



Travelling to
**Lwanaswa
Primary School
in Western Kenya**

Professional Journal of the
WA School Library Association
Vol. 11, No. 2
Nov 2021

Chatting with
**Gabriel
Evans**

Plus

The value of Podcasts for
School Library Staff

AISWA/WASLA
Conference Highlights

Book Week 2021

Welcome to another issue of *iC3*.

Well, what a year it has been! Let's take a moment to appreciate the true value of freedom and good health – both physical and mental well-being. The covid crisis certainly has put so much in perspective. We here in WA have so much to be grateful for.

Speaking of gratitude, take a look in this issue, at the article on Kenya. Lwanasawa Primary School currently has 10 teachers who educate 528 students. Do the math and you realise the magnitude of being an educator in this part of the world.

As novice editors we trust readers will enjoy the rest of the articles and information in this publication.

Take care and may 2022 be a brighter, healthier year for all.

Tina Russo and Helen Tomazin
iC3 Co-editors

Front cover images are courtesy of [Gabriel Evans](#) and [Lwanaswa Primary School, Western Kenya](#).

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- Lorinda Gersbach
- Rebecca Murray

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From the President's desk

Where has the year gone? As I type this report I ponder on the speed on which we are hurtling towards end of year celebrations at school and presents under the tree for our loved ones. It certainly has been a roller coaster of emotions this year, with plenty of life-changing experiences but also many opportunities for both professional and personal growth.

Looking out across the professional landscape of schools and school libraries it is heartening to know that we are valued and considered important in school environments. The recent School Library Conference showcased our impressive library profession and gave many opportunities for networking and catching up. It was very rewarding to look out at the faces of colleagues, some familiar but many new faces, all smiling and walking away with dozens of ideas to take back to their school and students. I, for one, am still working through my very long list of things to do and credit the generosity of our fellow library colleagues for opening up their spaces and sharing their great ideas and resources. Also, congratulations to our scholarship awardee, Aidan Rhodes, who was able to attend the recent conference and whose article you will be able to read in the following pages.

The committee has undergone some changes during the year with our Vice President, Felicia Harris, stepping in during Term 1 to allow our President, Natasha Georgiou, some time to recuperate.

The WASLA committee is a very hard-working group of volunteers who are passionate about the future of the profession. Please consider joining the committee and adding your valuable contributions.

Rebecca Murray
President

Upcoming editions of iC3

Would you like to contribute?
Email content or queries to
the editor at
ic3editor@wasla.asn.au



2021, what a year!

Would you like to share a particular story or event that occurred at your school/library in 2021? A simple paragraph or two that others may find of interest. A special milestone, achievement or guest speaker? A funny or curious comment from a student? Or content in a book that you came across that left you wide eyed and blushing? Office party antics (perhaps these should be anonymous)? The range of topics are wide and varied. Surprise us. We look forward to hearing about what goes on in your work environment.

Keeping the memory of our Aussie heroes alive.

Looking to do a feature on ANZAC and Remembrance Day displays? Please consider sharing your pics. Photos to be attached in high quality jpeg or PDF format.



Chatting with Gabriel Evans

Australian children's book author and illustrator

1. Hi Gabriel, tell us about yourself.

I'm a children's book author and illustrator from the South West of WA.

I started my career in illustration aged 17 when a small indie publisher approached me to illustrate a book.

I was later contracted by Walker Books to illustrate for them and this properly kick-started my career in the industry.

I wrote and illustrated my first picture book, *Ollie and Augustus* (Walker Books) in 2019. It was a story about a boy starting school and his attempts to find a playmate for his dog during school hours. This book took over three years to create as I struggled to find my 'voice'. Luckily, a brainstorming session with my editor finally cemented the story in my mind and the book was written and commissioned weeks after our meeting. It went on to sell to the USA, Denmark and Russia.

Since that book, I've worked on several more books including *A Human for Kingsley* (Hardie Grant Egmont), *The Cute Penguin* (Hardie Grant Egmont), *Norton and the Bear* (Berbay) and its sequel, *Norton and the Borrowing Bear* (Berbay). I also continue to illustrate for other authors, including recent collaborations with Jane Godwin and Sonya Hartnett.

After spending almost two years in Sydney (most of that during the pandemic), I've moved back to the South West of WA where I work from a cabin on top of a hill surrounded by trees, along with my fiancé and our unintentional growing collection of teapots.

2. When did you first realise you wanted to be an author and who or what are your major influences in your work?

From an early age, I wanted to be an author-illustrator. But at the same time, it felt like one of those jobs that other people had. However, by my mid-teens, I began to seriously contemplate the idea and took a job making cartoons for a newspaper while I researched authors and illustrators that had made their careers in books and the steps they took to achieve this. I realised quickly that every author-illustrator has a very unique path to succeeding in their career.



Gabriel Evans is an Australian picture book author and illustrator. He has written and illustrated five picture books and illustrated over twenty books for other authors.

