

connections

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INFORMATION SERVICE

Looking back: school library catalogues and the online revolution

I was delighted to receive an invitation from the current Schools Catalogue Information Service (SCIS) team at Education Services Australia (ESA) to reflect on and write about the early days of teacher librarianship, SCIS and *Connections*. As the SCIS manager in the early 1990s, my staff and I came up with the idea to produce a newsletter for teacher librarians, and went on to produce the first six-page issue of *Connect* — now *Connections*.

Teacher librarianship in the 1970s and 1980s

After finishing a primary teaching diploma in 1973, and hoping to further my studies and career in education, I applied for the Diploma of Librarianship at the Melbourne Centre for Adult Education, now part of Melbourne University. Soon after, I found myself sitting in a lecture theatre and listening to the dynamic duo Doug Down and Wes Young lecture on information management.

Sitting in those Wednesday afternoon lectures, little did I realise that, some 16 years later, I would be part of the organisation that their research and papers helped to create. Funded by the Commonwealth Schools Commission, Down and Young's research explored and analysed the concept of a national schools' cataloguing service, which would later become the model for the Australian Schools Catalogue Information Services (ASCIS) pilot project. But I get ahead of myself.

After graduating, my first appointment to a school library was Errol St Primary School in North Melbourne. This was when Victoria offered teaching studentships with guaranteed employment, and teacher librarians were invited to the School Library Branch to determine where they lived and if they wanted to work in an urban or rural school. I was living in North Melbourne at the time, and there was a vacancy at the school, so I was appointed to a full-time teacher librarian position.



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This was a traditional school library of the time: reasonably well stocked with books and resources, an excellent budget, supportive principal and staff, and good parental support. I spent my days cataloguing and covering new books, ordering cards from the School Library Branch, and then filing them when they arrived; teaching some basic information skills; and spending time reading great books to the children such as Adrian Henri's *Eric the Punk Cat* and René Goscinny's *Nicholas and the Gang*.

I then moved on to Golden Point Primary School in Ballarat, where I made my first adventure into library automation — or what we considered automation at the time. The school built a portable building that became the library, and after years of ordering catalogue cards by searching the book catalogues from School Library Branch in Melbourne, the school purchased an Apple 2E computer, dot matrix printer, and a card cataloguing program.

With this program, we typed in each item's metadata, and printed a complete set of catalogue cards that were then duly placed in the wooden card catalogue. For every set of five or six cards, we would need to align the dot matrix card material, purchased in rolls. We usually wasted a complete set getting the cards to line up, which furthered our interest in computing and their use in libraries. But as a young teacher librarian, I was excited to be using this new technology, and thought it a major leap forward in getting books onto shelves more quickly.

Following some computer studies, and running a computer course for the school on Commodore VIC-20 and Commodore 64 computers, I was fortunate to be offered the role of Regional Library Consultant for the Central Highlands Wimmera Region. This was when VCE was first introduced in Victoria, and as information skills became more important in the curriculum, so did libraries, with most schools having at least one trained teacher librarian. Library automation became a major focus as many schools started



SCIS cataloguer Mavis Heffernan inputting the first automated catalogue record.

looking at how to provide better access to their resources for students and staff.

SCIS and Curriculum Corporation

During my five years as the regional consultant, I watched with interest as word about a new national curriculum body was constantly discussed at district and state consultant meetings. Curriculum Corporation formed in 1990 to facilitate and publish developmental work supporting education systems and sectors. This became relevant to teacher librarians once we learned that the Australian Schools Catalogue Information Service (ASCIS) was to become part of this new organisation. ASCIS had been providing catalogue cards to schools in Australia for some years, searching on microfiche, and the inclusion was seen as great development for the service.

Soon after, I was invited to join ASCIS to assist in the transition to their new offices in Carlton and provide telephone support for one month — but ended up staying for seven years.

After New Zealand joined the Board of Curriculum Corporation in 1992, ASCIS dropped the 'A' to become the Schools Catalogue Information Service (SCIS). In the same year, I was selected to manage the SCIS program.

Curriculum Corporation sought to update SCIS's products and services, and a review was undertaken by staff from Ferntree Computer Corporation. This resulted in the decision to upgrade the cataloguing standards from DMARC to USMARC, and to move the database from the DOBIS/LIBIS system to a new open access system. After much research, the then-untried and very raw Voyager system was selected, and Curriculum Corporation became the first site to install the system outside of the USA. Voyager was developed as a resource retrieval system, and at the time, the cataloguing module was nonexistent.

Voyager underwent a four-year system development to create a cataloguing module. We worked with technicians and developers at Endeavour Information Systems in the US; skilled staff at Ferntree Computer Corporation; SCIS staff Ellen Paxton — who worked tirelessly on the data conversion from AUSMARC to USMARC — and Nicole Webb, Heather Kerr, Barbara Burr, and Maxine Campbell, who assisted with the user interface; and the SCIS agency staff in all other states who assisted with development of the cataloguing module. As the project manager, this development was without doubt one of the highlights of my career in school libraries. We created a great system, which is still used by SCIS today.

Voyager was released to schools in 1996, together with *SCISLINK*, which enabled schools to dial up and download their records into their library systems, and *SCIS CD* for schools without dial-up access. The Voyager development was outstanding, and made Australian and New Zealand school libraries the envy of others worldwide.

When I was in the US earlier this year, I

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visited the Library of Congress. It was with much pride that I asked to see the library system, Voyager, and let the librarians know that I was part of the team that developed the system they now use, and it still works well.

Connections

While the Voyager projects were the major focus for SCIS in the 1990s, the review also suggested we needed to develop a new form of communication in order to alert schools to the name change and our new products and services, and to give teacher librarians a voice. Out of this came the first edition of *Connect* — the name used for the first issue before it became *Connections*.

Connect was first edited by Dianne Lewis, teacher librarian at Mt Scopus College, and the aim was to be a newsletter by teacher librarians for teacher librarians. At the time there was no other newsletter specifically for school librarians

not attached to a member organisation. Dianne was the obvious choice as the initial editor: she was a very experienced and creative teacher librarian, and was very active in the School Library Association of Victoria (SLAV). The first edition provided information on setting up a CD-ROM system in the school library, and reviewed new CD-ROM products. This was state of the art in regards to technology and information access in 1992.

Not long after the initial edition, and as the internet became more prominent in the library world, SCIS invited Nigel Paull to research and write an article on this new area. It is great to see that, in his retirement, Nigel is still contributing to the quarterly editions (please see page 14). With publications from many organisations now only available online, it is great to see that *Connections* is still available in printed form.

