Turn a threat into an opportunity

The tendency for teachers to see themselves as being responsible for student information literacy has the potential to further undermine the role of the teacher librarian. By having a clear purpose for their libraries and their own role, teacher librarians can turn potential threats such as this into opportunities.

Technological developments such as use of the Internet in schools and homes, the development of school intranets and the growth in the use of instructional web sites challenge the traditional role of the teacher librarian. Perceived weaknesses and potential obsolescence threaten to undermine how many teacher librarians are viewed by teachers and students in schools. At the same time, these developments provide potential opportunities, especially where there is a clear identification of a future role for the teacher librarian that embraces technological change.

The Internet as a threat

School children are being encouraged to use the Internet at an increasingly early age. When students are taught to use the web in school as part of a general IT course, separated from the main curriculum, they view the technology as no different from packages such as Microsoft Word® or Microsoft Excel®. Technology teachers focus on teaching students how to use the technology as opposed to how to use the information.

The consequences of such instruction, well known to teacher librarians, are students who:
- rarely plan search strategies
- become overwhelmed by the amount of hits they find
- focus on the first hit(s) they find
- copy content mindlessly, without questioning or analysing.

The dangers are that students underestimate or ignore the need for information literacy skills and are unlikely to view the teacher librarian as a possible source of help with their searching. Also, students view the Web as the total research process, rather than as part of the research process. Other resources such as books, CD-ROMs or the school library's online journal subscriptions are ignored. Students operate on the premise that 'everything is on the Web'. If this is so and access is available from home or from any wireless classroom or computer lab in the school, why visit the school library centre?

A further threat to teacher librarians could be the use of the Internet by teachers. In the UK, the British Educational Communications and Technology Agency (BECTA) argues that teachers who exploit the Web for teaching:
- drew on the skills and qualities associated with good teaching in general, such as setting high expectations, intervening purposefully, involving all pupils and creating a stimulating classroom climate
- used ICT to genuinely enhance teaching and learning
- used a range of ICT applications for teaching a range of topics
- embedded ICT into the schemes of work, using and adapting national frameworks to suit individual needs
- used ICT to manage teaching, learning and assessment of the curriculum subject
- built on and extended the whole-school approach to ICT
- used ICT to create or adapt highly imaginative resources.

Thus teachers' use of the Internet appears as a very useful development in education, but separated from the teacher librarian. What if teachers search for information from the classroom or from home? What if a teacher prepares for a lesson with a quick check on Google the day before the lesson takes place and then directs students to the first two websites found? If teachers use the web on their own and do not recognise any weakness in ▶

Turn a threat into an opportunity (cont.)

this approach, why should they take the time to consult with the teacher librarian?

The Internet as an opportunity

Of course *some* students and *some* teachers will use the Web effectively; likely they have learned from a variety of sources, including the teacher librarian. Yet most teachers and students are not information literate. A school-wide information literacy program is essential. However, enlisting the school's senior management in such an initiative may be difficult. Approaching information literacy at the micro level, with individual teachers or groups of teachers, is often a less threatening and more effective approach.

Several factors favour this approach. Firstly, teachers are under pressure to show that they are incorporating the Web into their teaching, but many have limited training in how to do this. As a resource specialist, the teacher librarian can identify websites and web tools that fit a particular teacher's goals or curriculum. Providing students with teacher-selected websites (a webliography or pathfinder on the library's web page, for example) will not only focus student learning but will avoid the aimless use of search engines, about which teachers constantly complain. Before students use search engines, they should be taught the requisite search skills – preferably in front of the subject teacher who will learn them at the same time.

So the roles of the teacher librarian in relation to the Internet can be seen as:
- expert advisor on the use of search engines and subject gateways
- information gatekeeper and website mediator
- information literacy leader and teacher-of-teachers
- current awareness provider on subject-related content in print and online
- resource coordinator linking web content with print materials, CD-ROMs and other online material.

By performing these roles in the school, the teacher librarian can ensure that both the library and the librarian are regarded as key elements in both teaching and learning in the school.

The intranet as a threat

Many schools are developing intranets that contain information for staff, students and even parents. An intranet is accessed using a browser such as Internet Explorer. The main difference between using an intranet and the Internet in school is that a user will have to log in to the intranet via a user name and password.

I have identified that key areas covered by school intranets are:
- learning and teaching materials such as lesson plans, instructional websites, resource guides
- online access to the school library catalogue
- student information such as timetables, school events, school sports
- staff information such as timetables, school notices, curriculum syllabi, school events
- administrative information for staff such as student files, exam results, confidential school reports, committee minutes.

The potential threat to the teacher librarian from the development of a school intranet is that school managers, teachers and students will see the intranet as a 'one-stop shop' for all school information. If the school library catalogue, websites and other learning resources can be accessed through the intranet, what impetus do students have to go to the library? If individual teachers develop and post web pages for their classes on the intranet, will they include links to library materials? Finally, if the intranet is an outgrowth of the school's technology, as opposed to the school's information system, will it be designed and developed by computer teachers, influenced by the school managers' emphasis on the importance of administrative rather than curricular information. If so, the teacher librarian is in danger of being bypassed as a key player in the development of an intranet.

The intranet as an opportunity

The development of a school intranet presents the teacher librarian with a new opportunity to be a key curriculum player in the school. A school intranet should be collaboratively developed by school managers, teachers and the teacher librarian. As an information professional, the teacher librarian can advise the team on how the intranet's information structure should be organised.

In her article *The Connecting School and the Intranet Librarian*, Maureen Carter demonstrates that the teacher librarian can take on new roles to influence the design and development of an intranet and ensure that the emphasis remains on information and curriculum, rather than technology and administrative information. In the role of intranet builder, the teacher librarian can play a key leadership role in designing and implementing the intranet. As intranet mediator, the teacher librarian can gather online and print materials to support intranet content on, for example, homework pages. Further, the library section of the intranet should include resources such as information literacy guidelines and tutorials to assist students and teachers with the elements of research. In short, Carter's research in Scottish schools emphasises that school librarians must take a proactive approach to involvement.

The key roles of the teacher librarian in relation to a school intranet include:
- intranet promoter, who demonstrates the advantages of a school intranet
- intranet team member, who contributes to the design of the intranet and particularly its information structure
- intranet content creator, who provides links to a wide range of print and electronic resources to support parts of the intranet such as subject area pages, instructional websites, links to other schools and careers information
- intranet information literacy coordinator, who ensures that intranet content for students is linked to information skills guidelines.

In undertaking such roles, the teacher librarian can help to ensure that potential threats do not undermine the value of their role and that the status of the teacher librarian in the school is enhanced because of the contributions made to the intranet.

Instructional websites as a threat

Instructional websites are becoming increasingly common as student experience with online learning expands. Many support face-to-face teaching and access to aspects of the curriculum, assessment guidelines and links to resources.