His work has sold internationally in twelve countries, with his recent book, *Norton and the Bear*, shortlisted in the Children's Book Council of Australia's Picture Book of the Year 2021.

Gabriel works from a small studio on a hill where he creates stories in battered sketchbooks.

Author Focus

3. How long does it take you to write a book, and are you writing a book now?

The time it takes me to write a picture book varies. Sometimes the story refuses to reveal itself straight away. I've learnt to just let the story take its time to develop – although the occasional prod doesn't hurt.

My new book, *Norton and the Borrowing Bear*, was a story that revealed itself gradually as I wrote it. The fact the characters were fully formed from the previous book helped guide me.

On other occasions, the story has come together really quickly. This happened recently when I jotted a story concept in my sketchbook before storyboarding it over the next three days. By the end of the week, it was commissioned by one of Australia's leading publishers and will hit the shelves in 2023! I wish this happened more often.

Which leads me to the second question, yes, I am working on a new book. I'm actually working on two. They are scheduled for release in 2022 and 2023.

4. What was your favourite book as a child?

There were so many! I am lucky enough to come from a family of avid book lovers, with a six-metre-long bookshelf packed with books. I don't have a favourite, but I do recall loving books by Babette Cole, Roald Dahl and Richmal Crompton.

5. What did you learn when writing your books?

I learnt how important it was for both the words and pictures to tell the story. You can't have the art playing the puppet to the word's puppeteer. Both are there to share the narrative. I found that I work best when I draw and write the story simultaneously. This allows for the two creative processes to develop the story in equal partnership.

6. You're hosting a literary lunch, which four authors would you invite and why?

Dead or alive? That's tricky as there are so many. I guess at the moment of writing this I'd be leaning towards Quentin Blake, E. H. Shepard, Jon Klassen and Isabelle Arsenault, all authors that came into this industry through their illustrations.

7. What do you like to do when you are not writing?

I like to jump in the car and go exploring beaches and bush walks or visit bookshops to see the latest releases. I equally enjoy sitting at home with a fresh brew of Moka pot coffee.

8. As a child, what did you want to do when you grew up?

Writing and illustrating was pretty high on the list next to driving a steam train and zoo-keeping.

9. What's your hidden talent and what is your interesting writing quirk?


My hidden talent is the ability to leave a personal belonging at most schools I visit for author talks. This can be a laptop cable, a hard drive, or a presentation clicker. No matter how hard I try, I can't fix this hidden talent.

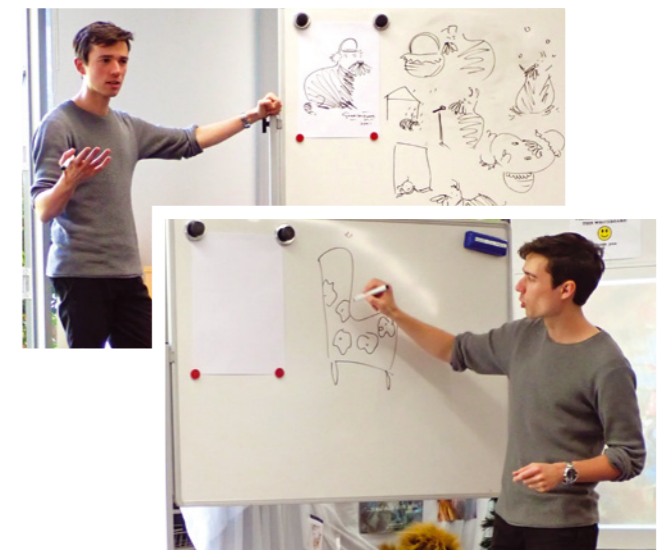
My writing quirk would have to be that I frequently write and storyboard books without a CLUE what the ending is. I'm literally relying on inspiration as I draw and write each page. Sometimes this works. Sometimes it doesn't...

10. Since we are all passionate about libraries. How has the library played a role in your life?

Libraries have always played an important role. Firstly, as a child, I loved visiting the library to sit and read books, as well as borrowing books and VHS tapes (and later DVDs).

Today, as an adult, I continue using the library extensively, taking advantage of both online and in-store resources.

I also visit libraries now to run author-illustrator workshops, which is one of the highlights of my job. I love the chance to talk and to hopefully inspire young people in the love of reading and creating stories. In some way, I see myself as part of the library world now. 





LIBRARY DISPLAYS



Anzac Terrace Primary School

Good Shepherd Catholic School, Lockridge



Question time with Jan Nicholls



Being recently presented with the Children's Book Council of Australia Nan Chauncy Award for Distinguished Service to Children's Literature – a huge and unexpected honour - coupled with a request to write an article for iC3 prompted me to reflect on my lifelong love of books, my career in school libraries and my longstanding connection with the Children's Book Council of Australia, especially in the role of WA Branch President. Here are my answers to the questions I was asked:

Do you have a favourite book of all time?