I feel very lucky to have been part of the

online revolution that took place at Curriculum Corporation in the 1990s. To be part of this 100th edition of *Connections* is a privilege, and I thank the SCIS staff for the invitation.

I congratulate the SCIS team for maintaining this publication. Even in my retirement, I still look forward to reading every edition.

Long may it live in print.



Lance Deveson

Lance Deveson's career in the school library sector spanned almost 40 years. He worked as a teacher librarian in Victorian state schools in the 1970–80s, before taking on the role of SCIS manager in the 1990s. Lance retired in 2014 while working as Library and Information Manager at the Australian Council for Educational Research. In his retirement, Lance teaches motorcycle training at Sandown Racecourses.



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SCIS is more

I hereby launch the 100th edition of *Connections* magazine!

Connections celebrates all the superheroes that work in school libraries. Like superheroes, they possess special powers that are admired by their colleagues. They work alone — or in small teams — but are known to constructively negotiate with the powers-that-be. Iron Man has the latest technology at his disposal, She-Hulk has nothing but her bare fists and drive. They sometimes face daunting odds and may feel under-appreciated, but ultimately their passion, dedication, and altruism has a powerful positive impact. Unfortunately, unlike superheroes, that impact is rarely explosive and public, but subtle, incremental, and often hard to quantify.

Like all good superheroes, school library professionals need to refine and discipline their substantial powers. And like Superman juggling the daily grind at the *Daily Planet*, they need to engage in continuous collaboration with their classroom-bound colleagues. In this issue we are fortunate to have fantastic contributions by Jennie Bales and Lucas Maxwell on the fundamental topics of professional learning and collaboration. We've also harnessed the powers of ex-SCIS manager and *Connections* founder Lance Deveson to peer into the past.

Talking about superheroes, it is with regret that we say goodbye to a few SCIS stalwarts. Mary Gough, our cataloguer in Queensland, is retiring. So too is Chris Swadling, a long-standing SCIS partner at ALS in Adelaide. Mary and Chris have been working with us for many years and their retirement is a loss not only for SCIS, but for the Australia and New Zealand cataloguing community, to which both have contributed substantially over the years. We wish you well, super-cataloguers. We'll continue our very fruitful relationship with ALS and, in Queensland, we welcome back a former SCIS cataloguer, the very qualified Frances Todd.

Also retiring is the incredible Sue Mann, CEO here at Education Services Australia (ESA). Sue has been CEO at ESA, and its predecessor Curriculum Corporation, since 2005. Sue has been a strong advocate and promoter of SCIS, and has a



Connections editor Nicole Richardson, ESA CEO Susan Mann (retired) and SCIS manager Ben Chadwick.

long history with us. On a personal level, I am grateful to Sue for her support and encouragement, and her retirement will leave a big space in Australian education that will be felt in all sectors and at the federal and state levels. Enjoy the good life, Sue.

But *Connections* 100 is also about looking to the future. We take a speculative journey with friend of SCIS and former Charles Sturt University academic James Herring. Like something from an *X-Men* storyline, he poses the fascinating questions: are the robots coming, and should we be worried?

In 2017, SCIS is moving forward with some exciting additions to our team at ESA. Doreen Sullivan, formerly one of our cataloguers, is now overseeing our very capable and experienced cataloguing team — both our network around the region and our Melbourne team of Mavis, Julie and Natasha. We've also just welcomed Deb Cady to the Melbourne team, who comes to us with extensive experience cataloguing in Australia, New Zealand and the US. Gojko Skoro is overseeing our technical infrastructure. Nicole continues to edit *Connections* and run the ELR project. Our customer service team, Helen and Sarah, will continue to support you this

year. We also welcome back Ruilin Shi, previously one of our customer service staff, who will be working to support the team as we develop SCIS services as the next decade looms.

There are too many exciting things happening for SCIS in 2017 to adequately broach here. We'll be talking about them at conferences including ALIA Online, SLANZA and ASLA. I would like to mention one smallish project — to coincide with this 100th edition, we're looking to digitise all back issues of *Connections*. The early issues represent valuable documentation of the history and culture of school libraries, so we look forward to making them available to the world.

We'll be running webinars and workshops to keep you up to date on how SCIS is improving its services to better meet the changing needs of school libraries big, small, and in-between — and the superheroes that work in them.

Enjoy this very special edition of *Connections*, and stay in touch in 2017.



Ben Chadwick
Manager, SCIS
Education Services Australia

Leigh Hobbs on school libraries and storytelling

SCIS speaks to Australian Children's Laureate Leigh Hobbs about his experiences in school libraries, children's literature, storytelling, and creating characters.

What role, if any, did school libraries play in developing your love of storytelling?

When I was a child at school — in the pre-computer and internet early 1960s — the school library was my centre of exploration and discovery. I had friends of course and liked mucking around in the school yard, but the library was a sort of safe haven where I could sit and dream and read and draw. I've always loved books, but it was the librarian at Bairnsdale Primary school who steered me toward the books and book creators that later influenced my work.

What is your favourite memory of libraries from when you were growing up?

My favourite childhood library memory is of Wednesday afternoons — or was it Tuesdays? — at Bairnsdale Primary school when every class would excitedly crowd into the library to watch scratchy films from the Victorian education department film library. Many kids didn't have a TV at home, so this was a real experience for a lot of us.

What has been your most memorable experience working in children's literature?

I've had many memorable experiences working in children's literature both here in Australia and overseas, but one that stands out is my visit early this year to a small school in Western Australia. It was the Emmanuel Christian Community School. Inside the modest yet well-used

school hall, with its whiteboard minus a wheel, was a marvellous display by the excited school librarian. The kids all arrived enthusiastically, and I was warmly welcomed by the school principal who sat with the students as we drew Old Tom, Mr Chicken, and Horrible Harriet. Even their priest sat in on a session and proudly held aloft his drawing. I've never felt so warmly appreciated. It is a wonderful school with marvellous, dedicated teachers.

How can we help to promote a positive reading culture in younger people?

Adults can foster a positive reading culture in children, firstly, by reading to them. Also, by being a supporter of school libraries and librarians. Many people don't realise how precarious the situation is in regard to school libraries. Many school authorities think that because of the internet, we don't need books — and therefore we don't need librarians. Another way to foster a love of reading is to try to sense what children are interested in and help them to develop that interest via books. It may be sport, humour, history, or biographies. Each child is very different, and so are their interests.

What advice do you have for young people interested in art and storytelling?

To young people interested in art and storytelling, I would advise them to write and draw as much as possible. Find your own 'voice'. Get a good sketch book — one of those A4 size ones with a black cover — and put everything down on paper. Write stories or poems and doodle lots. Illustrate your thoughts. Read widely and look at the work of other artists and authors to broaden your range of reference. Look carefully and try to figure out what it is you like about their work, whether it's their use of words, or their pictures.

