

CONNECTIONS

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Morris Gleitzman on the uniquely contributive role of school libraries

During my time as Australian Children's Laureate, I have continued to visit many schools — something I have been doing for about 30 years. I speak to lots of school library staff, because of my long-held interest in the health of school libraries. Over the last 18 months, this has been particularly so because my predecessor, Leigh Hobbs, made the health of school libraries a specific focus of his laureateship.

I was keen to see how it was all going, and quickly realised that Leigh had been very right to focus in that area — because these are difficult times in which some of the irreplaceable values of a good school library and teacher librarian are not as widely understood or prioritised as they have been in the past. My own initial focus as laureate was on the power of story, but I have also committed to doing everything I can to help redress this tragic loss of understanding, and focus on how vital and uniquely contributive a healthy and properly resourced library is — as I think future laureates will as well.

The title of Australian Children's Laureate gives its holder the advantage of a few more open doors, and conversation is possible at the level of policy and political decision-making. However, the more I think about it, the more I believe parents have the greatest power to change things. Parents are very often busy and distracted, and take solace from thinking that education is one area of their lives that they don't actively need to get

involved in. One of the tasks that I'll try to undertake over the next year is to put to as many parents as I can that a relatively small amount of input from them can make a huge difference to their kids' education.

While there are a number of factors combining to damage school libraries, a significant one is the number of principals who, in their genuine and commendable desire to do the best for their students, are switching resources from libraries to other areas of the school. I think that, in many cases, these principals are working within an environment that may not have focused on the unique value of literature and the reading culture in a school, beyond meeting national benchmarks. But every good principal has to be responsive to the concerns of parents, which could be expressed as: 'I am concerned that an irreplaceable and valuable component of my child's education seems to be either diminished or missing in this school'. If enough parents did express this, most principals would not be able to ignore it.

The curriculum is important and it's part of the structured aspect of education that helps large numbers of young people achieve important stages on the road to becoming functioning, contributive, and hopefully happy and fulfilled individuals. However, there is another dimension to education that, if pushed, I would say is more important. There's a certain amount of overlap because the curriculum identifies and aspires to some of the

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elements in this dimension. These relate to the development of becoming as fully human an individual as possible — discovering the particular aspects of yourself that may not be like those of everyone in your class or your school year, but which will become crucial aspects of who you are, and of how you see yourself and your place in the world. This includes a whole set of attributes, beliefs and aspirations that will underpin what you are capable of doing — not only for yourself as you move into your adult life, but for those around you in familial, communal and global contexts. The aspirations of the curriculum are undermined when students lack a rich and potent process at the heart of their education that will develop these attributes and skills — which are a key part of becoming a well-rounded person.

“A good library supports every area of learning within the school, making the practical application of the more curriculum-based areas of learning so much more potent.”

A childhood of rich and varied reading is vital to these key developmental areas. Going on a story journey with young protagonists facing big problems, and going on that journey hundreds or thousands of times, helps young people to develop empathy, insight into themselves and other people, interpersonal communication skills, and a capacity not only to develop creative problem-solving strategies, but to recognise that their problems are as alive, organic and ever-changing as we are, and can only be defeated with bravery and resilience. All this relates to what have always been called life skills. We hope our young people come out of their school years in possession both of these and skills related to the more formal structured areas and modes of learning.

I think that supporting people to become fully functioning is far and away the most important dimension of education. The library and its dedicated and skilled staff make vital contributions to that. A good library supports every area of learning within the school, making the practical application of the more curriculum-based areas of learning so much more potent.

Schools need wonderful teacher librarians and qualified library professionals who can help support and stimulate young people's imaginations and help connect each of them with that one book that will let them experience, for the first time, everything that reading can offer. Even if your library has only

a limited number of books, most kids will find one that will do it for them. But once that connection is made, their thirst for more magic books will only increase as they explore their school and public libraries. Dedicated library professionals need to be available to support these students. How tragic if any young person should miss out on having that thirst quenched because their library staff were off having to do, say, supplementary sport supervision half the time.

I have visited superbly resourced school libraries. In some, there is an X factor on top of the superb physical resourcing that gives the feeling, as soon as you walk in, that the people who manage the school and hold its purse strings value it and have done everything they can to make it the best it can be. And sometimes you see that they are also lucky enough to have a teacher librarian and qualified library support staff who have used all its components in a really creative way to make an even more welcoming, stimulating and special-feeling space.

But I've also been to libraries that are very poorly funded, where you sense that the teacher librarian or librarian has to be a resistance fighter, a partisan who is making the best of very scarce resources. You walk into that kind of library and it takes your breath away because you see that they have achieved something against all odds. There may not be many books, there may not be purpose-designed furniture, or other fine physical attributes, but in the feel of the place there is a really strong statement that says: 'This place matters and so does what we do here'. Sometimes it's done in a heart-wrenchingly ragged and somewhat rumpled way, but it reminds me that the dedicated and skilled library staff are the single most vital component of a school library.

Image credit

Photo used with permission of Morris Gleitzman

This article has been compiled from lightly edited interview excerpts.

Morris Gleitzman

Author

Australian Children's Laureate 2018–2019

SCIS is more

Welcome to issue 109 of *Connections*!

Have you caught up with all of the new features that we added to the SCIS service in 2018? It was a busy year.

Diacritics in SCIS records

Last year, SCIS began including diacritics in new catalogue records. Diacritics are marks above or below a letter that show the way it is pronounced.

With 2019 being the International Year of Indigenous Languages (<https://en.iyil2019.org>), SCIS is very pleased to now be able to accurately record names and terms with diacritics in SCIS Data. You can read more about diacritics and SCIS records in the SCIS blog post by SCIS cataloguing team leader Renate Beilharz at <https://bit.ly/2H03r7T>.

Series authorities

Another big improvement, which came out towards the end of last year, was the SCIS Series Authority Files. This allows for titles that are part of a series to be

grouped together consistently, so that students can easily find them all and read them in the correct order. If your library has a subscription to the Series Authority Files, you can download them at <https://my.scisdata.com/authorities>. Any new records that you download, which are part of a series, will then be linked with these authority files.

Searching SCIS Subject Headings

Some libraries catalogue local material using SCIS Subject Headings. In 2018, the SCIS Subject Heading List was added to the SCIS Data website at <https://my.scisdata.com/standards>, where it can be searched in full. You can also use this page to see any new subject headings that have been added.

SCIS professional learning

In Term 1, SCIS dived into 2019 with a series of professional learning webinars and workshops, including a re-run of the popular digital content webinar. We also enjoyed

catching up with lots of you at the SLAV and ASLA conferences. Term 2 looks like being just as busy, with a new SCIS webinar Understanding SCIS records and workshops in Perth and Sydney. SCIS regularly schedules both online webinars and onsite workshops. Keep an eye on our professional learning page at www.scisdata.com/professional-learning to see what events are scheduled. We'd love to catch up with you!