I find it impossible to select only one. Although to modern ears it doesn't appear to be suitable bedtime reading, apparently I used to make my mother read the section of *The Water Babies* where Tom falls down the chimney and into the water, over and over again, despite it reducing me to tears every time. The fact that my dad's name was Tom was probably what gave it added significance. I adored school and loved all my primary school teachers, but a special place is reserved in my heart for Mrs Hogg (my class teacher when I was 9 or 10) who used to read aloud to the class every afternoon and introduced me to such wonderful classics as *The Borrowers*, *The Silver Sword*, *The Lion the Witch and the Wardrobe* and *The Wheel on the School*. My aim in life was to emulate Mrs Hogg and imbue my own students with the same love of story. I like to think she would be proud of me. Every year when the Notables are announced I find new favourites and I love trying to second guess the judges and select my winners from the CBCA Shortlist. I adore picture books and love the huge range they now cover from simple yet perfect stories to sophisticated, often multidimensional texts which ponder some of life's biggest questions.

What did you learn about your role as President of the CBCA WA?

I loved my two terms as WA Branch President and was fortunate to be mentored by Past President Sue Scott and supported by a huge team of dedicated women on the CBCA WA Branch Committee. I also enjoyed the chance to meet my Branch President

Feature Articles

counterparts around Australia at various functions, such as the Annual General Meeting and CBCA National Conferences. We should be proud of the fact that as a volunteer-run organisation CBCA is now celebrating 75 years of promoting outstanding Australian Children's Literature. No one works in a vacuum and whilst there needs to be a leader the success of the organisation depends very much on a team effort. The WA Branch is always looking for new committee members and if you have some time to spare I recommend that you join. I learnt that CBCA inspires some passionate people to volunteer enormous amounts of their time and energy and that you soon work out how to distinguish the "gunnas" from the "doers"! Some of the definite perks of the position were getting to meet amazing authors and illustrators in person and being invited to launch books which I always found a tremendous honour.

What would you like to see in the future for children's literature?

I would love to see children's literature, and indeed the arts in general, achieve much greater prominence in the world and I live for the day when there will be a section of the nightly TV news bulletin featuring new releases, interviews with authors and illustrators, features on independent bookstores or forthcoming book launches in the same way as sport is reported on. I have nothing against AFL, rugby or cricket but literature, the arts, culture and creativity are just as important for mental health and wellbeing and deserve equal airtime in our daily lives. I would like to see our creators valued and paid for their services in the same way that tradesmen and other professionals charge for their time, rather than being expected to perform for free.

What is something that inspires you about children's literature?

The amazing range and scope of work entered into the CBCA Book of the Year awards each year and the imagination and creativity of our Western Australian creators. I honestly believe we punch well above our weight in WA and are fortunate to have some of the most talented authors, illustrators and storytellers in our midst. It is so worth inviting these awesome people into your schools and libraries (and not only in CBCA Book Week as they have to earn a living for the other 51 weeks in the

year) and I can assure you that the positive ripple effect on your students will last long after their visit.

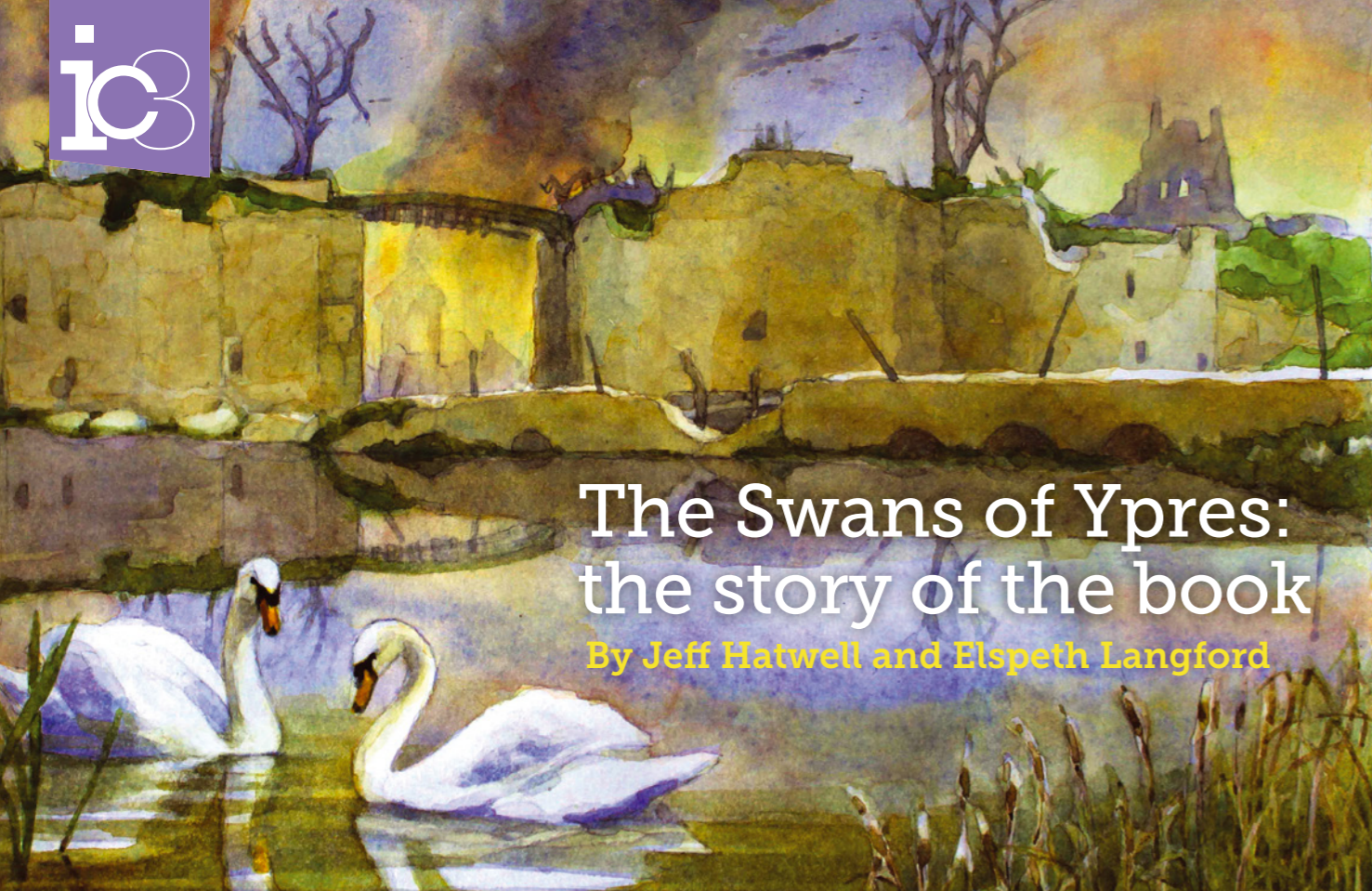
What have you learnt along your journey, especially being married to an author?