I define instructional websites as those:

- designed by individuals or groups of school staff
- related to the curriculum
- containing information from which students can learn
- engaging students in critical thinking by posing questions
- containing links to print and electronic resources for students to use
- encouraging students to use information skills
- including the use of multimedia such as graphics, photographs, sound and video.

Most instructional websites are designed by teachers who want to design a site to increase or support their students' interest in a curricular topic or subject. The potential threat is that students will assume that using an instructional website means that they do not have to use the school library and there is no need to consult the teacher librarian. Poorly designed instructional web pages can limit the students' intellectual horizons and their learning.

Instructional websites as an opportunity

Well-designed instructional websites are focused learning instruments. In the UK, teachers are under pressure to produce them as part of their teaching portfolio. In some schools, there is competition between departments as to who can produce the website with the most multimedia. The teacher librarian has an opportunity to help teachers develop websites that maximise both content and information literacy objectives.

I conducted a case study of a UK school in which the collaboration between the school librarian and the teachers began with an instructional website, jointly designed with one history teacher, and resulted in a template for other teachers to use. I looked particularly at the collaborative work between the geography teacher and the librarian to create an Earth Forces website. The site contains an outline of the curriculum relating to earthquakes and volcanoes, an outline of the assessment which students complete, links to useful resources both online and in the school library, and information skills advice about planning the assignment. The teacher asserts that this site leads to better student understanding, use of

a wider range of resources by students and an improvement in the quality of student work.

The case study identified a range of opportunities for teacher librarians to exploit. Firstly, the teacher librarian may develop knowledge of software such as Adobe® Dreamweaver® or Microsoft Front Page® and can become a source of advice and guidance to teachers. Secondly, the teacher librarian can provide teachers with examples of instructional websites from other schools, using such resources as the Blue Web'n gateway – an online library of outstanding Internet-based education sites. Thirdly, the teacher librarian can provide teachers with assignment-related links to both print and electronic resources and can ensure that any project outlines given to students make reference to these links. Finally, the teacher librarian can ensure that teachers either include information skills guidelines within the specific content-area web pages or reference the school library information literacy pages.

Collaboration with teachers ensures that the teacher librarian's roles in relation to instructional websites include:

- instructional website design tutor and advisor
- instructional website content creator/ gatherer
- instructional website standards coordinator and quality-control evaluator (ensuring that all contain information skills guidelines).

By taking a proactive stance, the teacher librarian will ensure a central role in this key area of development.

If the purpose of the teacher librarian is clearly promoted in the school as making a key contribution to student learning by embracing and exploiting new technologies, the place of the teacher librarian in the history of education will be a positive one.

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The full version of this article was published under the title 'The end of the Teacher Librarian', in *Teacher Librarian*, October 2005. This adapted version printed with permission of the author and *Teacher Librarian*.

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Carter, Maureen 2002, 'The connecting school and the intranet librarian', *School Libraries Worldwide,* vol 8, no 2, pp 51–64.

Herring, James 2003, *The Internet and Information Skills: A Guide for Teachers and School Librarians*, Facet Publishing, London.

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Website design tools

Dreamweaver – http://www.macromedia.com/software/dreamweaver

FrontPage – http://www.microsoft.com/frontpage/

Blue Web'n – http://www.kn.pacbell.com/wired/bluewebn

Information skills, technology and innovation

Testing information literacy in digital environments: ETS's iSkills Assessment

Full article published in: *Information Technology and Libraries*

Volume 26, Number 4, September 2007; Pages 3–12.

Ivan R Katz

There is increasing evidence that the technological competence of the 'Net Generation' does not translate into effective skills for research and communication. In that sense, today's students may be 'less information savvy than earlier generations'. Information literacy refers to the ability to determine information needs, and to find, evaluate and apply the information effectively. 'ICT literacy' refers to these abilities as they apply within digital environments. Standards for ICT literacy have been set out by the Association of College and Research Libraries (ACRL). The Educational Testing Service (ETS) in the United States has created an 'iSkills assessment', an Internet-based test designed to measure students' information literacy skills in technological contexts. The test contains 15 interactive tasks: 14 simple tasks to be completed in three to five minutes, and one 15-minute task requiring a more complex problem to be solved. The tasks were all designed to test cognitive decision making rather than ICT competencies. The interactive tasks allowed for various pathways to accurate answers. Automated help after incorrect answers offered participants the chance to move on to show other skills. In May 2006, the test was taken by 1016 secondary and over 5000 tertiary students. The 63 participating educational institutions selected participants through a variety of methods, including random sampling and invitation. Overall, students 'performed poorly'. For example, when asked to evaluate a number of websites, only 52% 'judged the objectivity of the sites correctly' and only 49% 'uniquely identified the one website that met all criteria'. In a web search task, only 40% entered multiple search terms to narrow the result; in general, with all tasks, they struggled to narrow searches effectively. Participants tended not to tailor responses to a particular audience. The National Forum on Information Literacy has established a National ICT Literacy Policy Council which is working toward the creation of national ICT literacy standards for the United States.

Information Technology and Libraries http:// www.lita.org

Virtual library: e-ssential

Full article published in: *Access*

Volume 21 Number 3, September 2007; Pages 5–8

Carol Grantham

A well-designed virtual library teaches students information literacy skills and provides access to quality online resources that complement the physical library collection. Virtual libraries will vary depending on the needs of the school and the curricula they support, however some elements are common to all well-constructed online learning environments. Navigation of the site should be simple and intuitive with research guides linking students to physical and online resources for particular subjects and assignments. The virtual library should contain search tools and electronic database pages, and a link to the school library catalogue. Bibliographic and citation guides and other reference services, such as an 'ask a librarian' email service, should be accompanied by thorough instruction in information literacy. Students should be taught to use appropriate search engines, how to read URLs, and how to select relevant databases. Teaching information ethics, including an understanding of plagiarism and correct referencing, as part of a curriculum unit ensures that students are informed and possess the skills relevant to their immediate needs. Virtual libraries can help supplement the curriculum with validated age and reading-level appropriate material. With interactive whiteboards increasingly present in classrooms, digital resources and learning objects are particularly appropriate as they can cater to a range of learning styles. A virtual library can be updated more frequently and easily than the print collection. However, building a virtual library demands web design and web publishing skills as well as significant time to search for materials and maintain the website. Some schools may find generic gateway sites a more feasible option. Schools should also be conscious of the 'digital divide' that exists as a result of unequal access to the Internet from students' homes, as well as the instability of Internet links, which should be checked regularly. Schools should be realistic about virtual library design, building up capacity over time. Teacher librarians can also save time by encouraging subject teachers to contribute relevant web resources and subject links to the site. Today's students are accustomed to using the Internet to meet their information needs, and teacher librarians must either harness this reliance on the web or risk being seen as irrelevant.