SCIS surveys

Finally, a big thank you to everybody who responded to our subscriber surveys in Term 1. It's great to have so many responses and we love hearing all of your feedback.



Caroline Ramsden
Manager, SCIS
Education Services Australia

Supporting Australian book creators

When I was at school, the library was one of my favourite places to visit. It was where I could pick up any book and go on fantastical adventures, or learn about the world beyond that of my home, my school, and my social circle. I had always marvelled at the fact that I could pick up any book in the library and take it home to read. For free.

However, part of me did wonder how the authors made their living if students like me were not buying their books. I occasionally worried over the thought that my favourite authors would stop writing. Then my imagination would take over and I'd picture them hunched over their keyboards wearing fingerless gloves with the heating off in the middle of winter, enduring all the harshness of life — much like the protagonist of a Charles Dickens novel. Another part of me was sure that, since the institution and concept of the library is so pervasive, a system must be in place that ensures authors their dues.

Now many years later, I know what that system is. Since 2000–01, the Australian Government has run the Educational Lending Right (ELR) scheme, to compensate Australian book creators for having their titles held in educational libraries. Each year, a sample of schools is invited to participate in a survey where a count is taken of the copies of titles held in their library. It only takes the schools a matter of minutes to run the reports. Annual payments to authors and publishers are calculated using the results of the schools survey extrapolated to reach a national school score and then combined with scores in the university and TAFE sectors.

As the new project coordinator who ran her first ELR survey at the end of last year, I would like to say a big thank you to all the schools who participated, especially given how busy that time of year is for them. I would also like to encourage those schools to help us spread the word about ELR. The

more schools and school staff aware of ELR, the better our chances of having increased school participation for the survey. Let's all work together so that our Australian book creators can continue creating the books we know and love.

ELR — Encouraging the growth and development of Australian writing and publishing.



Ruilin Shi
ELR project coordinator
Education Services Australia

STUDENTS NEED GREAT SCHOOL LIBRARIES

Two campaigns on opposite sides of the world are currently calling on school library supporters to help spread the word: all students need great school libraries with qualified, professional library staff.

In the face of widespread budget cuts and the reduction in qualified staffing of school libraries across the globe, 2018 saw the formation of two grassroots campaigns — Australia's 'Students Need School Libraries' and the UK's 'Great School Libraries'. Both campaigns set ambitious, yet important, goals to ensure every school can provide access to high-quality school library services.

We recently spoke to Holly Godfree, coordinator of the Students Need School Libraries campaign, and Barbara Band, committee member of the Great School Libraries campaign, about what's driving their campaigns for change, and how school library staff can get involved. Australian Children's Laureate Morris Gleitzman also shared his insights about how we can work together to encourage change.

Driving force of the campaigns

The Students Need School Libraries campaign is about the 'need to fight against injustice and inequality, and provide a deep sense of purpose to make the world a better place,' says Holly Godfree. 'School libraries contribute in a really practical and significant way toward those things.'

Countless studies reveal that exposure to reading from a young age can positively and significantly impact the development of students' literacy skills, and create emotionally intelligent, empathetic individuals.

'Our world is facing a lot of challenges right now — social, political, environmental — and we are putting faith in our young people to make a difference with them,' Holly continues. 'Those of us involved in the Students Need School Libraries campaign believe that this is a real contribution toward helping that future be a little more hopeful.'

Barbara Band, of the Great School Libraries campaign, notes three areas in which school libraries run by qualified library professionals can greatly impact students: academic achievement across all curriculum subjects, reading and literacy skills, and wellbeing. The problem is that this impact is not recognised.

The biggest issues facing school libraries

For Holly, the overarching issue is this lack of understanding of what school libraries are capable of achieving. This is implicated

in cuts to school library funding, which result in a lack of appropriate timetabling and resourcing to support the effective, high-quality services that students need.

'Too often schools think they can run a library with someone in for half a day a week, and a teaching assistant who is not in class will be put in charge of the library,' Barbara says. She has recently been in conversation with several teaching assistants in this position. 'What happens is the other work takes priority, and the students miss out on the full benefit and value of having that school library. It's underused because nobody is managing it. Our aim is to have experienced staff in all school libraries.'

Holly adds: 'If decision-makers knew how important school libraries were, and what we were actually able to do, they would be making different decisions about funding, because they would understand the very practical and positive impact on student learning.'

Change is possible

In the lead-up to the Great School Libraries campaign, school library groups across the UK had spent years campaigning for

school libraries. Scotland was the first country to take a leap to help secure the future of school libraries, with the establishment of a national strategy for school libraries in late 2018. The strategy recognises the role school libraries play in academic achievements, ensuring 'school library services are delivered to all pupils from Early Learning and Childcare to secondary school'.

In 2019, the Students Need School Libraries campaign is focusing on state- and territory-level

goals and actions. While the campaigns are taking their focus to the top, Barbara indicates that we need to campaign both 'from the top down and from the bottom up'. As the campaign shifts its focus to governing bodies, Holly says it can also be driven forward by 'lots of small actions by each person that cares about school libraries'.

In Australia, the Students Need School Libraries campaign coordinators are making progress. While Holly is advocating for libraries Australia-wide, she is also seeking direct policy impact local to where she lives. After eight years of campaigning, Holly, based in Canberra, will seek an election promise from all parties in the next ACT election that a policy be introduced to ensure



a teacher librarian and qualified library support staff member in every school.

‘It’s really exciting to think that’s on the table,’ Holly says. ‘It’s many years in the making of persistent work, organising, networking, gathering and sharing data, and meeting the ministers. There have been lots of things leading to us getting the experience and knowledge about how to approach this and put it on the radar.’

What can you do?

Holly, Barbara and Morris Gleitzman all note the key importance of the message spreading beyond the school library to engage parents, leaders and decision-makers.

Spread the message far and wide

Part of Morris Gleitzman’s focus as Australian Children’s Laureate for 2019 is to engage well-known personalities — sportspeople, businesspeople, entertainers — to show their support for school libraries. ‘If we really want our message to cut through, then we need to find a way of separating what we believe is a message of universal importance from its apparent self-interest factor. If we have a range of people that aren’t clearly identified with the world of libraries supporting the campaign, that will help,’ Morris says.

Holly asks that we similarly try to take the campaign beyond the school library sphere: ‘Bring up the issues facing school libraries in every conversation that you can. At school, with your wider network, your family, your friends, your book club, your sporting team — every chance you get to get people thinking about it.’