I witnessed the power and impact of a prestigious CBCA Book of the Year award firsthand when my beloved, Norman Jorgensen, was awarded a gold medal for Picture Book of the Year, *In Flanders Fields*, illustrated by Brian Harrison-Lever and published by Fremantle Press. That precious gold WINNER sticker on your book really boosts sales. We often joke that if he wins a second medal I'll have them made into earrings and gradually develop very elongated ear lobes! I have learnt that very few children's authors can make a decent living from royalties on book sales alone.



For example, if a book retails for \$17.00 the author receives only \$1.70 per copy. Not only that, but most creators must now be adept at public speaking, au fait with the latest technology, social media-savvy and exceptionally good at marketing themselves. In Hollywood, it used to be called 'the triple threat' in that you had to be able to sing, dance and act. The irony is that many creatives are inherently sensitive, shy, introverted souls yet they are forced to interact with the public and venture far out of their comfort zones.

Another question I am often asked is when I am going to write a book. If only literary brilliance worked via osmosis; sadly, I am living proof that it does not! I see my role as a promoter, supporter and advocate of children's literature and I enjoy the challenge of matching the right person with the right book at the right time. Books have always been such an important and integral part of my life that I simply cannot imagine a day without them. My idea of hell would be having nothing to read. Now, if I'm asked my favourite book, because there are so many new titles to choose from, I tell people that I haven't read it yet! 📖



The Swans of Ypres: the story of the book

By Jeff Hatwell and Elspeth Langford

The Swans of Ypres tells the fictionalised true story of a pair of white swans who lived through the four years of the First World War in one of the most dangerous places on the Western Front – the city of Ypres (now known as Ieper) in Belgium.

How did we come to write a book about such an unusual subject?

Jeff was doing research for his military history book *Brave Days*, the detailed story of the 4th Australian Division in the First World War, when he came across a curious item in an official Army document. In 1917 an Australian unit was based at the ruined city of Ypres in Belgium, an historic walled city with a moat. Its daily operations record, among comments on the military situation, included “Two large white swans live in the moat ... both are very tame and feed from the hand ... they have been here since the war began.” Considering that Ypres had been virtually demolished by German artillery bombardments, it was extraordinary that those swans, caught in the crossfire of a savage war, could have survived and apparently flourished in that situation.

Internet searching turned up a few more references to the swans in books and newspapers from the time, together with some photographs from the Australian War Memorial collection. Jeff brought Elspeth across what he had discovered so far and she was immediately captivated. Elspeth sought

to find out more by contacting historians in Ypres itself – now of course fully rebuilt and a thriving city – and was surprised to find that no-one there seemed to have any information about the swans. We knew from our research that the basic story was true, but it seemed to have never seen the light of day. The thought occurred to both of us that this was a story worth telling – and why shouldn't it be told by two retirees from suburban Perth?