Rules of innovation?

Full article published in: *EQ Australia*

Summer 2007; Pages 8–10

Heather Watson

To integrate ICT effectively, schools need individual innovators solving small problems with 'baby steps'. New technologies are commonly associated with a 'hype cycle': the positive hype peaks with inflated expectations resulting in a trough of disillusionment that typically leads to more realistic expectations and an eventual plateau of improved productivity. Educator attitudes to technologies vary widely, as do the quality of the technologies themselves, and the extent to which learners should be taught to resist or rely on new technologies remains controversial. Continuing scepticism has rendered the pace of ICT integration in education 'monumentally slow'. Innovations related to Web 2.0 technologies, for example, are considered mainly in terms of potential dangers, overshadowing their potential for enhancing learning. Yet the sustainable, effective application of Web 2.0 can promote student-centred, participatory pedagogies by giving users the ability to manipulate information and adapt tools for participation. By delaying uptake of these valuable technological innovations, schools risk losing their influence in shaping learners in the 21st Century. Schools lose credibility in the eyes of students who

Tapping the potential of students

witness divergence between formal school structures and the personalised learning that takes place outside the classroom. The education sector's reluctance to engage with technology also cements its position at the fringes of the technology market, thereby ensuring that tools will continue to be designed predominantly for business, defence and leisure rather than specifically for educative purposes. Where technology is being used, schools are usually still attempting to fit new technologies into old pedagogies. However, individual teachers often innovate effective and specific changes that go unnoticed in the busy school day. Schools must develop cultural and operational practices that support such innovations and encourage dialogue. Problems need to be addressed 'from the bottom up', with teachers driving small changes and sharing their innovations with colleagues.

The Hamilton and Alexandra College discovers the value of a Secondary Library Committee.

Our secondary students have many skills to offer: enthusiasm, youthful perspective, specific abilities and a desire to be involved. As teacher librarians, we are often faced with time constraints, an older perspective and less expertise or interest in specific areas. We can all benefit from student input.

Starting a library committee

The Library Committee is one of the ways our library at The Hamilton and Alexandra College library creates a positive environment to tap into our students' enthusiasm and develop their skills. This is an evolving process. The nature of the committee and the work undertaken has varied from year to year depending on the students involved and their individual interests.

One of the leadership positions for Year 12 students is Captain of Information Services. This position is of equivalent status to the captain of a sporting team or arts activity. It carries a badge, which is issued at a special assembly by the Principal. Students apply by writing a letter of application and submitting their résumé to me (Head of Information Services). I interview all applicants to provide them with practise for university or work applications. My recommendation then goes to the Pastoral Care Committee and Principal for ratification.

The Information Services Captain is appointed each October. Their role includes assisting with the running of the committee and taking an active part in the library. The Library Committee is open to all students and meetings are held on an irregular basis throughout the year. The invitation to attend is issued through the daily notice-sheet before each meeting. The nature of these meetings has varied in my three years at The College, but they are usually informal discussions about the collection, displays and activities that all are able to participate in. We also celebrate together several times a year; chocolate biscuits make a good 'salary'!

Tapping into student potential

Initiatives introduced by library committee members so far include:

- wonderful posters of teachers' top 10 reads – created by Hannah (year 11), Sonia and Robyn (year 10)
- a list of recommended series for boys – drawn up by Tom (year 10)
- a set of bookmarks made by Hannah (our Captain for 2008), which are put in displayed titles called 'fave books of _____' with various aged students
- a Harry Potter display – put together by Kate (year 12)
- Book Week activities.

One technologically savvy year 11 committee member, Mitchell, has spent two years designing a homepage linked to *Oliver* where members can blog, participate in wikis and investigate images of the library. This will be introduced to teachers next year as a secure way of using such technologies within the classroom, as it is fully internal.

Committee members have been taught skills including:

- lending and retuning books through Oliver
- shelving
- collection development
- display requirements and techniques.

Benefits for you and your students

Having a library committee has been of benefit to me as a sole teacher librarian. Working with young people who consider the library to be an important part of the College is inspiring. Their enthusiasm and suggestions have motivated me to develop the collection and redesign the space to make it more student friendly. It has been particularly affirming to have other students making suggestions to those on the committee, similar to the General Information Council (our version of an SRC).

Students profit from the committee by working in a real world situation with a mentoring adult. They are able to see the results of their suggestions and develop skills that serve other people. Within the committee, members teach each other new skills and the longer serving members nurture the newer ones. The cross-age teamwork has been a feature of their achievements. Our committee has all types of students as members: international students, sportspeople, readers, artists and the technologically minded. Each year we achieve new goals together: a mutually beneficial arrangement for all concerned! I can highly recommend trying it in your school library.

If you would like to know more, you can contact me.

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RFID – the latest in library technology

Dandenong High School has a new electronic identification system to assist library circulation and security. **Greg Worrell** *explains the benefits for library staff and the school community.*

Our school library recently installed a single tag radio frequency identification (RFID) system. RFID is the latest technology to assist libraries in circulation and security systems. This was made possible through a grant of $150,000 from the Federal Government's Department of Education, Science and Training as part of its Investing in our Schools program.

The system requires the placement of an RFID tag in each library item. The tag is coded with the item's barcode number and links to our library management system. The tag also includes a security chip, which is turned off and on during the circulation process. The alarm on the exit gates sounds if items are not borrowed before they pass through the gate.

Our collection of some 25,000 items was tagged in three weeks, while still maintaining our usual library operations – a great effort by all the library staff. The tags were placed inside the back cover of the books and magazines, on CDs and CD cases, and on videos. I should add that while we were tagging, we also weeded the collection and discarded several thousand items.

How it works

We purchased new security gates, two self-check terminals and a returns chute that link to the library system, two staff work pads and the Digital Library Assistant (handheld scanner). Current barcoded student ID cards are compatible with the system. Students and many of the staff now do their own issues simply by scanning their ID cards and by placing the stack of materials to be borrowed on the scan pad. Up to about 10 items can be issued simultaneously, with each item appearing in the loans list on the screen as the loan is approved. Borrowers with overdues are prevented from borrowing and directed to the Information Desk for further assistance.

Items that are not able to be borrowed (due to being reference items, reserved by another user or exceeding limits in particular categories) are not checked as being issued. Items approved for loan have the security chip turned off to allow removal from the library. Any item tag that has not been issued is left in the secured mode to prevent the item being removed from the library. Due dates are delivered by email.

On return, items are placed through the returns chute, which processes the item through the library system and turns on the security mode. Items that are reserved or have some other memo are picked up by the library system and a receipt printed indicating the status. Security is turned on regardless.