Morris notes that many people, if asked to stop and think about it, will agree that they wouldn’t be where they are now without their school library. However, the challenge is with people who ‘perhaps may not have had the benefit of that in their childhood and may have assumed that the world has moved on,’ he says. ‘If you can grab their attention, and they are prepared to give you a bit of their time to listen to these ideas, there very often will be a lightbulb moment and they are reminded that this is a very important part of what they wish for and aspire to for their kids.’

Engage with local businesses

The Students Need School Libraries campaign has recently launched flyers (available at <http://bit.ly/snsltoolkit>) to help spread the word. Holly encourages campaign supporters in Australia to approach at least three local businesses to discuss the problems facing school libraries and ask for their support. She suggests campaign supporters print campaign flyers and leave them in visible places.

Present to groups in the wider community

For school library staff fortunate to be working in well-resourced, thriving libraries, Holly suggests presenting to parent groups or



Holly Godfree celebrating the launch of the Students Need School Libraries campaign in late 2018.

leadership groups from schools that do not have strong library services — ‘especially if they are your feeder schools’, she adds. ‘A strong case can be made about the benefits of learning literacies — including information and digital — as early as possible. Talk to them about what effective school library services can contribute to learning, why they are important now, and about the inequity among schools across the country.’

‘You can create an active ripple effect from your school because you *do* have a strong school library. We need to get that groundswell; for each principal to know that this is what people want.’

Alison Tarrant, chief executive officer of the School Library Association in the UK, recently presented at the National Association of Head Teachers Conference, asking for their support and highlighting what’s at stake without properly resourced school libraries. Since then, the Great School Libraries campaign has received support from head teachers by way of testimonials about the value of properly resourced school libraries.

Share best practice within the community

Both campaigns are using their own social media hashtags — #StudentsNeedSchoolLibraries and #GreatSchoolLibraries — to continue to create groundswell. The hashtags provide an opportunity for the school library community to share best practice, fantastic books, class activities, or evidence to back the campaign.

Working together to support school libraries

The dedication of the school library professionals, associations and supporting organisations coming together to support these campaigns is a testament to the passion and resilience of the community.

‘Keep fighting the good fight. It’s a slow process, but the bottom line is it’s an amazing job and we can have an incredible impact on young people’s lives,’ says Barbara. ‘You can’t put a value on that.’

To keep the advocacy campaigns going, Holly, Barbara and Morris ask for the support of the wider school library community. ‘We’re trying to achieve something really big here,’ Holly finishes. ‘We need an active membership.’

Image credits

Campaign launch photo supplied by Holly Godfree

To join the **Students Need School Libraries** working group, please register at the following link: <https://goo.gl/m3tYEG>. You can also subscribe to their newsletter (<http://bit.ly/snslsub>) or find them on Twitter (@NeedSchoolLibs) or Facebook (@StudentsNeedSchoolLibraries). Keep up to date with the **Great School Libraries** campaign at <https://greatschoolibraries.edublogs.org>, or on Twitter at @GreatSchLibs.



Nicole Richardson
Connections editor, SCIS
Education Services Australia

TEN EASY TIPS TO BE A LIBRARY ROCKSTAR

Gwyneth Jones, a teacher librarian based in the USA, shares ten tips to brand yourself as a library rockstar.

The first thing I need to say is that I don't know that I really love the term 'library rockstar', because I think *all* librarians and library professionals are rockstars or have an inner rockstar just waiting to come out. I also think it sounds a wee bit elitist. But who doesn't want to rock at their job? I was recently interviewed for an article with this title already chosen, and rather than fighting against it, I went with it!

1. Work smarter

Hard work, a sense of humour, tenacity, and a positive mental attitude will get you far in the library world (and in life in general!) Of course, you're going to work hard but that doesn't mean staying in the building every night until seven o'clock. There's great stuff out there that's already been created — go out and find it! You may wish to adapt it. If you do, always give attribution to the creator. Working smarter, not harder, saves time and alleviates stress.

2. Be reliable

The one trait that I really appreciate, value, and admire is reliability. Some people talk a great game, but then let you down. I never want to be like that. Don't overcommit. If you can't do something, it really is OK to smile and say, 'Thank you for asking, but that isn't going to work out for me'. Then stop. Don't list a whole bunch of reasons or excuses. Just can't say no? Temporise. Say, 'Let me think about it' or 'I'll check my calendar'. Need more information? Ask, 'Wow. That sounds interesting. Can you email me the specifics and I'll get back to you?' I won't say I will do something unless I can do it, and then I know I can do it well!

3. Be reflective

When things get tough or daunting, it is important to take stock of what's really important: our students. During vacation, I take time and tide reflection and consider all the things that went well the previous year — lessons that inspired, projects that showed promise, and programs that popped! I also think about the things that didn't go so well, and how I could improve. Sometimes, though, you can't change a situation and you have to learn to graciously accept it, or cleverly work around it!

4. Be positive

Happiness is a choice. Optimism is too. Sometimes it's a difficult choice, but a necessary one. Never vent about your profession, your administration, or your students. Because if you do, it will likely come back and bite you. It also makes you look bad. We all have frustrations in our jobs, but the teachers' lounge, a blog, or social media is not where to express them. We have the best job in the world and every day and every school is a new start and adventure!

5. Be mission-driven

Consider writing a mission statement. Think about what matters to you. Is your library program focused on lifelong reading and literacy, creativity, constructivist learning, the maker movement? Is it future-ready, brain-centred, participatory, transparent, positive, becoming a vibrant and active learning commons? Sure, use all the buzzwords you want, but be able to back them up. When crafting a mission statement, really think about what is important to provide, every day, to better serve our most important customers — students.

You can write it in a paragraph or even make a cartoon. Then, I would distil that mission into a 30-second 'elevator speech'. People often ask me what makes me daring and I say, 'I'm a defender of lifelong reading, transliteracy, innovative learning, and goofballs and geeks everywhere!'

6. Push the positive

Brainstorm ways to promote the awesome that goes on in your library every day. Don't worry that it looks like you're showing off — you're not — it's sharing with the community! Don't humble yourself out of a job and don't hide your light under your circulation desk. There's enough negative in the world about schools, why not counteract that and promote the positive? Make sure the sharing is at least 90 per cent focused on the student or your profession though. Because it's not all about you — library branding and your mission should be mostly about our students and our community.

“Once you master the foundations of the job, then you can add the sizzle. Don't try to do everything at once. Choose one thing, one challenge, for every month, quarter, or even school year. Set a reasonable goal for your profession and your practice for next year and keep it.”