Did your experiences as an art teacher shape your career as an artist and storyteller? If yes, how so?

My experiences as an art teacher for 25 years certainly honed my survival skills,

and I suspect years in a classroom helped me get a sense of how children think. Quite a bit of my children's books are set in the classroom context, and I think this comes more from my perspective as a teacher than from my point of view as a young school student many years ago. My *4F for FREAKS* stories, I think, could only have been written by an ex-teacher. In fact, those books are written from the teacher's point of view.

Who is your favourite artist? Which artist/s have most influenced your work?

I don't have one favourite artist; I would probably have 50. But the two artists whose work I loved as a child — and still do — are Ronald Searle and Ludwig Bemelmans. Ronald Searle created the *St. Trinian's* books and Bemelmans wrote and illustrated the *Madeline* books.

When you're creating books, what comes first: the character or their image?

When I'm creating books, the story forms around the character/s. Sometimes what comes to mind first ends up on the last page. My books are like character studies; in each story, I learn more about the particular character by putting them in a certain place or situation and seeing how they behave. If I were to write a book about Rome, and Fiona the Pig was the star, it would be completely different than *Mr Chicken arriva a Roma*.

And lastly, if you could meet any of your characters, who would it be?

If I could meet any of my characters, the one I would have the most to say to is Mr Badger. After all, he lives and works in London, which is my favourite city, and I suspect he is the most pleasant and uncomplicated of them all.



Leigh Hobbs
Author, illustrator



Leigh's (pictured) school librarian steered him in the direction of books that influenced his later work.

Collector, curator or collaborator?

Jennie Bales, adjunct lecturer at Charles Sturt University, celebrates the collaborative ethos inherent in school library professionals.

Collaborators by nature

Collaborators work together for a common purpose. In the school library setting, collaboration involves the sharing of information, knowledge, resources, and expertise — all of which are fundamental to being a successful and effective school library practitioner.

To be a powerhouse of expertise, school library staff need constant and regular exposure to new ideas embracing educational and technological developments, sources, and resources. An effective and time-efficient way to do so is to tap into the collective wisdom of the school library community. Sharing your professional learning, experience, and knowledge — not only in the workplace but also in the school library community — reflects best collaborative practice. It is worthy of your personal commitment.

Professional engagement

The Australian Professional Standards for Teachers (AITSL 2014) require all teachers to 'engage with professional learning networks and the broader community' (AITSL 2014, p. 21). There are many formal and informal groups within the education sector that provide opportunities for the sharing of knowledge and expertise. Teacher librarians are active participants within professional communities — and not just limited to those within the school library sector — that embrace technology, literature, literacy, the maker movement, and other curriculum areas. Contemporary teacher librarians 'establish and maintain links to local, national and global education networks, ensuring [their] school maintains a position at the cutting edge of worldwide resourcing and technological trends' (ACT Government 2016, p. 7). It is worth considering if this statement is a fair representation of your own practice.

The Australian School Library Association (ASLA), in its 2013 future-focused report, highlights the significant contribution that increasing globalisation and growth in technological communications have had in fostering a knowledge economy. The dissemination and dis-

tribution of knowledge in networks contribute to this knowledge economy (pp. 5–6). Teacher librarians need to actively seek and engage with relevant networks to maintain currency with developments, to prepare for future challenges, and to harness, distribute, and facilitate this knowledge within their schools. There are numerous professional learning communities that provide support for school library professionals.

Professional learning communities

Professional association memberships provide an effective pathway to develop your professional network. Karen Bonanno (2012a, p. 16) highlights the following reasons to join a professional association: to connect and network with like-minded professionals; to join a community; to keep up to date with the latest news, trends and information; and to receive professional learning and support. Joining local, state and national associations in the library, information and technology fields will open doors to a wide range of collaborative learning.

With the continuous growth of social media tools, opportunities for online networking abound. OZTL_NET is one of the most well-known and active national collaborative forums available to the Australian school library sector. It relies on its members to generate content on matters relating to school libraries, programs, pedagogy, and the library profession. It was established as a listserv in 1995 by Charles Sturt University's teacher librarianship team, and by 2004, it had over 2,000 subscribers (Dillon 2005, p. 8). Having just turned 21, the OZTL_Net

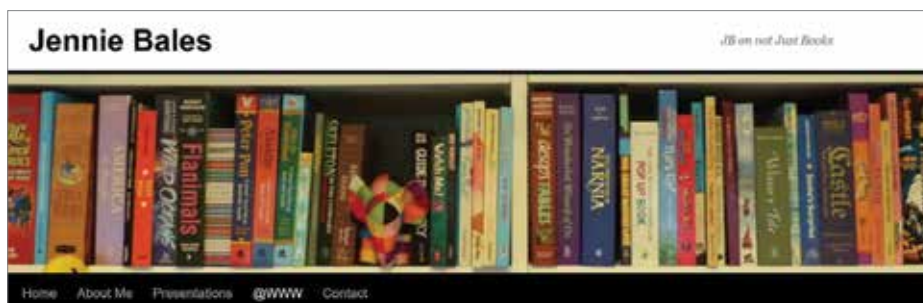
list continues today with over 2,800 subscribers. Many members act in a 'hunter and gatherer' capacity: seeking assistance, or sitting in the background collecting information and gaining knowledge. The number of members who actively share information does not represent the size of the membership. Moving beyond an information consumer role to that of a contributor is an important stepping stone, ensuring networks like OZTL_NET remain rich, dynamic, responsive and collaborative.

In 2012, OZTL_NET expanded its online presence with a revamped website and additional collaborative tools including the Australian Teacher Librarian Network Facebook (www.facebook.com/OztlNet) and Twitter (@OZTLNet) accounts. At the time of composing this article, there were 3,000+ Facebook members, consisting of 2,370 Australian followers, with others dispersed across the globe: from the US, Canada, UK and New Zealand, to Turkey, China, Philippines, Brazil, Tanzania, Fiji and beyond — a truly multicultural, collaborative gathering. Although content is driven by the OZTL_NET administrators, it is informed by many sources, including the OZTL_NET community's listserv posts and material drawn from the coordinators' own personal learning networks. OZTL_NET acts as a source of curated information for its followers, whether on the listserv or on social media channels.