Multi-part items are easily linked using the RFID system, which means that all materials are now kept on the open shelves. For example, in the past we used to store CDs separate to their books for security reasons. Now we can insert as many tags with the same barcode number as required and the system checks to see that the required number of tags are present before allowing the loan or return. The same goes for multi-CD sets, such as talking books. Each CD and the case are given RFID tags, all of which must be present to allow an item to be returned or issued. Naturally these can be overridden at the Information Desk if necessary.

Faster, simpler stocktaking

The system has allowed us to remove the circulation desk, which has been replaced by the much smaller Information Desk (previously located to the rear of the library). We issue class sets and some staff loans through the reference terminal and the attached staff pad. As with the self-check terminals, we are able to issue class sets in stacks of up to about 10 items; the pad will even read through the plastic class set boxes.

The handheld reader allows us to scan the shelves for misshelved books by keying in the barcode number of the required item(s). The library system allows us to leave the stocktake function turned on – every time an item is issued, returned or otherwise scanned the stocktake date is updated.

The handheld scanner allows us to scan a bay of books in approximately three minutes. This means we can stocktake sections of the collection while the library is still operating; if an item happens to have been borrowed between scanning of the shelves and uploading of data into the library system from the scanner, we simply update the stocktake date without changing the item's loan status. We no longer have to close the library to conduct stocktakes.

Other benefits of RFID

The removal of the circulation desk means that we have freed up some 30 hours of library assistants' time, which has led to a change in duties. Many of the tasks previously done by teacher librarians, such as checking for catalogue records, are now done by library assistants. We have also been able to introduce ClickView 24/7, which allows us to easily record and edit free-to-air television programs and add them to our catalogue. The editing and uploading is the domain of one of the assistants. Previously we did little off-air recording due to the amount of time taken in setting VCRs, changing tapes, labelling and so on.

Teacher librarians are now spending more time working with classes and teachers, providing a higher level of reference service and working on other projects to enhance the use of the library. None of this would have been possible without the introduction of the RFID system.

The students have taken to the system with ease and confidence. The screen provides a step-by-step guide to the process. Some staff now insist on issuing their own materials as they also like to be able to do their own borrowing.

Information on the Department of Education, Science and Training's Investing in our Schools program is available at http://www.investinginourschools.dest.gov.au/default.htm

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Internetting corner

American Association of School Librarians
http://www.ala.org/ala/aasl/aaslindex.cfm
Produced by the American Library Association, this professional website for teacher librarians includes sections on technology, advocacy, information literacy, publications, blogs and student achievement.
SCIS No: 1345944

Artsedge – Blues Journey
http://artsedge.kennedy-center.org/content/3948/
The history of blues music is explored using video, audio and text on this entertaining and informative website. Associated lesson plans and links are included.
SCIS No: 1345960

Australian Children's Books
http://www.cultureandrecreation.gov.au/articles/childrensbooks/
This portal holds a wealth of background material about Australian children's literature, from the earliest published books to contemporary works. The array of resource links to authors, awards, genres and publishing is impressive.
SCIS No: 1345999

Carbon Footprint Calculator
http://www.bp.com/extendedsectiongenericarticle.do?categoryId=9015627&contentId=7029058
Students can create and graph their carbon footprint by using the calculator on this site. Suggestions for carbon reduction in the home, by commercial companies and through more efficient vehicle usage can then be trialled using the calculator. Studies of individual corporations are included.
SCIS No: 1346007

Charles Dickens Museum – Virtual Tour
http://dickensmuseum.com/vtour/
Teachers and students can undertake a virtual tour of the London home of Charles Dickens, from wine cellar to library. This website focuses on background information about the environment Dickens lived in, rather than his works.
SCIS No: 1320509

del.icio.us
http://del.icio.us/
By setting up a free account, users can store all their bookmarks centrally, selectively share them and view what others are bookmarking. This social bookmarking site allows bookmarks to be organised by tags, or key words, and allows users to share pertinent links to topics of interest.
SCIS No: 1346131

Jack Prelutsky
http://www.jackprelutsky.com/
A selection of Jack Prelutsky's inventive and humorous poetry is brought to life on this interactive, animated website. Teachers are also catered for with specific poems and a range of classroom activities.
SCIS No: 1346016

Maths with the Mob
http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/aboriginal/mathsmob_learn01.html
Kindergarten teachers can add an Aboriginal perspective to their mathematics lessons by using the lesson plans and ideas available from this website. The resources are readily available and also incorporate visual arts activities.
SCIS No: 1198655

New Zealand Edge – Heroes
http://www.nzedge.com/heroes/
A well-organised and informative site, featuring biographies of New Zealanders who have made significant contributions in their chosen fields. Highlighting risk taking, achievement and perseverance, this site inspires students to think laterally themselves.
SCIS No: 1346574

Poetry – Interactive
http://www.libbyhathorn.com/lh/emma/index.html
Australian author Libby Hathorn has developed this appealing poetry website focusing mainly on interactive poems for younger students. Additional material is available for older students and teachers.
SCIS No: 1346581

Rainforest Maths
http://www.rainforestmaths.com/
Primary students can undertake hundreds of engaging interactive mathematics activities on this rainforest-themed site. They can choose the level they are comfortable with and are offered feedback from their results.
SCIS No: 1320193

RBA – Education
http://www.rba.gov.au/Education/
Student information and teaching resources about Australia's economy, monetary policy and the role of The Reserve Bank of Australia are available from this official website. Key economic data and statistical information are featured.
SCIS No: 1255549

United Nations Convention to Combat Desertification
http://www.unccd.int/
Reports and programs dealing with the threat of increased desertification are available from this UN site. Secondary students will find the material useful for environmental studies and for background information on the World Day to Combat Desertification, celebrated on 17 June every year.
SCIS No: 1252458

Welcome to SoundJunction
http://www.soundjunction.org/default.aspa
This stunning, award-winning site is designed to broaden the musical knowledge and repertoire of upper primary and secondary students. They are encouraged to listen to music and deconstruct it, compose new music and understand new styles. Teachers have access to a range of teaching packages.
SCIS No: 1258383

Reviewed by Nigel Paull, Teacher librarian, South Grafton Primary School
Email: npaull@telstra.com

✓ *SCISWeb* handy hints

Quick Reference Card

SCIS has produced a Quick Reference Card (QRC), which describes how to create orders and search SCIS OPAC. This QRC is available to print in colour or black and white. When printed, the document can be folded in half to create a double-sided quick reference card that can be laminated. It is designed for the new or infrequent user and could be kept near the desktop used for *SCISWeb* ordering for easy reference. The QRC is available from http://www.curriculum.edu.au/scis/supporting/training.htm

If you would like to receive a colour printed copy of the QRC, please send a request with your school details to scisinfo@curriculum.edu.au