The easiest way to start branding and sharing with the community is with a professional Instagram and/or Twitter account. I use social media only in a professional sense — to share the cool things that go on every day in my school and my library, to celebrate my amazing students, and to connect with my parents, and our local and global community. I also share the lessons and activities, reading promotions, makerspace, TV studio, and the neat things I do with other educators. I professionally share my wins, fails and lessons learned to help others. If you are comfortable doing so, sharing occasional personal content can show you're human — and it's good for the students to see you also have a life outside the school.

Don't want to share via social media? Consider creating a digital newsletter that can go out to parents and the community. Get a digital photo frame or create a rotating display of pictures of kids holding up a book they just checked out — a 'shelfie'. Consider taking pictures of the books that were just returned; kids love to see what other kids are reading.

7. Be Insta-fabulous

If you're in a secondary setting, and only want to pick one format for your foray into social media, I'd make that Instagram. Teens these days are not so much on Twitter, and they think Facebook is sort of fuddyduddy (though they might have one, they don't 'live' there). However, almost every student I've talked to lately has Instagram, and I prefer it to Snapchat because I don't have to follow them back. Creating a professional Instagram account ensures that whenever interesting things go on at school, I can handily snap and share them with our kiddos, parents, community, and the world.

Before you start any online sharing, check your school or district rules about social media and follow them. Most teachers and library staff have their mobile phones with them anyway; why not get together to make it a powerful sharing tool? Connect it to your Twitter for easy social media cross-posting. Create a sign that says 'Follow and tag us on Instagram!' and post it up around the library so that kids can see themselves doing cool things. Create your own library hashtag and use it consistently. By doing these things you live and model a positive example of how social media can be used.

I suggest using your own name for your account, rather than your school's. What if you switch schools someday? Best to start establishing your own positive professional digital footprint that you can take with you — <YourName>EDU is a good choice. Throughout the years, you may not always be in the library but, most likely, you will be part of the education field.

8. Just say 'hello'

A simple thing like that can make a world of difference. Say hello to kids in the mornings — in the hallways, when they come to your school library, or out and about. Pick a shy kid who rarely smiles to always greet without expectation. That might be their best interaction of the day. To quote an educator I truly admire, Dr Justin Tarte of St Louis, Missouri: 'If we choose not to greet our students each and every day, we are missing one of the easiest and most impactful ways of showing our students that we care'.

9. Take one thing at a time

Once you master the foundations of the job, then you can add the sizzle. Don't try to do everything at once. Choose one thing, one challenge, for every month, quarter, or even school year. Set a reasonable goal for your profession and your practice for next year and keep it. If you achieve it, brilliant! Why not make another goal? And, remember, you don't have to commit to everything new thing you choose. If it's not for you, feel free to dump it

and try something else. Otherwise, you run the risk of burning out, getting discouraged, and feeling overwhelmed.

10. Respect your personal life

As a South Australian librarian friend of mine Hajnalka Molloy once said to me during a challenging time, 'You can't pour for others from an empty cup'. Wise words. If you work yourself into a tizzy, you will not be your best for yourself, your family, your school, or your students. Self-care and mindfulness are important.



Last thoughts

Remember, in education, every year is a do-over. Your library practice will improve as long as you always put the students first, practise positivity, and keep your passion for our profession. Pay it forward. Share shamelessly the awesome that goes on every day at your school and the helpful content you create so that other library professionals can find it more easily.

For more resources, advice, and tips from real teachers in the trenches, check out my Daring Librarian blog with that same title or hit me up on Twitter or Instagram (@GwynethJones).

Image credits

Graphic design by Gwyneth Jones



Gwyneth Jones
Teacher librarian, USA

SCHOOL LIBRARY SPOTLIGHT

SCIS speaks to Sarah Betteridge of Ocean Reef Senior High School in Western Australia about what's happening in her school library.

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

I am a qualified teacher librarian, employed as the school librarian at Ocean Reef Senior High School, which is a years 7–12 government co-educational school, with approximately 1,200 students.

My role includes supervising the day-to-day running of the library, overseeing the library's strategic direction, and planning and promoting library activities. My main focus is on encouraging a love of reading, and creating a warm, welcoming and vibrant library space for the whole school community. I am responsible for resourcing the curriculum, developing the collection, and providing information services. I love collaborating with teachers to support student learning through providing information literacy, research and referencing sessions, and curriculum support. Our school library was one of the 17 Western Australian schools appearing on Australia's Great School Libraries Honours List (<https://fair.alia.org.au/australias-great-school-libraries-honours-list#WA>).

The library team is small. I manage two school administrative support staff who job-share one full-time role. We are also extremely fortunate to have some supportive and reliable parent volunteers to help us.

Every day is busy, and no day is the same, which can be frustrating, but also extremely satisfying.

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

The EveReaders Book Club meets every week in the library, and I find the enthusiasm of its members and the daily updates on their reading extremely rewarding. I love the interaction with our 'regulars' and, after seven years here, it is wonderful to see the progression of students from youngsters in years 7 and 8 to mature upper-school students.

It is particularly lovely to have past students popping in to say hello on occasion. I have also found it extremely rewarding to work closely with English

teachers in promoting reading for pleasure within the school. I have enjoyed watching the library transition from a very quiet and under-utilised space to one that is vibrant, collaborative, welcoming, and safe.

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

For me, the library should be the hub of the school. It should be a safe, inviting, welcoming space which promotes a love of reading, books and learning. As well as being a collaborative learning space with different areas to work and read in, the library should be an attractive, interesting, and vibrant space that promotes books, authors, and different genres. All students should feel welcome in the library. It is a space where they can socialise, and make friends across year groups, particularly within clubs such as the Book Club and Chess Club. For teaching staff, the library should be a collaborative space where their

students can work and research effectively. Teachers should also feel supported in accessing print and digital resources to enhance student learning.

Are there any current issues or challenges facing your library? How are you working to overcome these?

I find one of the biggest challenges is building relationships with students and teachers in the learning areas that do not use the library, or see its value. Another challenge is that all year 7s and 8s now have their own devices at school. Teachers tend to rely on these for online research within the classrooms, rather than bringing students to the library to research online, or access print resources. I am working to overcome these issues by offering individual teachers support for research tasks in the form of collections of print and online resources within our library management system (Destiny), via library research guides, and also in the form of referencing, research, and information literacy workshops with upper school classes.

How do you promote reading and literacy in your school? Are there any challenges in doing so?

When I started at the school, no English classes were visiting the library on a regular basis. Now all Year 7 and Year 8 English classes visit on a fortnightly basis with their teachers. During this time, they are able to borrow, return, and renew books. The Year 7 classes do a proper library orientation, and a session creating Destiny library accounts on their laptops. They are encouraged to create bookshelves within Destiny Quest of the books that they have read, and want to read and, also, to write book reviews to share with their peers.