Personal learning networks (PLNs)

A personal learning network (PLN) is an informal, personalised approach to addressing your own learning needs. The network 'is a group of people or





Jennie Bales uses her blog to create, curate and share information with the wider school library and education community.

professionals, with whom you connect, communicate and collaborate in the sharing ... of information and ideas and through whom you increase your knowledge and understanding of topics of interest to you' (Novak 2012, p. 4). Most of us have access to networks where we can share ideas and resources to facilitate learning and collaboration. Web 2.0 tools have increased the opportunities to expand personal networks. To find out more on harnessing tools to build your PLN, the following two sources can help to get you started: Building Your PLN (<http://teacherchallenge.edublogs.org/creating-a-pln>) and Building Your Personal Learning Network: My Story (<https://youtu.be/FKPn37KGG8Y>).

Collaborative teacher librarians can make a difference in their profession by harnessing the learning engendered within their PLNs. Sharing knowledge and skills gained through your PLN within your school environment will help to support learning programs and the professional growth of teacher colleagues. Collaboration is most effective when PLNs provide a conduit that not only brings new ideas into the school but also channels ideas out to benefit others. School library staff that openly and actively share their own experiences and expertise are the foundation of this collaborative profession.

Highly accomplished teacher librarian collaborators

It is common among school library professionals to aspire to contribute to the learning of others. The next step in building expertise and improving teaching and learning is to 'contribute to professional networks and associations and build productive links with the wider community' (AITSL 2014, p. 21). The tools adopted to build your PLN can also be the means for sharing with the wider community. Con-

tributing content to networks such as OZTL_NET is a sound first step in moving beyond your role as consumer and disseminator of information, and into your role as a contributor. Establishing your own online presence is integral to the collaborative process.

Returning to Bonanno's reasons to become a member of a professional association, she also highlights the following collaborative reasons: to give back to the profession; to provide a local and a national voice; and to engage in the promotion and advocacy of school libraries and teacher librarians (2012a, p. 16).

Continuous learning through PLNs and professional networks builds knowledge and expertise. Sharing your expertise within the school environment helps to build your confidence and credibility to then share into the wider education community. Actively sharing quality resources, best practice, the use of new technologies, and creative ideas through networks and associations demonstrates the collaborative nature inherent in the library profession.

Other ways to contribute to colleagues' learning is to present at conferences or to write articles relevant to the profession. Through social networking and the delivery of professional learning to stakeholders, many teacher librarians have developed a strong online profile. Often after conferences, presentation content is made available on personal websites or sites such as SlideShare (www.slideshare.net). Searching on names of key school library contributors or on relevant topics within SlideShare will provide you with a wealth of resources.

If you are just beginning your PLN journey, harness the learning content from your network to share with the teachers,

students, and leadership team at your school. To become an active collaborator in the profession, leverage your exposure to quality content, build your own skills and expertise, and then share these back to the community. Go beyond collating and curating to become a collaborator: 'Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities' (AITSL 2014, p. 21).

An active and visible profession is a healthy profession. As a concluding collaborative gesture, I have curated a selection of social networking sites to add to your PLN. These include some personal favourites and represent a balance of different foci and curators: professional associations, corporate services, teacher librarians, and leaders in the information services field. This list is available from <http://bit.ly/pln-100>. You can also browse through an annotated list of free digital stories that address curriculum areas (<https://jenniebales.wordpress.com/www>). Think about how you can leverage these in your own practice and share them with your networks.

Good luck on your journey, and enjoy the partnerships that you build. I look forward to reading your journal articles, hearing you at conferences — virtual and face-to-face — and engaging with the online presence of many of you.

References

For a full list of references, please visit the online version of this article.

Image credits

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Screenshot of Jennie Bales blog. Used with permission.

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Jennie Bales
 Adjunct lecturer
 Charles Sturt University

Dr Jennie Bales is an adjunct lecturer in the School of Information Studies with Charles Sturt University, and is the current OZTL_Net coordinator. Her current duties are informed and enriched by 30 years' work as a teacher librarian in primary and secondary school libraries and social media responsibilities with CBCA Tasmania.

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Guerrilla book fair: getting staff involved in your school library

UK school librarian **Lucas Maxwell** recommends ways to encourage teachers to make use of school libraries.

Getting staff members involved in your school library can be tough. They are busy people, and any free time they do have is precious to them. Over the past few years, I've identified several ways to get staff excited about library programs, which in turn helps to make your library the thrumming heart of the school.

Speak at whole school assembly

This might sound obvious, or it might fill you with dread. Either way, it is important to get your face out there to both students and staff. If your school does year group assemblies and staff briefings, even better. Promote yourself, promote the library's activities, and pat yourself on the back. It will work to get staff through the library door as much as it will the students.

Attend staff meetings

My first meetings were with the English department, primarily so I could introduce myself. In those meetings I was able to throw around a few ideas: reading logs, research lessons, competitions — all things that would require no extra work on their part.

In addition, I also attend meetings with subject leaders, where I encourage them to look over the collection with me to ensure we are offering students the best non-fiction resources. These friendly, typically one-on-one meetings are important because they show that you are interested in connecting with staff in a positive manner. Adopting this approach will go a long way in attracting staff to the library.

Welcome back bags

This idea can be time consuming, but it is worth it. During our summer holidays, I bought 200 neon green gift bags to put in the staff pigeonholes so they would have something from the library when they returned at the start of the school year.

The only problem was that I had nothing to fill them with. I contacted my local



Filling welcome back bags with library goodies helps to promote your library services to staff.

independent bookshop and they were more than happy to provide hundreds of free things: magnets, pencils, bookmarks, and more. I contacted book publishers via Twitter, and they also supplied a lot of free materials. In addition, I made a laminated postcard that outlined the library's services, who I was, what our hours were, and how we could help them throughout the school year. Two months later, I am still approached by staff in the hallways thanking me for the gift bags. Again, it is very time consuming, but it will certainly pay off.

Offer your library's services

As previously mentioned, teachers are busy people. I found that offering my services for context and research lessons pays off in several ways. First, you get to demonstrate to the teaching staff that you're not a one-trick pony. Yes, reading is important, and it is your job to get books in students' hands, but you can offer a lot more.

Utilise the staff room

This is as simple as it sounds. I asked our head teacher if I could use a section of the staff break room to advertise library

events, and he said yes. So, armed with posters, I cordoned off a 'What's on in the library' area in the staff room. Eyes tend to glaze over if you leave the same thing up for too long, so the key is to keep it up to date; I change it every month.

Start a blog

This is a free and easy way to keep all members of your school community up to date on what's happening in the library. I try to publish blog posts a few times a week, and send a link out to staff every half term. It won't happen overnight, but if you stick with it, your blog can become the base for everything that you do. It is by far my favourite tool for organising what I've done as a professional librarian.