SCIS Quick Reference Card, page 1
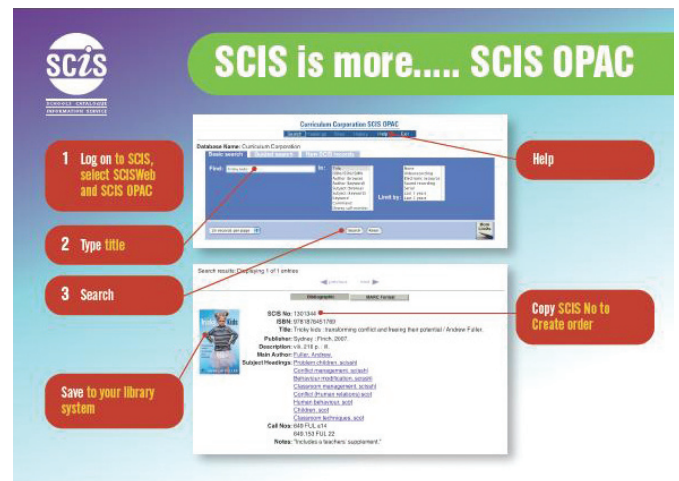
SCIS Quick Reference Card, page 2

i SCIS news

What's new?

In our news-saturated world, it is sometimes difficult to locate information related to a specific need. SCIS provides a selected list of news and information for library staff. It is by no means comprehensive and we don't attempt to list all news related to school libraries.

The items posted on the SCIS *What's new* web page could provide ideas for library displays (International Year of …, book awards) or offer information for professional development of library staff. Items will also be posted to promote new developments or changes to *SCISWeb* and SCIS OPAC. We also post reminders for new SCIS Websites lists each month.

SCIS home page – location of What's new *links*

The links to *What's new* are available from:
- SCIS home page (bottom right corner, headed News)
- SCIS Customer Centre page (bottom right corner, labelled News)
- *SCISWeb* page (bottom toolbar, far right corner, labelled News).

Associations related to school libraries may publicise their activities by submitting the item to SCIS. You can email requests to scisinfo@curriculum.edu.au We welcome your feedback on this service and any other SCIS product or service.

13 digit ISMNs

The National Library of Australia has recently advised that International Standard Music Numbers (ISMNs) will be issued in 13 digits from 1 January 2008. The existing 'M' prefix will be replaced by the prefix '979-0'. The rest of the number will remain unchanged, including the check digit.

SCISWeb supports download of the new format ISMN. We will investigate the feasibility of enhancing the *SCISWeb* download program to enable retrieval by either format. An example of the new format ISMN has been added to the SCIS standards, section 6:C4.

SCIS Standards for Cataloguing and Data Entry can be found at http://www1.curriculum.edu.au/scis/managing/standards.htm

More information is available at http://www.nla.gov.au/ismn/about.html

New and revised subject headings

Headings marked with an asterisk in the following list are existing allowed headings which have been updated with changes to references or notes. New headings are marked as N. Deleted headings are marked as D.

For full details of these headings, see the SCIS website at http://www.curriculum.edu.au/scis/productinfo/supplists.htm

* Aboriginal peoples–Land rights
* Aeronautics–Safety measures
* Asia
D Australian newspapers
D China–History–1976-
N China–History–1976-2002
N China–History–2002-

* Crime
* Criminals
* English language–Spelling
* English language–Syntax
D English newspapers
N Gaza Strip
N Iraq–History–20th century
N Iraq–History–21st century
* Iraq War, 2003-
* Israel
N Koran stories
N Kuwait–History–20th century
* Latin literature
* Law and society
* Mafia

* Middle East
* Middle East–History
* Military history
D New Zealand newspapers
* Newspapers
* Organised crime
* Palestine
* Persian Gulf War, 1991
* Politics, Practical
* Skin diving
* Snorkelling
D United States–History–1974-
N United States–History–1974-2001
N United States–History–2001-
*Zionism

Connections

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Curriculum Corporation. SCIS is committed to publishing informative and useful material for the benefit of library staff in schools. Our focus is helping library professionals keep up to date with the latest in information services and information technology relevant to school libraries.

Connections is distributed by Curriculum Corporation to all schools in Australia.

Connections content does not necessarily reflect the views of Curriculum Corporation, the editor, publisher or printer, or imply endorsement by them. Authors retain copyright of articles and should be contacted for permission to reprint.

Connections contributions

SCIS welcomes submissions of articles to be considered for publishing in Connections.

Articles may range in length from 500 to 2,000 words. Work outside these specifications will be considered.

Contributions and correspondence are welcome and should be forwarded to scisinfo@curriculum.edu.au Please include your contact details.

Advertising in *Connections*

Advertisements, supplied in electronic form, should be forwarded to SCIS. Contact SCIS for specifications and advertising rates.

Connections online

All articles and regular features are available electronically at http://www.curriculum.edu.au/scis/connections/latest.htm

Leading literacy resources now available through Curriculum Corporation

Literacy leaders and classroom teachers in Australia and New Zealand can now access resources from the world-leading International Reading Association (IRA) exclusively through Curriculum Corporation.

The International Reading Association seeks to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading process, teaching techniques and strategies to encouraging a lifetime reading habit. Offering practical material and the leading research, IRA publications meet the needs of all reading professionals. For classroom teachers, the titles show how to achieve best practice and meet the challenges of the increasingly diverse, mixed-ability classroom. Professional learning and curriculum leaders will find exceptional materials for establishing a school-wide vision and program for literacy that involves involve all staff.

The International Reading Association's material is essential for all professional and personal libraries. Explore the range at Curriculum Press at http://www.curriculumpress.edu.au/ or contact the sales team on free call 1800 337 405 outside Melbourne metropolitan area, (03) 9207 9600 or email sales@curriculum.edu.au.

Policy support for school libraries

Policy making is essential to the role of school library staff. A new resource aims to support teacher librarians in developing and implementing effective library management policy.

Policy making has long been acknowledged in professional literature as an essential aspect of library management. More recently, the importance of policy making has been recognised in the Standards of professional excellence for teacher librarians. Now a new professional resource – *A Manual for Developing Policies and Procedures in Australian School Library Resource Centres* – has been published to support professional practice in school libraries and provide guidance in policy development and implementation. This manual is the result of a joint working party formed by the Australian Library and Information Association (ALIA) Schools and the Victorian Catholic Teacher Librarians (VCTL).

The manual sets out how to develop the policies and document the procedures that are essential for exemplary management practices. The working party identified nine areas of library management that require policies. Implementation of these policies and procedures will ensure equitable access to resources for all library users. A school library that is well managed is in the best possible position to offer the range of library programs and services that are essential to the endeavours of the school community.