This year, we will also give the Year 7s a personal reading challenge. They will be asked to set themselves a reading goal for each semester. Each book will be signed off by the English teacher or librarian once the student has handed in a short book review or done a verbal book talk to a group or the whole class. There will be regular rewards



Sarah has enjoyed collaborating with library staff across the world, using social media and other digital tools to connect students globally.



As part of Book Week in 2016, the library hosted Harry Potter Month, with Sarah (pictured) and the library staff dressing up for the celebration.

and opportunities to go into prize draws. All students reaching their individual reading goal will receive a certificate and a chance to win in a major prize draw.

Other reading promotions include regular book talks and book trailer presentations to both Year 7 and Year 8 classes, and many different colourful displays, including using student work such as posters and 'booksnaps' created in Canva to promote favourite books, authors, and series. Between Terms 1 and 3, we promote the West Australian Young Readers Book Award shortlisted titles and encourage students to vote for any titles that they have read. These titles are nominated by students the previous year. During Term 3, we also promote the Children's Book Council Award book titles, and Book Week. We also celebrate Literacy and Numeracy Week with competitions and activities in the library including Speed Date a Book, where students and teachers tell each other about their favourite books for a minute before swapping tables.

Another popular reading and literacy promotion was Harry Potter Month in August 2016, when we celebrated the release of *Harry Potter and the Cursed Child* as part of our Book Week celebrations. We decorated the whole library with the Harry Potter/Hogwarts theme, and library staff even dressed up as Hogwarts staff during Book Week. Students absolutely loved this celebration and many who had not read the *Harry Potter* series were encouraged to do so.

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

We promote library activities through the school's daily notices system, and signage around the school, and within the library. The library also has a noticeboard within the English department. Students also follow our Instagram account @orshslibrary, which gives regular updates on events and activities in the library. The library website, hosted by LibGuides, is another way to promote our activities, but word of mouth is often the best way. Whenever the Year 7 and 8 classes come into the library, they receive regular updates about events and activities that the library is planning, and also about club activities. We also have promotional posters about library activities and forthcoming events within the library, and make announcements during student assemblies.

Students are encouraged to participate in the Chess Club and the EveReaders Book Club, and the library also hosts other events during the year, such as movies and craft activities. These events often draw students in for the first time and they become aware of the lovely spaces and return more regularly with their friends.

“I have enjoyed watching the library transition from a very quiet and underutilised space to one that is vibrant, collaborative, welcoming, and safe.”

How do you engage with your students in a digital environment?

As well as our Instagram account and website, the library also has a Twitter account (@ORSHSlibrary) to link globally with other school libraries and educators, and to demonstrate appropriate use of

social media. To encourage students to share their reading experiences with their peers, I also like to promote the use of technology tools such as Canva, Padlet and Storyboard That. In the last two years, I have enjoyed collaborating globally with other like-minded educators in the use of these creative and collaborative tools, such as Lucas Maxwell (@lucasjmaxwell) and Emma Suffield (@emmasuffield) in the UK, and Ali Schilpp (@AliSchilpp) in the USA. This year, the EveReaders Book Club has already received a lovely parcel of postcard book recommendations from Emma Suffield's school, Saint Wilfrid's Church of England Academy in Lancashire. Our students are now writing their own book recommendations, which we will soon share with Saint Wilfred's via Padlet.



The library hosted a Blind Date a Book event to promote reading to students.

What is your favourite thing about SCIS?

We use SCIS for all our cataloguing and are very happy with how easy it is to use and the regular system updates. We really appreciate the support that SCIS provides, and the *Connections* articles are always interesting and inspiring to read.

Image credits

Images supplied by Sarah Betteridge



Sarah Betteridge
School librarian
Ocean Reef Senior High School

DEVELOPING LOW-BUDGET LITERACY PROGRAMS IN SCHOOLS

As a former teacher librarian, and as an author, Sue Bursztynski has extensive experience engaging young people with reading and literacy. Here, she shares low-budget programs that she has coordinated to help enhance literacy in schools.

Writer in residence

Last year I retired after many years in the library and classroom, and focused mostly on my writing. However, as I was missing my students, I signed up as a volunteer with the Ardoch Foundation. Ardoch is a children's education charity focused on improving educational outcomes for children and young people in disadvantaged communities. Ardoch delivers tailored education support programs that aim to increase engagement in education, build aspirations, enhance learning outcomes and increase the confidence of over 15,000 vulnerable children each year. One of the programs that Ardoch delivers is Writer in Residence.

Late in the year, I spent five one-hour sessions with Year 4 students and their teacher to produce a book of their work.

I was lucky enough to have assistance from a fellow Ardoch volunteer, a primary school art teacher. As my experience is with secondary students, she was able to bring her wisdom to the task and see how my ideas might work best with younger children.

To give us some idea of their skills, we introduced ourselves and got the students to begin their stories using some writing prompts they had suggested. We wanted to know what they could do, and adapt our process if we had to.

Then they continued with their stories, after making it clear that this was what they wanted, not writing exercises. I went around the classroom, praising, suggesting, and loosening their writer's block. I took home photocopies of the stories to type up. Next, I printed out the stories, with gentle editing suggestions. We asked those who were finished to edit their work, and to swap stories to help each other. They drew self-portraits for the book in class time.

There were, as always, a few who were never going to finish the stories they had started so enthusiastically. I offered them instead the option of writing an acrostic poem, or an autobiography using a template I had created. Everyone can answer questions about themselves! One student took me up on it this time, and I put together his answers in a paragraph.

The students finished their works of genius, and nominated and voted on a title for the book.

We asked the class teacher for the class's best artists to do the cover. Three children produced a wonderful cover together. The others illustrated their own stories and poems with colourful, joyous art, supervised by my colleague.

We had intended to take the class to the local library to present a copy of the book, but the school timetable changed. Instead, we had a book launch, complete with drinks and nibbles, supplied by Ardoch. The joy and excitement as the newly published authors were presented with their books made everything worthwhile.

I asked, 'So, who had fun?', and every hand shot up. That was all I wanted. That was my first writer in residence gig; hopefully, not my last.

Not everyone can have a writing workshop at school, but there are other options if your school isn't an Ardoch school and you still can't afford it. All of the following things I did as a teacher and the sole teacher librarian at a disadvantaged school with a tiny budget. All of them are cheap or free.