Library programs

The programs in this section worked for me, but they may not be one-size-fits all approaches. The more you get to know your colleagues, the more you'll be able to tailor programs in ways that will keep them coming back for more.

Passive programs

Passive programming has been one of the most popular ways to get staff involved in library activities. This involves things like shredding photocopied pages from a classic novel and placing them in a jar in the staff room, and asking staff to guess the title using emojis or photos as clues. On other occasions, I've simply asked staff to tell me their favourite book for display purposes.

House reading challenge

I also run a reading challenge every year. Our school is divided into four Houses, and staff are included in this system. To gain points, Houses are encouraged to write book reviews. Every year we tally up the number of reviews by staff members to see who has read the most.

How do you keep staff interested in these passive programs? Prizes. It sounds simple, but it makes a huge difference. Make

a big deal of it: show off the winning staff member around your school and on your social media accounts, and it will pay off.

Brownies and books

Another program that has brought staff into the library is 'Brownies and books'. I wanted to show off a giant pile of new books, and didn't have enough display space to do them justice. I shut the library down during a lunch hour, made a boat-load of brownies, and told staff members that if they borrowed a book from the library, they'd get a free homemade brownie. I offered them to students as well, of course. I had to limit the numbers on both sides because a free brownie is a free brownie.

I put the books on tables, with each table allocated a different genre. I had reliable student library assistants walking around, book-talking, promoting the books, being helpful book-pushers. It was a huge success and I saw teachers in the library that I hadn't even met before.

Pop-up library

Our student library assistants and I created a pop-up library where we wheeled high-interest books out to the playground. Armed with a sign-up sheet, 50 books, and 50 donuts, we got to work, yelling out our services, and talking about the great books we had on offer. Again, there was a catch: borrow a book, you get a delicious, free donut. We were out of books within fifteen minutes. It was amazing to see staff and students in the



Lucas and his student library assistants moved high-interest library books into the playground to promote the books on offer.



Surprise summer reads encourages staff members to read over the holidays, and to share their reviews with the school community.

same queue, waiting for their books. This guerrilla book fair worked so well that we are planning to make it a termly event.

Active programs

Active programming can be challenging, but the payoff is more rewarding. Examples of successful active programs that I've run in the library include:

'Poem in your pocket' day

This is an event that our library runs toward the end of the school year, though it can be done year-round. I print short poems onto library due-date slips, and put one in every staff member's pigeonhole a few weeks before the event. I invite students and staff to try to memorise their poem for our big poetry open mic event. At the event, students and staff 'compete' to see who could recite their poem word for word, with bonus points given for presentation style. It gets silly, it gets rowdy, and it's awesome.

Surprise summer reads

This is by far our most popular staff program. A month before the end of the school year, I ask all staff members to tell me their favourite kind of book. It can be anything from 'mysteries' to 'books with a lot of explosions in them'. I find a book from our collection based on their interests, wrap it in brown paper, tie a string around it, and deliver it to the staff member in person. The idea is that the

staff member will read the book over the course of the summer and write a short review of it on a revision card. When the book is returned after the summer, I re-wrap the book and stick their review to the front. Students are then encouraged to borrow the book and write their own review, which, once returned, I showcase next to the staff member's review.

Conclusion

Involving staff with your school library activities is an ever-changing process. In my experience, involving staff much like you'd involve the students pays off. If you promote your services and make them aware that you are there to support them, they will be more likely to support you in turn. It's a huge challenge, but it is extremely rewarding.



Lucas Maxwell
Librarian

Originally from Nova Scotia, Canada, Lucas Maxwell has worked on fishing boats, built roofs and was even a door-to-door salesman for a day before finally settling on being a professional librarian. He spent five years in the public library sector in Canada before moving to the UK with his family and becoming a school librarian in south London. You can find Lucas on Twitter (@lucasjmaxwell) or on Instagram (@glenthorne_library).

The future role of the teacher librarian

As the scope of information and technology continues to expand, Dr James Herring considers what impact this will have on the role of teacher librarians.

I began my career as a school librarian in the UK as part of the local public library service. What struck me when I started — and this is still true today — was that my teaching colleagues were expected to teach their subjects, advise students, and complete administrative tasks. As the school librarian, I was expected to manage the library, taking in book selection, cataloguing and classification, displays and class visits — and advise students, liaise with teachers, complete administrative tasks, and teach students about using information and the library.

So, perhaps I should call this article the future *roles* of the teacher librarian. I have selected four future roles in relation to information literacy, resources, technology/social media, and social learning, and will address each individually.

Information literacy

It is universally agreed that as more and more information is thrown at students and school staff, information literacy practices will be even more important for our students in the future, both in school and at home. New sources of information appear all the time, and it seems that while the *quantity* of information grows, the *quality* lessens. From primary school, students will need to be taught how to identify the need and purpose for information, how to use information, and how to evaluate and reflect on information and information sources.

Now that is certainly what students need to do today — but to prevent students from being overwhelmed by the sheer amount of information available in myriad formats, then the need for effective information literacy practices will continue to increase.

So what will the teacher librarian's roles be in this area? I see future teacher librarians as *educators* of information literacy — in the library, in the classroom, and in virtual spaces. I also see them as advocates of information literacy practices within the school community, and as leaders of face-to-face or virtual in-



Will the future teacher librarian shift further away from the traditional library-oriented roles?

service sessions for school staff. This is a big ask for what will still probably be one teacher librarian per school, but my forecast is that other aspects of the teacher librarian's role — for example in library management — will be made easier with new technology. Information literacy teacher/advocate/in-service leader will continue to be the teacher librarian's key role within the school.

Resources

There may still be printed books in future school libraries, and, at least in the foreseeable future, there will be — perhaps mainly for recreational reading. Educational resources may increasingly be virtual and cloud-based, and they will no longer be bought and owned by the school, but will be accessed via remote information spaces.

In the past, teacher librarians could keep up to date with the latest educational resources, which were in print form. Now and increasingly into the future, it is not and will not be possible for teacher librarians to be aware of *all* new resources. One of the current issues in the use of information resources in schools is what I could call the *superficial* use of the web — and this will certainly continue to be an issue.

In a recent UK newspaper article, writer Donna Ferguson posed the question, 'How often are students given an inter-

net research task that could be as easily achieved by giving them targeted materials?' Donna added, 'Using tech to simply keep a room occupied is the opposite of teaching'. I know that many teacher librarians are already engaged in working with teachers to target relevant information sources — predominantly websites — and I see this role expanding and being linked with their information literacy roles. I see the roles of the teacher librarian in this area as *organiser*, by bringing together relevant sources for particular subjects and age groups; and as a *creator* of websites that allow students to use targeted sources.