Key stages of policy development
Policy can be defined as a set of guiding principles that provides a context for decision making. It is a directional framework based on agreed values and beliefs. The process of developing policy is valuable as it provides a vehicle through which different ideas can be discussed and consensus reached. The essential stages of policy development are: recognition of a need for policy, development, implementation and evaluation.

Recognition of a need for policy and the establishment of a group of interested people to work on its development is the first step.

Development of the policy involves clarification of ideas, writing drafts, deciding on a format and defining a timeline.

Implementation of the policy includes ratification by the school library staff and, in some cases, the school community and the School Board. After ratification, the policy is adopted as practice.

Evaluation of the policy involves incorporating it into a regular cycle for review and setting a timeline for this review.

These essential stages have been incorporated into the manual.

Integrating policy and practice
Nine areas that require policy development have been identified and are covered in the manual's nine sections. A glossary and reference list are also included. The nine policy development areas covered are:
- staffing
- collection development
- budgeting
- cataloguing
- ordering
- processing
- circulation
- stocktaking
- copyright.

Aside from the first section, **Staffing**, each of the remaining sections has two parts. The first part is on policy and covers the following elements: rationale, policy statement, audience, authorship, related documents, date of ratification and date of review. The aim is for the policy to be succinct: approximately a page in length. The second part is on the procedures required to implement the policy. In some cases, the procedures are lengthy as they entail a step-by-step account of how to implement all elements of that area.

The manual has been designed as a practical resource for teacher librarians. It provides a simple framework that can be adapted to suit individual school libraries. A teacher librarian working alone could easily adapt the manual to suit local policies and practices. In addition, 'unpacking' the manual could form the basis of a professional development session at a network meeting or a library staff meeting.

Developing policy
Each element of the policy has notes that provide a guide to the decisions that have to be made about what should be included. Figure 1 shows a sample Policy page from the manual.

Figure 1: A sample Policy page from Section 5 – Cataloguing policy and procedures

5. Cataloguing Policy and Procedures

The application of national standards to the cataloguing of resources is essential for uniform and effective access to information throughout Australia. Schools Cataloguing Information Service (SCIS) provides schools with quality and consistent cataloguing, classification, and indexing of both print and electronic resources. The SCIS database is updated daily.

Cataloguing Policy

A template for a Cataloguing Policy would have the following elements.

Rationale
This relates to why resources should be catalogued and what purpose that serves for location of resources and equity of use.

Policy statement
This would be succinct to identify the importance of following national standards and the use of SCIS.

Audience
Staff and community

Authorship
School library resource centre staff

Related documents
Abridged Dewey Decimal Classification and Relative Index. 14th ed.
Anglo-American Cataloguing Rules Second Edition
Dewey Decimal Classification and Relative Index. 22nd ed.
Schools Catalogue Information Service, available at
http://www.curriculum.edu.au/scis
SCIS Subject Headings, available at
http://www.curriculum.edu.au/scis/productinfo/subheadsonline.htm

Date of ratification

Date for review
Three to five years after ratification

The following example shows how to unpack this section of the manual.

Rationale
Based on the information in Figure 1, a brainstorm of ideas about the rationale could include the following reasons for cataloguing resources:
- to ensure equitable access
- to create a database with a record of all resources
- to allocate call numbers so that resources have a location and can be retrieved.

These ideas can be used to write a succinct rationale for cataloguing resources.

Policy statement
Use the information provided in Figure 1 as a source of ideas that can form the basis of the policy statement. For this example, it is suggested that the policy statement would include the following:
- the importance of adhering to national standards
- the use of SCIS.

Audience, authorship and related documents
While there are suggestions for these elements in Figure 1, the content will vary from school library to school library.

Date of ratification and date for review
The content of these elements will vary from school library to school library.

Developing procedures
Figure 2 shows a sample Procedures page from the manual.

The information on this page outlines the steps involved in recording procedures for cataloguing according to national standards. It will be necessary to complete the details for each step so that the local procedures are fully documented.

The example in Figure 2 shows how to document local procedures using this section of the manual.

SCIS search
Read the information available from the SCIS website at http://www.curriculum.edu.au/SCIS and record downloading steps according to the library software program.

List each step in the process. For instance record:
- logon details
- how to search *SCISWeb*
- how to create orders for records found
- how to download records found
- how to upload records found into the library software program

Figure 2: A sample Procedures page from Section 5 – Cataloguing policy and procedures

- how to search the *SCISWeb OPAC* for resources without an ISBN.

Resources not found on SCIS
List the procedures to be followed if the SCIS search does not produce a catalogue record.

For instance, detail:
- the length of time before another SCIS search is to be undertaken
- how and when the resource will be sent to nearest SCIS agency for cataloguing and adding to the database.

Please note: all resources catalogued by a SCIS agency are added to the database. School libraries are encouraged to forward resources for cataloguing. This is a free service. The SCIS database is updated daily and new resources are constantly added. The database should be checked on a regular basis.

Original cataloguing
List the process and references needed to catalogue an urgent resource.

Where to find the manual
A Manual for Developing Policies and Procedures in Australian School Library Resource Centres is available as a PDF, with an accompanying template that may also be used. It is free to all schools in Australia and is only available electronically. The manual can be accessed through the ALIA website at http://www.alia.org.au/groups/aliaschools Victorian Catholic schools can access it from the Myclasses website. Alternatively it can be found on the Australian School Library Association (ASLA) website.

Anne Chowne, St Michael's Primary School, North Melbourne

Anne Girolami, Siena College, Camberwell

Sandra Ryan, Santa Maria College, Northcote

The members of the Working Party were Anne Chowne [VCTL], Anne Girolami [ALIA and convenor], Sue Maher [VCTL], Jan McCormick [VCTL], Sandra Ryan [ALIA] and Tilly Stoove [VCTL/ALIA].

Changes in the Dewey Decimal Classification

The world is constantly changing and the Dewey Decimal Classification has been too. Staying up to date with world events is essential if Dewey is to keep up with the world of publishing.

Since the Dewey Decimal Classification was first compiled, the world inevitably has changed. To keep up with the world of publishing, Dewey has to keep up with these happenings. The last edition of Dewey (edition 22) was published in 2003 and Abridged (edition 14) in 2004.

There have been changing political boundaries, as in the former Yugoslavian states, and changing governments in many states, which can affect period subdivisions. There have been new wars, as in the invasion of Iraq. More detailed geographic subdivisions have occurred, as with Indonesia. There have also been new numbers for topics that have become more widely written about, such as Pilates and Asperger's syndrome.

How Dewey keeps up to date

Larger libraries can afford to exploit the resources of WebDewey (an online version of Dewey in both full and abridged forms) to keep up with such changes. Like any online resource, WebDewey can be easily updated for all users when required. In an online environment, it is a small matter to change the entry 'Class here administration of Saddam Hussein, 1979–' by changing the date to '1979–2003'.