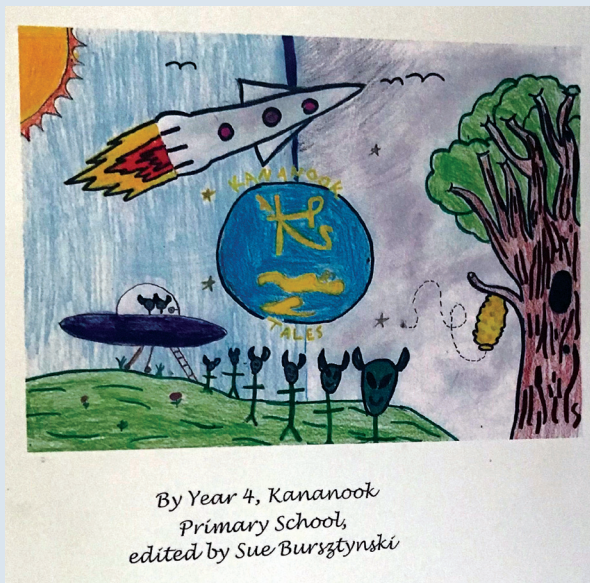
100 Story Building

The 100 Story Building in Footscray, Victoria conducts workshops and produces an annual anthology, edited by children. If your school's Index of Community Socio-Educational Advantage value is 1,000 or

below, it's free. Most schools take students there, but the building offered writing workshops in our EAL classrooms. The Brimbank Writers Festival paid for the students' poems to be published in a booklet, which was subsequently launched.

Author visits

Not all schools can afford author visits — mine was one of them. But, as a teacher librarian, I found ways to give our students a little of what other schools had. I did book launches, mostly of my own work, and asked author friends to come and launch them. Twice, my publishers came along, paid for the nibbles, and handed out posters and bookmarks. I always made sure



By Year 4, Kananook Primary School, edited by Sue Bursztynski

Sue worked with students to create a book of their work, featuring poems, autobiographies, drawings, and more.



As both an author and a former teacher librarian, Sue is passionate about engaging students with reading and writing.

that the local newspapers were informed. Any guests were fed a decent lunch and given small thank you gifts. If you aren't an author with friends like mine, you can offer launches to small presses, who are happy to oblige.

Once, the YABBA (Young Australians Best Book Awards) folk invited members to apply for an author visit, as they had some money set aside. The deal was that you took whichever author was offered to you. We had Sherryl Clarke. I bought some of her books beforehand, and got some kids to read them so they could ask questions. Afterwards, there were students rushing to the desk to ask for her books. YABBA costs about \$50 a year, and allows students to nominate and vote for their favourite books for the YABBA awards later in the year. You can take them to the awards too, for free. Authors sign books and posters afterwards and YABBA supplies booklets with space for autographs.

Literary events

There are other ways to introduce children to authors, such as writers festivals. Tickets usually aren't too expensive and your students can take votes on who to see. It's also worth getting the Dymocks e-newsletter. Sometimes big name authors are in town and speak at their shops. I once took a few young fans to hear a favourite fantasy writer.

Premier's Reading Challenge

Another free option for a teacher librarian is the Premier's Reading Challenge. I only did it once, in my last year, realised how easy it was and wished I had done it before. Reader's Cup is perhaps too much for a sole teacher librarian who also has to take classes, but Reading Challenge? Once you get it set up the kids do most of the work, and the posters, bookmarks, and certificates are gorgeous! I got an extra freebie out of that when it turned out that the local member of parliament was keen on Reading Challenge and offered to give our kids a talk about it. They asked questions without prompting. Apparently, there is a book club at state parliament — who would have thought?

Inside a Dog website

Recently, I attended the launch of the State Library of Victoria's new Inside a Dog website (<https://insidedog.com.au>), created by author Lili Wilkinson, who worked for the library's Centre for Youth Literature at the time. The site is designed by teenagers. It's user-friendly — and it's free. It contains news about events and competitions. The members get their own blog pages, where they can review and talk about books, and others can comment. A teen committee reads a long list of books for their annual Inky Awards and turns it into a shortlist, on which kids can vote. Then schools can attend the awards ceremony late in the year, also for free.

The State Library of Victoria also has holiday writing workshops, which are run by well-known authors, and are aimed at low-ICSEA schools. They're free and the library even supplies public transport cards for kids who don't have them. It's also worth signing up for the library newsletter.

Lunchtime clubs

The most cost-effective option of all is to organise a lunchtime book and/or writing club. I did that for several years, right up until my retirement. I let my students dive into bookseller boxes to choose new books, and we got together weekly to talk about what we were reading.

Review blogs

My final suggestion is something that not everyone can do. I publish a personal YA book blog, The Great Raven (<https://suebursztynski.blogspot.com>). I set it up to review new books I could then donate to my library. Guess what? There are authors who are willing to be interviewed online by teens, but I'm not advising anyone to do this using a classroom blog. If an author gives you their time, the least you can do is share their interviews on a publicly available blog. That's why I said not everyone can do it. However, quite a few librarians do have review blogs. As both a librarian and classroom teacher, I published students' author interviews on my blog. In class, it was an option for an activity to follow literature circles. I remember one young man clutching a printout of his published interview for weeks. You do need to be willing to spend time sending email inquiries, lightly editing the questions, and comforting kids who don't get their favourite author (one popular author passed on my enquiry to her agent, who basically told us to get lost!). It's so worth it to make students happy, and that's what we're here for, isn't it?

Image credits

Images supplied by Sue Bursztynski. Headshot by David Pearl.

Sue Bursztynski's first book, *Monsters and Creatures of the Night*, was published in 1993. She has since gone on to publish many more books, short stories and articles. Her books *Wolfborn* and *You Could Be A Spy* are on the Victorian Premier's Reading Challenge list. Find Sue online at www.penguin.com.au/authors/sue-bursztynski.



Sue Bursztynski

Author, and former teacher librarian

BOOK LAUNCHES: CONNECTING SCHOOLS, STUDENTS AND LOCAL AUTHORS

With the help of its resource centre committee students, Moama Anglican Grammar recently hosted its first book launch — for Fleur Ferris’s book *Found*. Resource centre manager Jenna Hildebrand shares how they made the event a success.

Reading culture

As school library staff, we strive every day to establish libraries and resource centres as places that support our students’ reading and information literacy. In our relentless quest to promote reading for pleasure, one major challenge is the structured class context. We need to look hard for opportunities to connect to students and families outside of the classroom — through social events and, of course, social media. One novel (excuse the pun) way of achieving this is through the hosting of a local author book launch.

Book launch

Fired by the need to reach outside the box, the staff at Moama Anglican Grammar Resource Centre recently offered to host the book launch of Fleur Ferris’s YA thriller, *Found*. Local author Fleur’s YA thrillers are some of the most popular books in our senior school collection, and our students were excitedly waiting on the release of her latest book.