Our starting point was the decision to make it a “young readers” book as a story of two wild creatures surviving not only natural dangers but a man-made disaster. The next step, in the interests of authenticity, was to undertake some much more detailed research. There were two main threads to consider – the natural lives of swans, in particular the white (Mute) species of Europe, and the events of the 1914-18 War in the Ypres region. Neither of us knew much about swans, even the black Australian species, and although Jeff is well-informed on military matters, he had been considering the Ypres battles only in so far as the Australians were involved. Ypres and the countryside around it had been defended throughout the war by the British Army including the various Empire forces, including Australians, New Zealanders and Canadians at various times. The city itself had mostly been reduced to rubble, but the British had held on under great pressure.

Feature Articles

Ypres became a symbol of British endurance and occupies a similar place in their national emotions as Gallipoli does with Australians.


Both factors demanded much reading and also some practical actions. As it happens, the only Mute white swan sanctuary in Australia is on the Avon River at Northam, where a small group of the birds is nurtured and protected by the city rangers. A visit, the first of several, was an obvious course. Our first encounter with the Northam swans on the riverbank was a delight, especially as they proceeded to discuss our bona fides between themselves in their distinctive vocalisations. This was significant as we had already decided that our swans would be “talking” to each other throughout the book. Further afield, we included the book's setting of Ypres (Ieper) as a destination in our 2018 Great War centenary journey. This was our third visit, but this time most of our sightseeing was concentrated on the moat, the city walls (ramparts) and the two wall gates. Of the latter, the famous Menin Gate Memorial is a massive monument bearing the engraved names of over 55,000 British and Commonwealth soldiers who were killed in the area but have no known grave. Every evening the people of Ypres hold a Last Post ceremony honouring those men, attended by international crowds.

By that time we had produced a first draft manuscript of the book, so another motive for visiting Ypres was to meet with the chief historian of the *In Flanders Fields Museum*, Dr Dominiek Dendooven, to seek his views on the accuracy of our work. Dominiek obligingly undertook the task of vetting the manuscript. To our considerable relief he was able to find only a few minor errors, which were quickly corrected. We now felt confident of developing the manuscript into an actual publication.

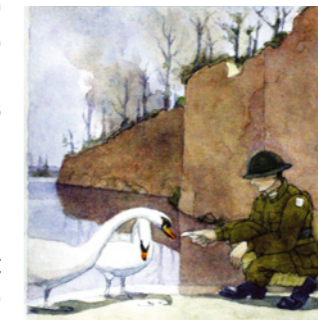
From the start we had seen the need for numerous illustrations appearing at suitable points in the text, but we had no firm idea of how to make that happen. Fortunately our publisher Ian Gordon, a former Army general, mentioned that his sister Cathy was an


accomplished watercolour artist and a Perth resident. A look at some of her work showed us that Catherine Gordon was an ideal candidate for the task, so we were quick to enlist her. She embraced the project with great enthusiasm. Translating what was vaguely in our minds into the products of her skilful eyes and hands was an absorbing exercise for all concerned. All of Cathy's pictures are outstanding, but two of our favourites are the full cover illustration (which has now become a poster) and that showing the swans' reaction to the huge explosion that began the Battle of Messines.

In writing the text, our usual approach was for each to tackle drafting a particular section then get together to refine the draft(s) and produce an agreed final version – a process that involved occasional robust discussions, so to speak. The challenge was to dovetail what we knew of the natural lives of swans in general with the military and historical events in and around Ypres during the 1914–18 war and subsequent years. Although we used our imaginations to fill in the blanks, we found several factual references which mentioned particular dates that identified where “our” swans were and what they were doing. Such instances were rare – few of the soldiers inhabiting the ruins of Ypres would have had much opportunity for bird-watching – but enough to reassure us that our underlying idea wasn't unreasonable. One instance in particular, a confirmation that the swans were present at the opening ceremony of the Menin Gate Memorial, was located by Elspeth virtually at the last minute as we were finishing off the manuscript – we had already written that segment on the incorrect assumption that it was fictional!


With the text and paintings completed, the final steps of consultation with the publisher and the book designer proved to be as absorbing as the actual writing. All came together in time, and our story of nature's resilience in the midst of a grim period in history was realised. 

(*The Swans of Ypres* is available through Westbooks)





travelling
TO



Lwanaswa Primary School in Western Kenya.

Lwanaswa Primary School is a Public, Catholic Sponsored school, located in Lwanaswa Village, Ikolomani South Division, particularly the South Zone of Kakamega South Sub-County in Kakamega County, Western Kenya, East Africa. The Patron Saint of the School is called St. Mukasa, one of the Uganda Martyrs. The school has a total enrollment of 528 pupils according to 2020 records. It ranks among the most populated Primary schools in Kenya. Out of the 528 pupils attending their basic education at Lwanaswa Primary School in Kakamega South (Ikolomani), 256 are boys and 272 are girls. This school has 11 classes to accommodate the 528 pupils. There are 8 government teachers (TSC), and 2 supported by the Board of Management (BOM). With 528 pupils, the school has a teacher shortage of 7 teachers.