Smaller libraries rely on the print versions of Dewey. It's not so simple for them to have their print version automatically updated. In fact, there is a way to keep up with changes and it is not difficult if you have access to the Internet.

Once a month, Dewey editors publish an update called *New and changed entries*. This is issued free of charge for reading and/or printing in both Portable Document Format (PDF) and Microsoft® Word versions. It is available at http://www.oclc.org/dewey/updates/new/default.htm

The Word version is good for cutting and pasting parts of the documents; the PDF is better for printing out the complete document.

If your computer has a Really Simple Syndication (RSS) reader installed, you can subscribe at this page to have the monthly updates delivered to your desktop automatically and free of charge. If you do not have an RSS reader installed, there are several such readers available for downloading as freeware.

Note that, while updates are published once a month and are used by cataloguing agencies as soon as they are issued, WebDewey is slightly slower. It is updated every three months. SCIS implements the new or changed numbers as soon as they are available on WebDewey.

The war on terror

One example of change is terrorism and the 'War on terror'. Shortly after the events of 11 September 2001, President Bush announced a 'war on terror'.

Dewey, of course, doesn't rush into things, automatically creating numbers in knee-jerk fashion. Rather, it waits to be sure that there is a body of documents (or 'literary warrant') before it creates new provisions for the concepts concerned.

Terrorism, after all, has been around for a long time. The word has been used since at least the French revolution and the practice has never quite disappeared: think of the Anarchist bombers at the start of the 20th century, or the Red Brigades and other similar groups of the 1960s. Dewey has long had provision for the concept. For several editions past, it has been at 363.32: 'Control of violence and terrorism', which also included 'crowd and riot control'.

Given the increased recent media attention on al-Qaeda and other militant groups in the Middle East, it was clear that the general number was no longer adequate. In November 2005 a Dewey update was published which greatly expanded the number.

Here is a summary list of the main new numbers and their headings in DC22:

363.32		Social conflict
	.321	Aspects of social conflict
	.323	Crowds [including riots, demonstrations]
	.325	Terrorism
	.3251	Aspects of terrorism
	.3253	Bioterrorism and chemical terrorism
	.3255	Nuclear terrorism
	.3259	Specific targets of terrorism

The abridged edition uses only 363.32 and 363.325.

Cataloguers, as always, were still left with decisions. Was this new number necessarily the best place to put works on the 'War on Terrorism', which seemed to embrace a wider target than small terrorist cells and formed the stated rationale for the invasion of Iraq?

The Dewey editors took advantage of a new update in November 2007 to address these concerns. This update was a greatly expanded entry in the manual, of both the full and abridged editions, about the classification treatment of wars.

The final section of this manual update was titled *Other subjects called 'wars'*. In making a series of general statements, it makes three specific points:

- The 'War on crime' goes with crime prevention in 364.4. By extension, the 'War on drugs' goes in 362.29 ('Drug abuse').
- The 'Cold war' goes in world history of the later 20th century in 909.825.
- Finally, and I quote the complete sentence that is relevant here: class the '… War on Terrorism (the various military, political, and legal actions taken by the United States and its allies to end international terrorism) with the 2000–2019 period in 909.831'.

Ray Cotsell
SCIS Cataloguer

Educational Lending Right

Lending Rights – An illustrator's perspective

I am fortunate that my career got going shortly after the inception of PLR in 1975. Around about that time, there was a surge of growth in Australian publishing. This has continued ever since, though some would argue that the market has plateaued in recent times. Public libraries, and the wonderful Lending Rights schemes, have played a vital role in nurturing the Australian talent that has sustained this growth.

The three and a half decades since the introduction of PLR have been marked by an increasing appetite for home-grown stories and Australian voices. Authors and illustrators are eager to create these stories, many to a standard that is equivalent to the best in the world. Publishing opportunities have blossomed. But the disciplines of the commercial market have kept pace.

Publishing in Australia is driven by competition. Publishers, authors and illustrators strive to connect with their audiences. Some do so better than others, but it is impossible to predict which books will earn significant income through royalty payments. PLR and ELR payments, while reflecting this same spirit of competition, enable authors and illustrators to receive a stable regular income. The PLR and ELR score reflects the success a book has had in reaching its audience through people borrowing it from school and community libraries. It feels as if it is recompense from an appreciative community of readers. Lending Rights allow the creators to feel embedded in our country's culture.

The annual lists of the highest scoring books and claimants are fascinating snapshots of Australian publishing—and it is great to have some of my titles on them—but they mask the real practical effect of PLR and ELR. In my experience, Lending Rights payments provide one point of stability in an arena that is largely unpredictable. This is the stability that allows creators to have a life, earn an income, raise a family, borrow money…Apart from sales to the general public via trade booksellers, the core market for children's books is schools and libraries. This market holds the key to a book's profitability. Discerning librarians purchase books that have strong literary or innovative qualities, but which may not always be commercially successful. Some very good and ambitious projects fail to find their audience. Commonly a book project will not earn out its advance (usually between $2000 and $4000, for many months' work). Another common scenario is for a book to sell in small quantities for a few years, resulting in a dribble of income.

Often PLR and ELR is the only form of income from a creator's midlist and backlist titles when trade sales have ceased. It is true that the majority of authors and illustrators cannot earn a living solely from their published work. It is said that to have 'made it' is when your income is akin to a librarian's. Of course, a number of authors and illustrators are able to earn a reasonable, sometimes outstanding living.

Finally, at an ELR 'appreciation' gathering of authors and illustrators a few years ago in Melbourne, the former Minister, Senator Rod Kemp, said it was unusual to be in a room full of such universally happy, appreciative and grateful people. This is how the scheme is viewed. Thank you, DCITA staff and contributing librarians, for all your hard work in administering PLR and ELR.

Craig Smith
Illustrator

Craig Smith – Illustrator

Illustration by Craig Smith, from Bob the Builder and the Elves *by Emily Rodda*

The Le@rning Federation

In this issue our focus is on helping you as teacher librarians to keep pace with the range of free online curriculum content that is constantly being developed and released by The Le@rning Federation (TLF). Visit the TLF website – http://www. thelearningfederation.edu.au – to sample a range of digital content from all priority curriculum areas. Access information and other details will help you make sound judgements about the suitability of those resources for your education purpose.

TLF releases new learning objects and digital resources every quarter (in March, June, September and December). One recent release highlight is the publication online of the Character Catalogue for Chinese and Japanese, developed by TLF for the National Asian Languages and Studies for Australian Schools (NALSAS) project. The Character Catalogue uses animations and interactive links to show how characters are constructed from basic components. The Character Catalogue is available at http://charactercatalogue. thelearningfederation.edu.au

New moving image clips, photos, images of artwork and sound files have been added to the pool of digital resources. These are sourced from Museum Victoria, the Australian Film Commission (*australianscreen* online) and Film Australia. Items extracted from Studies of Australia learning objects are now available as single assets.