Fleur, like most authors, is a passionate advocate for developing literacy in local students. Our library space, her need for a place to launch her new novel, and our mutual commitment to teenage literacy made for a perfect fit. Moreover, a book launch offered the opportunity to connect personally with the often-elusive audience of teenage readers.

Being a regional school in NSW, over eight hours from Sydney, opportunities to connect with authors and attend writing festivals are seriously restricted. Moama Anglican Grammar had been in contact with Fleur before, booking her to run creative writing workshops for our secondary students. Our head of communication reached out to Fleur again, this time asking if she was planning a book launch and offering her the use of our new resource centre.

The *Found* launch was to be held in the resource centre on a Friday evening. We extended an invitation to five local secondary schools, who together formed a panel to interview Fleur at the launch. This gave students and teachers from the different schools an opportunity to network at the launch. They put together a variety of questions including about the censorship of YA content, finding inspiration, and overcoming writer’s block.

Our school’s acting principal and head of English introduced the launch. Both were delighted to support the event, which clearly raised the profile of both the resource centre and the school. The launch was reported in the local newspaper, and attended by writers’ groups, librarians, students, teachers and parents who were invited through the newspaper and school newsletter.



Moama Anglican Grammar hosted Fleur Ferris’s book launch for her YA thriller, *Found*, with students in the resource centre committee organising the event.

Connections within the community

For our school, hosting the event provided an avenue to strengthen our students’ connection to and interest in Fleur’s books and other Australian YA thrillers. Moreover, by hosting an event that celebrated a local author, the school promoted literary success to the wider community, and made it accessible by holding a festive atmosphere, open to all.

It was wonderful to see the students from different schools, who normally don’t come into contact with one another, discussing their English classes and favourite books. Likewise, it was interesting hearing the English teachers swap notes about potential events and opportunities for networking. The head of our local public library also attended, giving the resource centre staff the opportunity to discuss the latest reading trends and popular initiatives in our respective libraries.

Tips for hosting a book launch

If you search for the tags #aussieya, #loveozya or #aussiereaders on Instagram, it is quickly apparent that our communities are full of fantastic local authors busily promoting their work. Take advantage of this to connect to teenage and YA authors in your community. Ask them if they need a venue to promote their next book.



Partnering with local authors and publishers to host book launches in school libraries is a great way to engage with the wider community.

Use social media to connect with readers as well. In between scanning pictures of friends, young readers will readily find pictures of people lounging on holiday with the latest bestseller, attending events, and reviewing newly launched titles. Communication outside of the traditional library setting is all good.

Student involvement

When planning your event, keep your students involved and excited about the process. Moama Anglican Grammar has a resource centre committee of students who help run events in the space, organise our Book Week costume parades, promote and run the annual Great Book Swap to raise funds for the Indigenous Literacy Foundation, and run informal lunchtime activities. Our committee was thrilled to be given the chance to run and engage with a public event, particularly when the local press would be there.

At a typical book launch, the author is interviewed by an adult. We decided to give local students some ownership of the event. We reached out via our library network to our neighbouring school librarians, asking if they had any avid readers or YA thriller fans who would like to form a panel.

Students from St Joseph's College, Echuca College, Barham High School and Deniliquin High School responded to the invitation. They were each asked to come up with three questions, which we vetted before the launch to avoid double-ups and to give Fleur the chance to see them beforehand. We received a variety of questions, both shallow and deep, which made for maximum entertainment and education. Students asked some great questions about how to survive the drafting process, write about dark subject matter for young audiences, and draw inspiration when constructing a story. The students, who sat at the front of the room with Fleur, engaged in a lively and interesting discussion with her.

Promoting the event

Fleur was already in contact with our local paper, the *Riverine Herald*, which meant it was simple to invite the journalist covering her upcoming book to the launch. We wanted to make sure we promoted the event to as many teenage readers as possible, so we contacted

local schools asking them if they would post the *Found* launch flyers on their school social media pages, and print the posters for display in their libraries and on noticeboards. Our resource centre committee members put up posters in local businesses and the local bookshop. We also emailed electronic posters to the public libraries to print and display on their notice boards.

Benefits of author events

Fleur generously donated ten copies of her books for our library collection as a thankyou for hosting the event. The total 25 copies of Fleur's books, *Risk*, *Found*, *Wreck* and *Black* are never on our shelves, and often have reserve lists.

The launch was held in June 2018 and, in 2019, applications to join the resource centre committee more than doubled, and we had to turn many down. While this has been incredibly difficult, it's fantastic having a committee that is so popular with the student body.

Above everything else, hosting the launch was a lot of fun. It brought our school community together, as well as local book lovers, libraries, and other schools. It was definitely a lot of work, and we couldn't have done it without support from school leadership, our enthusiastic school admin team, and the students of the resource centre committee; however, I would highly recommend the experience. If the opportunity arises, you will definitely see the benefits of reaching out to the local authors in your community and becoming involved in the launch of the fabulous new teenage and YA literature being generated in your own backyard.

Image credits

Images supplied by Jenna Hildebrand



Jenna Hildebrand
Resource centre manager
Moama Anglican Grammar

COVER IMAGES AND SCIS

Renate Beilharz, SCIS cataloguing team leader at ESA, writes about how cover images sourced from SCIS can be used in school libraries.

Cover images have now become a part of most public interfaces to library catalogues, and school libraries use them to promote resources and reading. ESA has been offering cover images to schools as part of their SCIS subscription since 2008. This article explains how school library staff can use these without breaching SCIS Terms of Use.

Cover images

Text-only catalogue displays have become a thing of the past. While the old adage ‘Don’t judge a book by its cover’ is wise, the reality is that the cover of a resource makes it look more appealing and does affect reader choice. Using cover images to supplement the text-based catalogue record is an effective method of catching the reader’s eye as they browse through the virtual shelf.

Cover images in SCIS Data search

Cover images are only one aspect of the content that SCIS Data provides to enhance the usability of its search functionality for physical books and ebooks. Other aspects of this enhanced content include summaries, reviews, and lists of ‘similar books’. ESA sources this content from a number of third-party providers, including LibraryThing for Libraries, Syndetics and Thorpe-Bowker.

SCIS subscribers are able to download most of the cover images displayed in SCIS Data into their own library management systems. ESA has an agreement with one third-party provider that allows ESA to retrieve and store their cover images to supply to schools. SCIS relies on this third party to provide timely and accurate images for as many resources as possible. Any erroneous images received by schools for downloaded records can be reported through help@scisdata.com, and SCIS will follow up with the provider.

There are a number of options in SCIS Data for downloading images to school library management systems (LMSs), which are explained in detail on the SCIS website (<https://bit.ly/2NMwKeG>). The most suitable option depends on a school library’s workflow and the particular LMS they use.