Apart from some small grocery shops around the school including one at the main entrance, the most significant structure that borders with Lwanaswa Primary school is St. Michael's Catholic Church, where most of the school's religious services like school masses take place. The closest shopping or Market Centre is Kilingili, about 2km walk from the school. Majority of both students and teachers walk to school and back home. The few lucky ones may have a bicycle to ride or take a motorbike taxi.



In regard to the question of how the library works at this local village school, I must humbly say that the school does not have a library as such, but a circulation of textbooks and academic resource materials among students and teachers. As a former student of Lwanaswa Primary school, I can testify that in the whole eight to nine years of my studies at the school, I never had the luxury of sitting in a library with books on the shelves and a librarian to manage the library. However, I enjoyed the sharing and acquiring of knowledge through family and class discussions, and exchange or swapping of textbooks and other school resources.

There is an African proverb that says *'When an old man dies, a library burns to the ground'* {Liz Jansen}. This reminds us that old men, old women, and even younger adults and children have much to teach us about life and about ourselves if we provide venues through which their wisdom and experiences can be shared. Lwanaswa Primary students have been fortunate to be born into families and a culture where this form of learning is still cultivated through family stories and discussions. I remember during my primary and secondary school education, I had lots of opportunities to listen to my grandparents and ask them questions about the history of some cultural and political events in our community and country. For instance, they shared with me about the origin of my tribe, the important values of respect and honesty, the fight for justice and freedom which eventually led to political independence of many African nations. Before I formally started learning most of these things in school, I had already acquired some knowledge of them, through storytelling and family discussions at home. Bedtime stories are also still very common in my native village of Lwanaswa, but they are not read from a book, but often narrated by family members.

Elders love to tell stories, if only we ask. It's amazing what we learn about the past, the present and also about ourselves from our elders. Unfortunately, today, we have become too reliant on technology for 'fact-finding' but this has limitations. Google is not going to tell you how I walked to school every day sometimes in the cold weather without shoes, and most often without taking breakfast or lunch. And yet that is valuable knowledge and important training for life, resilience, and survival skills. I didn't appreciate it then, but I do now. Usually, it's not until we are older that we appreciate the wisdom in the libraries of those who have come before us.



Formal learning in Kenya generally starts at the age of five years old. This is when the children join Pre-Primary or Nursery Class, the equivalent of the Australian Kindergarten. At this level until Primary Class 3, which is referred to as Lower Primary, the system of learning is very much like 'learning from home'. There is more use of the local dialect than English or Swahili as a means of communication. There is also more use of graphic language and objects in classroom, for instance, small stones and pieces of sticks for counting in addition to one's fingers and toes. Oral storytelling and educative games are more commonly used than reading from textbooks. At my time, we were even given free porridge and milk as an incentive to attend school. Today only Pre-Primary pupils get free porridge at the end of each school day.

When pupils get to Upper Primary, from Class 4 to Class 8 (or Class 4 to Class 6, with the new competency-based curriculum currently being implemented), things start getting tough, and everyone is expected to speak and communicate only in English and Swahili. At my time, there was even a school disc hung around the neck of anyone found speaking in dialect or vernacular, and a harsh punishment, usually caning, was carried out at the end of class. At Upper Primary, there is more use of textbooks and notes. Each pupil brings their own textbooks from home, and those whose parents can't afford to buy books for them are allowed to borrow from their friends or swap the books with them. Notes are written on blackboard with white chalk by the subject teacher while pupils write them in their own exercise books. Pupils also meet to do assignments together after school.



Nowadays, the government of Kenya, through the Ministry of Education, is trying to modernize all schools in the country whether in cities or remote areas by facilitating access to electric power, introducing computers, and bringing more textbooks into schools. However, this process still has a long way to go for most village or remote schools. One example are the toilets, which are pit latrines that are still in use by Lwanaswa Primary School students. These are located far from the classrooms, with buckets of water for hand washing.

The concept of a library as we understand it in modern terms remains quite different for a school



like Lwanaswa Primary, where most textbooks and academic resources are still kept in the staffroom and given to students only during class or lesson time. However, the fact that a number of these schools in remote areas produce some of the most intelligent, talented, and well-disciplined students in the country every year also makes us appreciate more the simple village form of learning through sharing and acquiring of information and knowledge.



Rev. Fr. Ken Asaba is a Catholic Priest of Archdiocese of Perth. Born and raised in Western Kenya, Kakamega county. He has a Diploma of Philosophy and Religious Studies, Nairobi (1992) and Master of Sacred Theology, Rome (2002).

Kenyan Libraries: A brief history

Africa's national public library services all began with the continent's political independence. More than sixty years later, these library services are said to be largely in chaos and decay; they are ranked low on national priority lists, and government financing is provided very reluctantly, if at all (Rosenberg, 1993). Lack of government backing, which leads to inferior collections, insufficient physical facilities and resources, low pay, and a lack of educated employees, is commonly cited as the cause for failure by many African librarians.