Those of you already familiar with the TLF website would have noticed the new, more contemporary look and feel. This is the result of intensive research and reviews with teachers who identified the need for more audience focus. Teachers found it daunting to find information on the old website, so we've made things easier and quicker for you.

Content is divided into three clearly marked sections to suit the needs of different audiences:
- teachers and teacher librarians
- personnel from jurisdictions
- partners, developers and publishers.

TLF homepage

The following break-down of each section outlines what you can expect to find in it.

For teachers

Home>For teachers>What's new
Of particular interest to teacher librarians is the *What's new* section. You can download the latest content release notes as well as sample a collection of the latest learning objects and digital resources. Reading the content release notes is an easy way to find out about new content that has been added to each curriculum area. You can even download and print the notes and read them at your leisure.
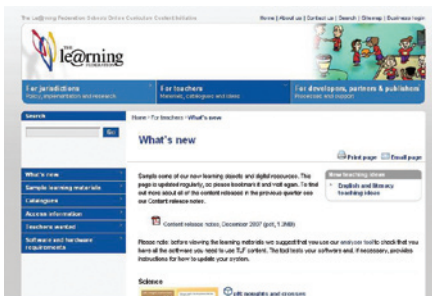
TLF What's new

Home>For teachers>Catalogues
TLF Catalogues are a 'one-stop shop' for finding out what content is available in a particular curriculum area. There is a catalogue for each curriculum area and one for the digital resources. New catalogues have been added for some curriculum areas including Careers education, Early years, Environmental education for sustainability, and Indigenous content and perspectives. A catalogue of learning objects modified from existing TLF learning objects for English as a second language (ESL) learners is also now available. You can download and print these catalogues

from the website. A great way of utilizing them is by printing and displayingthem in the staff room, so that teachers can familiarise themselves with these great free resources.

Home>For teachers>Sample learning materials
You can explore samples of online curriculum content by learning area and also read how teachers are using our content in a range of exciting ways to challenge and engage their students. Learning objects are divided into strands or themes to make it easier to search for content within each learning area.

Home>For teachers>Access information
You can now easily find out how to access the entire range of online curriculum content by simply clicking into the *Access information* section. This section provides access information, including what learning management systems or portals are in place in each education jurisdiction. Contact details of TLF contact liaison officers are also included.

Home>For teachers>Teachers wanted
As teacher librarians you play a key role in motivating teachers to get involved with evaluation of TLF online curriculum content. Teachers can join user focus groups and participate in in-school evaluations. Experience with digital content in classrooms is not essential to take part in the evaluations. Teachers' feedback is an important part of the content development process here at TLF.

Visit TLF website and explore various ways that you can benefit and stay abreast of new resources available for you. For any TLF specific enquiries email info@ thelearningfederation.edu.au.

Rohini Mehta
*Communications Officer*
The Le@rning Federation

Resources

IRA resources available through CC

Curriculum Corporation is now distributing resources from the International Reading Association, the leading international professional association for literacy teachers. A full list of available titles can be found at http://www.curriculumpress.edu.au

Literacy coaching is becoming increasingly recognised as an effective approach to achieving improved literacy for all students. In a role where coaches must develop trust with teaching staff and possess a sound knowledge of reading instruction and assessment, professional development courses are indispensable. These resources from the International Reading Association offer strategies and support to implement or improve a literacy coaching program in your school.

Coaching for Balance: How to meet the challenges of literacy coaching
240 pp
Author: Jan Miller Burkins
RRP: $52.00
SCIS No: 1353487
ISBN: 9780872076174
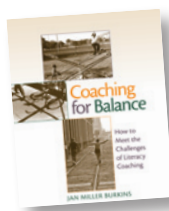
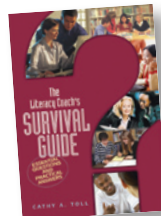*Professional resource – International Reading Association*
Coaching for Balance moves beyond simply addressing literacy instruction to address the pedagogy of coaching. This practical resource highlights the competing demands that administrators, teachers and school communities place on literacy coaches and discusses how coaches might discover balance in their roles. Use this resource to develop thoughtful literacy coaching practices. As the author points out, the route to making an impact on student achievement is through, rather than around, teachers.

The Literacy Coach's Survival Guide: Essential questions and practical answers
192 pp
Author: Cathy A Toll
RRP: $49.95
SCIS No: 1353491
ISBN: 9780872075658

Professional resource – International Reading Association
This user-friendly guide to literacy coaching provides the practical tools and tips you need to promote more effective literacy instruction. You'll find guidance and resources to help you advocate for change, deal with the practical aspects of coaching and overcome difficult situations. A narrative bibliography and topical index provide quick reference to the professional literature and topics covered in the book.

Literacy Leadership: Six strategies for peoplework
172 pp
Author: Donald A McAndrew
RRP: $48.00
SCIS No: 1353496
ISBN: 9780872075566

Professional resource – International Reading Association
Become a successful literacy leader and improve the vision of literacy in your classroom, school and community. This book's six proven strategies will help you do the 'peoplework' at the heart of successful leadership:
- creating and communicating a vision
- modelling that vision
- experimenting with new ideas and taking risks
- nurturing competence, trust and togetherness
- encouraging the heart
- transforming oneself through reflection and learning.
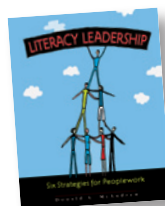
Leading a Successful Reading Program: Administrators and reading specialists working together to make it happen
208 pp
Authors: Nancy DeVries Guth and Stephanie Stephens Pettengill
RRP: $49.95
SCIS No: 1353499
ISBN: 9780872075795

Professional resource – International Reading Association
What's involved in establishing a high-quality literacy program? This book outlines elements such as a school-wide literacy vision, an involved staff, a strong sense of community, a top-notch resource collection, a plan for monitoring progress and the right tools to work effectively with students and parents. In this book, you'll find:
- suggestions for organisation
- tips on providing specialised instruction
- ideas to keep staff, students and parents motivated to succeed
- classroom-tested lesson plans to help you put your program into practice.
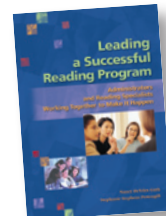
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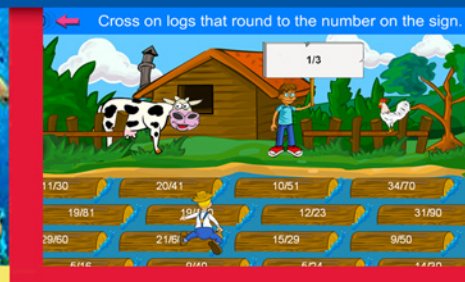
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