseas over the past ten years, and it is a role that I cherish. In my current role as teacher librarian in the Preparatory School Library at Churchie, I work across the school, but specifically with the year 4-6 students. I have been an Associate Member of ALIA since 2005, and regularly attend professional development events to upskill and network. In my position as QSLA Vice President – Regions, I will endeavour to offer the best possible service to all members of the association. I look forward to meeting many of you in the near future.

Bernadette Power

Vice President - State Wide Learning

I am fairly new to the professions of both teaching and teacher-librarianship, completing my teaching degree in 2010 and my M Ed in 2011, but I spent more than 10 years working in public libraries in one of my previous careers. Since graduating, I have worked in both academic and school libraries.

One of the things I most enjoy about the role is the opportunity to promote reading.

I am an avid reader and I passionately believe that reading is the cornerstone of lifelong learning. I also have a keen interest in inquiry learning and am always happy when teachers want me to work with them to find ways to develop students' information literacy skills. I am especially excited about integrating technology into learning environments and I love the fact that libraries are at the forefront of introducing new technologies. I am extremely proud to be given the chance to serve on the committee of QSLA and I look forward to meeting many of you at future events.

QSLA Council 2016

Contact to any member of QSLA council can be done via QSLA secretariat secretariat@qsla.org.au or visit the members areas of the QSLA website for email or phone details for some members of council.

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