Kenya National Library



Kenya National Library Service is a typical example of African public library services established during the 1950s and 1960s, around the time of independence. In 1960, a study was published in Kenya advocating the establishment of a consolidated state-supported public library system. The Kenya National Library Service Act was approved in 1965 and gazetted in 1967, establishing the Kenya National Library Service.

As a National Library Service, KNLS was charged with promoting, establishing, equipping, managing, maintaining, and developing libraries in Kenya. It sought to build public libraries at the province or area level initially, then at the district or branch level, while preserving postal services to people and blocking borrowing to institutions, based on a strong central library.

By 1990, however, only eight of the possible 42 district libraries had been formed; the postal service had only seven members; institutional block borrowing

was practically non-existent; and mobile libraries were more often than not grounded. KNLS depends on contributions for stock development; even money voted for local purchasing was rarely available.

There were, of course, libraries of a public nature already existing in Kenya prior to KNLS. These had begun during the earliest days of British rule and had grown up separately around different racial and religious communities; the major ones had been given local and central government support.

University libraries are the most developed and equipped in Kenya. They are the heart of university and as fountains of knowledge are expected to provide quality services to support learning and research activities to students and be of assistance to academic staff in teaching and research (Chege, 2021).

University Libraries

Most libraries are inaccessible to persons with disability beyond the main entrance of the libraries. The biggest challenge is the absence of diverse media information for persons with visual and hearing impairments. Also, the findings reveal that library staff lack adequate knowledge of issues relating to persons with disability and their right to access information. The study highlights the challenges which hinder persons with disability from accessing quality information from libraries (Ayong, Baada, & Baayel, 2021).



The use of mobile devices had challenges, notably, lack of mobile device technical support, limited power sources to charge the devices, poor internet connectivity, and expensive repair and replacement costs associated with the use of mobile devices (Burudi, Wasike, & Ndegwa, 2021).

Secondary School Libraries in Kenya

Libraries have always been considered a vital and integral component in a society; they are established to meet the information needs of learners, researchers, and other users in the community. To the pupils, libraries are a source of information and also an avenue of developing and inculcating a reading culture. For teachers, it enhances effective teaching and learning. For the researchers, it is a road map to conducting research, discovery, and publications, while to the local community, the library offers an ample environment for community outreach programs, engagement and awareness on local and international issues affecting them (Otiike, Bouaamri, Barát, & Kiszl, 2021).



The findings of the study indicate that most secondary students in Nakuru County were not information literate. They relied on teachers to help them understand class assignments. The study concludes that teaching information literacy skills to secondary school students may lead to effective and efficient use of school libraries and flourish educational achievements hence turn around the dwindling standards of our educational sector (Gekara, Namande, & Makiya, 2021).

***“When an old man dies,
a library burns to
the ground”***

Liz Jansen

Primary School Libraries

The study recommends that the ministry of education at the county level should facilitate construction of libraries in the primary schools to improve and enhance teaching and learning of children beginning from the pre-primary to senior classes. In addition, the facilitation will boost learning and power of implementing and enacting the policies set for improving learning and teaching of learners.



Akhwesa Shilesi Geoffrey is a Teacher at Ingotse High School, Kakamega, Kenya. He has a Bachelor of Education and Masters of Education Research and Evaluation.



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WASLA On Social Media



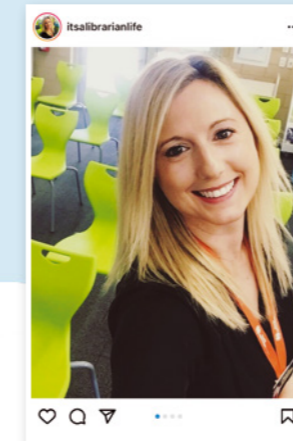
The Western Australia School Library Association (WASLA) Facebook private group currently has 437 members, an increase of 40 members over the past 3 months. A link to the group can be found on the WASLA website. Membership is by request after answering some questions.

Some other Library and School Library Facebook pages and groups to follow for inspiration:



WASLA now has an Instagram account @waslapln, which currently has 93 followers. Instagram, being so visual, is a great way to share books and book displays. We are hoping to use the WASLA Instagram account to showcase some of our school libraries, as well as to share what other libraries around Australia and the rest of the world are doing. Don't forget to follow our new Instagram account for posts about WASLA events, announcements and sharing of great Library content.

Some local WA school library accounts to follow include:



itsalibrarianlife



diary.of.a.school.librarian



greatlibrarydisplays



WASLA has a Twitter account and can be followed by searching @waslapln. There is also a link to this Twitter account on the WASLA website. Currently WASLA has 342 followers on Twitter. This is another great place to connect with like-minded professionals and to create a wider personal learning network. Don't forget to find out the hashtag for the next WASLA professional learning event. Hashtags are a good way to share and find content on Twitter.



with Sarah Betteridge
WASLA Social Media Officer



Sarah Sarmardin

Library Technician
Notre Dame Catholic Primary School

I am the Library Technician for Notre Dame Catholic Primary School. We are a double streamed school with about 500 students from 3-year-old Kindy to Year 6. We have around 17 classes passing through the library in one week. Our 3-year-old Kindy students have just started coming fortnightly to have a 'library experience' and this has been great fun doing 'story-time' with the little people of our school. I am assisted by ten Year 6 Library Monitors who assist at lunchtimes with shelving and helping younger students play games or find interesting books. I also assist the literacy coordinator with a small reading group 3 mornings a week.