Technology/social media

Technologies such as augmented reality, 3D printing, and advanced cloud computing will have an influence on future schools and school libraries. I see key roles for school librarians in all areas of technology. We are now observing an increased use of social media — which is surely becoming our students' preferred means of communication with each other — in schools, and I think this trend is likely to continue. Applications such as Twitter, Instagram, Facebook and Snapchat will be seen as early examples of social media in the future. No one knows for certain what will replace them, but they will eventually be replaced.

I see the future role of the teacher librarian in this area as an *advocate*: one of the key people in the school who keeps up to date with social media and technological trends, and encourages the use of these applications where they are relevant to learning. I also see the future teacher librarian as an *innovator*: a person who finds new ways to use social media and other technology applications in the development of information literacy.

Social learning

Social learning has existed for as long as people have learned to do things together. Hunter gatherers did not send their children to school, but taught them about the world in family groups. The difference

I see in future social learning is that, for example, where students in schools do learn together – sometimes with no teacher or teacher librarian intervention – they learn within their own school communities.

One of the features of future education that I think will become increasingly common is *inter-school* social learning, where students learn alongside students from other schools in their own country or in other countries. There are examples of this already, with some schools using Skype to allow students to directly discuss issues with other students. As with social media, I see the future role of the teacher librarian as *advocate* and *innovator*: one who promotes social learning and finds ways to adapt information literacy development to social learning.

Prioritising roles

I am not expecting that every teacher librarian will be able or willing to fulfil all of these roles, but I do feel confident that some teacher librarians will be able to. As ever, the most effective teacher librarians will be those who prioritise their role in collaboration with teachers and students – and this means saying no to school staff and students who envis-

age school librarians in more traditional library-oriented roles.

The robots are coming!

Looking much further into the future – who knows how far? – there are, depending on your point of view, promises or threats that much of the work carried out in our society may be performed by robots. Is it too far-fetched to say that future students might be taught by robot teachers and robot teacher librarians? I do not know the answer, but I will pose the question: 'If we have robots for teachers and teacher librarians in the future, will education be better or worse?'. The answer of course will depend on many things, including what constitutes better or worse education in the future.

There seems to be little doubt that robots will be programmed to perform basic school tasks, such as administration, basic teaching presentations, and organisation of a virtual library. But what might the robots not be able to do? One answer is that robots may not be able to empathise with students: to understand what motivates them, what worries them, and how different student learning styles will exist in future schools. Of course, robots may be able to do much more than

human teachers or teacher librarians, and some people's nirvana of a school where each individual student's needs are catered for – educationally and socially – could be realised.

The task for today's teacher librarian is not to worry about being replaced by robots, but to seek to make a difference to the lives of their students by ensuring that diverse learning opportunities are available during the students' school years. Technology may come and go in schools, but the promotion of learning will remain the focus of teacher librarians.

Image credits

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Dr James E Herring

Dr James Herring is a retired academic who most recently taught at Charles Sturt University. James is the author of 11 books on information literacy, ICT in schools, and school libraries. He worked with many teacher librarians in Australia during his research on information literacy, and presented workshops in every state and territory. James is now focused on local history research relating to his home town of Dunbar, Scotland in the 1950s.

SCIS Professional Learning

Upcoming webinars

In Term 1, SCIS is running three webinars to help you make the most of SCIS products and services. Each session is scheduled at 2pm AEST and runs for approximately 45 minutes.

An introduction to SCIS (FREE)

Tuesday 21 February

A free overview of how SCIS products and services can help with resource management in schools. The webinar includes information on how SCIS subscribers can request and download records.

Downloading SCIS records

Tuesday 28 February

How you can turn a set of resources, whether they be digital or physical items, into catalogue records that your students and staff can find and use for teaching and learning outcomes.

Search and selection on the SCIS catalogue

Tuesday 7 March

This webinar will provide you with a range of techniques for searching on the SCIS catalogue and using SCIS as a resource identification tool.



For more information or to register, please visit our professional learning page: www.curriculum.edu.au/scis/professional_learning.html

School library spotlight

What is your job title, and what does your role entail?

My name is Monique McQueen and I am a teacher librarian at Chisholm Catholic College, a secondary Brisbane Catholic Education school.

My role is to manage the library program and staff; supervise the day-to-day running of the library; resource the curriculum; collaborate with teachers; facilitate student activities; teach research skills; develop, maintain, and promote digital resources; run events; and lead the development of learning spaces in the school.

How long have you worked in school libraries, and what inspired you to go down this path?

I have worked in both primary and secondary school libraries for nine years. After 13 years as a primary school teacher, I decided to complete a master's degree in teacher librarianship. This provided me with opportunities to make the most of my creativity and interpersonal skills, while sharing my love of books and learning with school communities.

Last year I completed a Master of Education in Knowledge Networks and Digital Innovation. This complemented my teacher librarianship qualification, developing my skills in design thinking, digital scholarship, building networks of learners, and manipulating digital environments.

What is the most rewarding aspect of working in a school library?

Watching our regulars grow up and enjoy different books as they mature, and helping teachers find exciting resources that encourage learning. It is great when we can develop confidence in teachers' and students' abilities to use these resources for research and reading for pleasure.

What do you see as the library's most important role in the school community?

The library is the community hub where everyone in the school belongs, communicates, and crosses paths. Our core business remains promoting and encouraging a love of reading and learning, which underpins all decisions about collection development and events.

What issues are facing your library?

We are currently planning our transition into a new space. We are designing spaces for learning, investigating current trends in libraries and education, and trying to create the best library for our community. The new library will include moveable shelving so that the space will be fully flexible. The newly designed building will also house the IT team's workspace and lounge, and a café. The combined space should result in even more use of the library.

We have chosen to reorganise the fiction collection by genre. We are also going through the process of integrating high interest non-fiction books into a genre-fied collection. We are doing this with the goal of encouraging more borrowing and reading.

We are in the process of designing a new website to complement our physical library. Time has been a major constraint in creating this digital space. We are outsourcing the building of the website, but working closely with the technician to ensure that it serves our community's needs.

We hope that all the hard work creating a new website, culling and re-categorising physical resources that we are investing in now will mean a smooth transition into our new library. We hope the new space is inviting and modern, and caters to all members of the school community.

How do you promote reading and literacy? Are there any challenges?

We explicitly promote reading and literacy to the whole school community. We run three book clubs during the year: one each for the middle and senior schools, and a very successful staff holiday book club.

We hold a range of reading programs throughout the year, including Kids Literature Quiz teams, Readers Cup in-school and district competitions, author visits, excursions to writers festivals, and Book Week activities.