Record details

[Return to Search](#)



[View on Google books](#)

The wicked king

Black, Holly.

Summary: As seneschal to High King Cardan, Jude must fight to keep control of the Faerie throne while her younger brother, Oak, enjoys the childhood she never knew.

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Record details

SCIS Number:	1904115
ISBN:	9781471408038
Main author:	Black, Holly.
Publisher:	London, Hot Key Books, 2019
Publication date:	2019

Cover images are used in SCIS Data to enhance the usability of its search functionality for physical books and ebooks.

SCIS and book cover images

The SCIS Terms of Sale and subscription Terms of Use (www.scisdata.com/terms-and-conditions) are very clear on how schools can use the cover images obtained through SCIS Data.

Non-subscribing schools may only view, not copy, cover images. Subscribing schools *may not* pass cover images on to a third party. However, for their own use they may include them:

- on the school’s online library catalogues
- on the school’s website including blogs, wikis, online newsletters and intranet
- elsewhere within the school.

Copyright and book cover images

Whether they come from SCIS or elsewhere — such as copied from publisher websites or scanned from a physical item — the use of book cover images must also comply with Australian copyright laws.

Basically, the agreement means that book cover images can be used only for library promotional purposes, which is likely to cover most library activities. What is not covered by this agreement is using book covers in merchandise for sale, or

for fundraising. It is necessary to seek the copyright owner’s permission before using them in this way.

Good explanations of copyright laws in relation to cover images can be found on the Australian Copyright Council’s ‘Find an answer’ webpage (<https://bit.ly/2BbMzDU>), which also contains the useful information sheet on using book covers (<https://bit.ly/2C7FBTr>) and on the Australian Library and Information Association website at www.alia.org.au/copyright-and-book-covers.



Renate Beilharz

Cataloguing team leader, SCIS
Education Services Australia

The content of this article is intended only to provide a general overview. It is not intended to be comprehensive nor does it constitute legal advice. We attempt to ensure that the content is current but we do not guarantee its currency. You should seek legal or other professional advice if you need any further information.

WEBSITE + APP REVIEWS

150 SCIENCE EXPERIMENTS

www.fizzicseducation.com.au/category/150-science-experiments

One hundred and fifty categorised science experiments are available on this easy-to-navigate website. Clear, step-by-step instructions and photos are also a feature. Details are available regarding school visits by the Fizzics Education team. SCIS no. 1907148

AUSTRALIAN GEOGRAPHY

www.ga.gov.au/education/classroom-resources/australia

Geoscience Australia has provided a wealth of quality material for students and teachers about many aspects of Australian geography. Material includes fact sheets, maps, cut-out models, posters, landform dimensions, interactive quizzes, and astronomical information. SCIS no. 1912882

BOOK CREATOR

<https://itunes.apple.com/au/app/book-creator-for-ipad/id442378070?mt=8>

This feature-packed, easy-to-use app allows primary and secondary students to electronically publish ebooks, manuals, comics, and magazines. Teachers can access additional resources to enhance the app's classroom use, and undertake a one-book free trial, via the associated app, Book Creator One, also available as Book Creator for Chrome. SCIS no. 1567276

EDUCATIONAL PUBLISHING AWARDS AUSTRALIA

<http://edpubawards.com>

Each year the Australian Publishers Association organises the Education Publishing Awards to 'reward excellence and innovation in the industry'. Categories include resources for primary; secondary; and tertiary, TAFE, and vocational. This website is a useful resource selection tool for school library staff and teachers. SCIS no. 1909720

FARM AND LIVESTOCK MANAGEMENT SOFTWARE

www.agriwebb.com

AgriWebb is an Australian software company that has devised a product to assist farmers with record-keeping, enhancing farm productivity, and ensuring their audit and accreditation needs are met. Teachers of agriculture can trial this software for 14 days free of charge. SCIS no. 1907319

NEWS AND ARTICLES – ABC EDUCATION

<http://education.abc.net.au/newsandarticles>

Informative and thought-provoking education news and articles feature on this authoritative website. Users can search by topic or browse through a variety of categories including podcasts, reviews, trends, opinions, and a selection of subject areas. SCIS no. 1909653

PIZZA FRACTIONS 1

<https://itunes.apple.com/au/app/pizza-fractions-1/id374084320?mt=8>

What a fun way to teach fractions to primary students! This free app is ranked in the top 100 education apps in the USA. Students use animated pizza shapes to master fractions in a format (pizza) they are familiar with. The app has various levels of difficulty, with score data and timing for each round a highlight. SCIS no. 1751411

PROJECT ROCKIT

www.projectrockit.com.au

Educators can peruse details of Project Rockit's student workshops and school visits, which focus on cyberbullying, trolling, sexting, inappropriate content, and online gambling. Project Rockit states that they are 'youth cybersafety partners of Telstra, Facebook, Instagram, Twitter, Google and YouTube'. SCIS no. 1909658

QUICK GRAPH

<https://itunes.apple.com/au/app/quick-graph/id292412367?mt=8>

Featuring a simple interface and several

introductory examples, this scientific graphing calculator for iPhone and iPad offers both 2D and 3D capabilities. The basic version is free; optional extras are available via in-app purchase. SCIS no. 1909666

TASMANIAN ARCHIVES + HERITAGE

<https://www.libraries.tas.gov.au/archive-heritage/Pages/default.aspx>

Part of the rich history of Tasmania is available to explore via this broad-ranging resource from Libraries Tasmania. Searchable material includes images, film, audio, family histories, newspapers, blogs, and guides to using the archives. SCIS no. 1909680

TOPIC EXPLORER

<https://natlib.govt.nz/schools/topics>

Emanating from the National Library of New Zealand, this site features over one hundred wide-ranging topics for primary and secondary students. Resource material has been gathered from New Zealand and international sources, and features videos, websites, images, primary sources, and articles. SCIS no. 1909689

WEARABLE AND VOICE-ACTIVATED TECH

www.schrockguide.net/wearables.html

Kathy Schrock has compiled a comprehensive guide for teachers who are pondering incorporating both fitness trackers and voice-activated devices into their teaching programs. Topics include using Fitbits in the gym and classroom, and the impact of voice assistants such as Amazon's Alexa in schools. SCIS no. 1909708



Nigel Paull

Teacher librarian
North Coast, NSW

The websites and apps selected for review are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites are subject to change.

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Webinars

Search and download in SCIS Data
9 May, 2019

Understanding SCIS records
4 June, 2019

Workshops

Making the most of SCIS (Mandurah)
28 May, 2019

Making the most of SCIS (Perth)
29 May, 2019

Making the most of SCIS (Sydney)
31 May, 2019

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