The challenges include competing with a crowded curriculum and engaging busy teachers. We have a core group of very interested student readers and they help make library events successful.

How do you promote an interest in STEAM areas? Are there any challenges?

Our school has a team of dedicated staff who drive a STEAM approach to learning. We have robotics, audio-visual, and Opti-mind teams. We also played a role in this year's EduTECH Makerspace Playground.

The library staff are part of the Information Communication Learning Technologies Committee, which means we are involved in important discussions and decisions about the use of technology in our school. Student voice is an important factor in how and when we spend time and money on STEAM technology.

Our approach to our makerspace is that it doesn't necessarily need its own room in the library, but rather, it should be an element within the library program. The library has become, and will continue to grow, as a place that offers opportunities for the community to belong, innovate, learn, engage, discover, create, and imagine. We house materials to make this possible: a 3D printer, colouring, and games. We place a big emphasis on equitable access to technology, and organise professional development for all groups within the school community.

How do you encourage students to make use of the library?

We place emphasis on positive interactions with library users in an attractive space. We have firm but fair expectations of behaviour so that all students feel safe and welcome in the library.

Our events program is designed to encourage students to use the library, and we foresee that the library will become even more event-driven in the future. We make sure that our clients feel as though they are getting something out of each visit to the library.

We provide opportunities for the school community to develop a sense of belonging to the library with book clubs, chess, and craft activities. The students are involved in running the 3D printer, and we value their technical skills.

Students are encouraged to have a say in what sort of books are included in our collection, and we make every

effort possible to buy suggested books. The student borrowing rate of manga, comics, and graphic novels has doubled since we actively involved students in the collection development process.

What is your favourite thing about SCIS?

We rely heavily on SCIS for our cataloguing, and are always happy with the

standards and information.

Connections always has interesting and up-to-date articles which our whole library team enjoy reading.

What would you like to see SCIS do more of?

I am excited to see the future work that SCIS does in the field of digital curation

and learning pathways for different topics. I look forward to seeing many new articles in *Connections* about future library designs in both physical and digital spaces.



Monique McQueen
Teacher librarian
Chisolm Catholic College

FEATURE ARTICLE

Let's talk seriously about series

SCIS cataloguer Julie Styles explains the challenges of cataloguing items within series.

Feedback received through SCIS workshops and surveys indicates that inconsistencies in series statements are an issue for many of our customers. It is also an issue for cataloguers, who love consistency. This article explores some of the challenges of cataloguing items within a series.

Stand-alone items

Often when an author writes a book, there is no initial plan to turn it into a series. A series may come when a book sells well and the author has more to tell. When we catalogue the first book, the record may not be given a series name or number because at that stage it stands alone.

At SCIS, we do not add series statements to works that were originally not intended to be a series, as we catalogue from the item in hand. We correct discrepancies in older records when they come to our attention; otherwise, new material is prioritised.

It can be frustrating to find gaps in series numbering in library catalogues. When schools and publishers send resources to SCIS for cataloguing, we are often able to fill some of these gaps. If you notice that one or more item from a series is missing, please let us know so we can rectify this.

Variations between publishers

One reason for discrepancies in series statements is that the same title can be published by various publishers. Some publishers acknowledge that the book is part of a series, whereas others do not.

Different publishers may also give a series or parts of a series a different name, and, in accordance with RDA, we transcribe the series statement as found on the item in hand. One publisher may label them as volumes, books, or numbers, or they may simply provide the series number.

For example, let's look at George R.R. Martin's *A Song of Ice and Fire* series. The series statement for the second book *A Clash of Kings* could be catalogued in a number of ways, including:

- A song of ice and fire ; v. 2
- A song of ice and fire ; bk. 2
- A song of ice and fire ; no. 2
- A song of ice and fire ; 2
- A song of ice and fire series ; v.2
- A song of ice and fire series ; bk. 2
- A song of ice and fire series ; no. 2
- A song of ice and fire series ; 2

Title or series?

Sometimes it is unclear which information on the title page is the title and which is the series name. So much is open to a cataloguer's interpretation, and factors such as the prominence of lettering and the order in which the information appears can become very important. Take *Batman: The Dark Knight Returns* as an example. Would you think that *The Dark Knight Returns* is the title and *Batman* the series, or would you consider *Batman: The Dark Knight Returns* to be the complete title?

A change in standards

Up until 2008, only one series statement was added to a MARC record, in the

now-obsolete 440 field. After this date, there was a change in the MARC standard, and a second series access point was added. The series fields in MARC records are now in the 490 and 830 fields. The 490 field is where cataloguers transcribe the series statement as it appears in the book, and the 830 field is where cataloguers create an access point for the series and remove any initial articles.

For example, look at the first book in Veronica Roth's *Divergent* series:

Title (245): Divergent
Series statement supplied by the publisher (490): Divergent trilogy ; book 1
Series access point (830): Divergent series; v 1.

However, in the majority of cases, the 490 and 830 fields are the same. If you wish to delete one, please keep the 830 field; it is the only series field that is searchable, and deleting it will remove your users' ability to search by series.

Looking ahead

At SCIS, we are looking into how we can provide more consistent series statements, and will keep you updated on any developments. In the meantime, please note that once you download our records, you are welcome to make changes to the series statement that best accommodates your users' needs.



Julie Styles
Cataloguer, SCIS
Education Services Australia

Website & app reviews



Nigel Paull
Teacher librarian
South Grafton Public School

100 and not out

The 100th issue of *Connections* is a milestone for SCIS, its parent company Education Services Australia, and teacher librarians. My involvement with *Connections* dates back to 1997 when Lance Deveson, the SCIS manager at the time, asked me to be the editor. I had been involved in SCIS promotion in NSW schools via my role as a Senior Education Officer, Library Services, NSW Department of Education and Training.

After two years as editor, I relinquished the position but have continued to write for *Connections* for the past 20 years. Looking back at the first issue I edited (issue 24), I noted the introduction of SCISWeb and 'the growing online and Internet field'. Since then, SCIS and *Connections* have certainly been leaders in forecasting and meeting the evolving needs of teacher librarians.

My favourite websites from the last two decades

Of course, I reviewed milestone websites and apps such as Google during this time, but the five that impressed me the most at the time of their publication (and that are still available) are:

Colin Thompson

<http://www.colinthompson.com>
SCIS no. 1023237

NASA

<http://www.nasa.gov>
SCIS no. 1074078

The secret annex online

<http://www.annefrank.org/en/Subsites/Home>
SCIS no. 1523007

ABC Splash

<http://splash.abc.net.au>
SCIS no. 1586147

TED-Ed

<https://ed.ted.com>
SCIS no. 1562966

21 helpful apps for teachers and educators

<http://www.digitaltrends.com/mobile/best-apps-for-teachers-education>

Published by Digital Trends, this guide offers a variety of interesting and useful apps for teachers to use for lesson preparation, or in the classroom. The apps are available on iOS and Android devices, but it is recommended to check for local availability as the links provided are to the US app stores.

SCIS no. 1789136

Learnist

<https://itunes.apple.com/au/app/learnist-experts-curate-lessons/id826591175>

This social network app focuses on education and learning, and encourages the sharing of knowledge. Teachers will be particularly interested in the Education section, which itself is broken into seven subsections covering a multitude of relevant topics featuring video, text, and a virtual pinboard.

SCIS no. 1751773

Making multicultural Australia for the 21st century

<http://www.multiculturalaustralia.edu.au>

This authoritative website features quality educational resources regarding cultural diversity, immigration, tolerance, and anti-racism in Australian society. Features include: timelines, lesson plans for years 3–6 in a variety of subject areas, archival footage, cartoons, political speeches, and case studies.

SCIS no. 1224141

Mars science laboratory: Curiosity Rover

<http://mars.nasa.gov/msl>

This website presents a remarkable amount of information about Curiosity Rover's mission to Mars. The rover's overall mission is to 'determine the planet's habitability'. Subject matter includes news, images, videos, webcasts, spacecraft details, timelines, lesson plans, and information about Mars.

SCIS no. 1789150

Mindmatters

<http://www.mindmatters.edu.au>

Developed by beyondblue and financed by the Australian Government Department of Health, MindMatters 'aims to improve the mental health and well-being' of secondary students. The program fosters positive mental health for the whole school community, and the website includes all the necessary information and resources to implement the program.

SCIS no. 1237498

National Geographic kids

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

This website will be suitable for younger students interested in learning about history, nature, animals, places, and science. The age-appropriate content includes short articles, videos, photos, games, and competitions.

SCIS no. 1789153

Online resources – New Zealand Association of French Teachers

<http://www.nzaft.co.nz/resources-online>

The NZAFT website includes an online resource section applicable to French language teachers. Content from across the web includes lesson plans, worksheets, grammar and listening exercises, videos, quizzes, French news, and information about French culture and food.

SCIS no. 1789158

Overcoming Indigenous disadvantage

<http://www.pc.gov.au/research/ongoing/overcoming-indigenous-disadvantage>

Since 2002, the Australian Government has commissioned seven reports regarding the key indicators of Indigenous disadvantage. The indicators include early childhood development, education, health, home environment, economic participation, and supportive communities. The reports examine whether positive outcomes for Indigenous Australians are being met by various policies and procedures.

SCIS no. 1698490

Periodic table

<http://www.rsc.org/periodic-table>

Produced by UK's Royal Society of Chemistry, this website features an interactive periodic table that includes podcasts, videos, and information about each element. Content covers history, supply risks, element uses and properties, and references. This website is available as an iOS and Android app.

SCIS no. 1789162

Tracking ivory

<http://www.nationalgeographic.com/tracking-ivory>

This stimulating publication by Nation-

al Geographic explores the cost of the illegal ivory trade to the animal world and humankind. A GPS tracker hidden inside an artificial tusk was used to track the movement of ivory and highlight the groups of smugglers, black marketeers, and armed groups involved in the trade.

SCIS no. 1789307

WatchKnowLearn

<http://www.watchknowlearn.org>

This website directs users to an amazing array of free F-12 educational videos. There are over 50,000 videos available in a wide range of categories, with the ability to search by age groups, subjects and keywords. Videos include

descriptors and ratings, and have been selected and vetted by teachers.

SCIS no. 1789311

Your story, our history

<http://www.naa.gov.au/visit-us/education/resources>

The National Archives of Australia has a collection of 'education resources designed to connect with life in the classroom'. Subject areas include history, government, the environment, society, and world wars. Resources include photographs, maps, and film and TV recordings; document studies; education kits; and notes for teachers.

SCIS no. 1789325

REGULAR FEATURE

Supporting Australian book creators

In Term 4, SCIS invited 750 schools in Australia to participate in the Educational Lending Right (ELR) School Library Survey, which we manage on behalf of the Department of Communications and the Arts. We had a fantastic response to the survey, with over 360 participating schools. We'd like to give a big thank you to all school library, teaching and administrative staff that participated, and to all education departments, Catholic Education Offices, and library vendors that helped with the data extraction process.

The survey is part of the Australian Government's ELR program that recompenses book creators for income lost as a result of having their work held in educational libraries. The survey determines estimated holdings of particular titles in Australian school libraries, which are then used as the basis for payments for registered book creators. ELR ensures that while their work remains freely accessible in libraries, book creators still receive an income and can continue creating great books for our school libraries.

ELR 2015-16 results

The results of the 2015-16 ELR survey are now available as part of the Public Lending Right (PLR) Committee's Annual Report (<http://bit.ly/plr1516>). The report identifies the top 10 highest scoring books in ELR 2015-16:

1. Mem Fox, *Possum Magic*
2. Emily Rodda, *Rowan of Rin*
3. Mem Fox, *Wilfrid Gordon McDonald Partridge*
4. Emily Rodda, *The Forests of Silence*
5. Jeannie Baker, *Where the Forest Meets the Sea*
6. Morris Gleitzman, *Boy Overboard*
7. Robin Klein, *Hating Alison Ashley*
8. John Marsden, *Tomorrow, When the War Began*
9. Nadia Wheatley, *My Place*
10. Jeannie Baker, *Window*

The lending rights programs are valuable initiatives that encourage the growth of the Australian writing and publishing industries.



Nicole Richardson

Communications
& Projects Coordinator, SCIS
Education Services Australia



Frances Watts

Author

As an author, the school library is the best way to connect with young readers. For many children — it was certainly the case for me — the library is where they first learn to love reading and literature, a place where they have ready access to quality Australian reading material (aided, crucially, by library and teaching staff). It is, indeed, their primary source of books. Of course, this means that many of our readers are not actually buying our books, and without an income authors and illustrators can't afford to create. This is why the ELR scheme is so important and so worthwhile: by compensating book creators for the loss of sales, it enables us to continue to create — and it means children and teachers have access to many wonderful books.

Connections is a quarterly journal produced by the Schools Catalogue Information Service (SCIS), a business unit of Education Services Australia. SCIS is committed to helping school library professionals keep abreast of the latest in information services and technology, as well as wider literacy and educational strategies. Current and past content is available online at www.curriculum.edu.au/scis

Submissions and advertising

Please forward inquiries to connections@esa.edu.au and include your contact details.

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