My role in the school as a Library Technician is one where I complete all aspects of the library from collection management, promoting reading for pleasure, creating interesting displays and assisting teachers to buy resources that support the curriculum. This is my first Library Technician role, previously I have been a Primary School Teacher at various schools for 12 years. During this time, I met some amazing Library Officers, Library Technicians and Librarians who inspired me to

complete my own study to become a Librarian through Curtin University. I am relatively new to school libraries (5 years young). I have learnt most of what I know by asking people what they do and reading about how best to support literacy within my role.

I find the funniest thing about working in a school library is the questions students ask while trying to find a book. I didn't realise that I would become a detective while I search the library catalogue looking for books that have minimal descriptions with no title or author such as:

- I am looking for a book that has a yellow teapot in it. You read it to us last year?
- I am looking for a book that has a red cover, with a little girl on the front.

Our school is using the library as a Makerspace on Wednesdays. The Makerspace team including myself, teachers, the IT Coordinator plan, teach and assess all aspects of this program. This is a great opportunity for the

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library to provide a space where students can dream, plan, build and improve using a variety of materials for real life challenges. Students can work mainly self-directed using a variety of tools such as the Green Screen, Minecraft for Education, Scratch and Scratch Junior, WeDo, Strawbees, Little Bits, Dash and Dot robots just to name a few. Our school recently showcased some of our Makerspace program in Forrest Place at the Spirit of the Arts Festival (September 2021).

The most important part of the library's role in the school community is to foster a love of learning whether that be from working collaboratively with others or working one on one with individual students. To develop this philosophy, I have encouraged students to develop their own 'clubs' at lunchtimes and we host the Games Club, Rubik's Cube Club, Chess Club, Drawing Club. These small groups that meet in the library provide opportunities for students to develop their leadership skills, autonomy and learn something new through networking with others.

We promote reading in the school through yearly events such as Book Week, National Simultaneous Storytime, NAIDOC Week and Reconciliation Week. I also promote reading by showcasing new books and talking to classes about the author. The early years classes listen to me read and we always discuss parts of the story or the characters. I love working in the school library and helping to foster a love of reading in our students. The best thing I heard recently was from a Year 2 student who said 'I love this book. I remember when you read it to us in Year 1'. That made my whole year! I encourage the older students to write out book recommendations for purchasing new stock and this ensures the library collection remains current with their interests.

In the future, I hope to develop a Book Club for Years 5-6 and I would love to set up a reading challenge for students to complete while they are in a certain grade. We will see what we can achieve in 2022!

Thanks,

Sarah Sarmardin
Library Technician
Notre Dame Catholic Primary School
Cloverdale WA





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We had a great deal of fun getting it all together. Because I'm teaching the book to my Year 7 English class, I got to know the story well and had a great time including every little detail that I could think of – like the classics that Jack reads, the spider that bit the neighbour in the dunny, the bottle of Thor's Hammer, the old wireless, and Jack's favourite foods to name a few! I had my class visit the display today and was thrilled to see how happily busy they all were with their quiz booklets and finding the clues. It is working brilliantly as an interactive display!

All five classes loved meeting Norman and were completely delighted to see him in person and to hear his stories about the real Jack, Banjo and Dafty!

Loaning the display itself would be difficult as the dunny, jetty, boat and lighthouse would be very heavy and difficult to transport. The Metters stove belongs to our maintenance manager, and many of the smaller display items were also begged and borrowed, although none were actually stolen! However, I'd be delighted to pass on the quiz booklet if anyone would like it and I would be very happy to chat to any other teachers or librarians who might want to do *Jack's Island* as a novel study."

You can contact Sally Ball via email to take up this generous offer and she would also be happy to chat about the process of developing the display at a Professional Learning event if any groups are interested. Sally.Ball@cewa.edu.au



Book Week at Our Lady of Mercy

by Jan Nicholls

The 2021 CBCA Book Week theme "Old Worlds, New Worlds, Other Worlds" really resonated with schools and inspired some great journeys into the past, present and future.

Our Lady of Mercy College in Australind opted to immerse itself in Jack's world, based on a class study of *Jack's Island* by Norman Jorgensen published by Fremantle Press and their display is one of the best I have ever seen. Norman was absolutely blown away by the magnificent display, so I just had to see it for myself. I was equally impressed and can see why he felt so honoured. It's such great validation for an author when a teacher picks up and runs with their book and I commend Teacher Librarian, Sally Ball and her team for this awesome work.

Sally explained that the awesome display was the result of a whole school effort with many other departments and staff joining her library team of Lynn Brown and Barbara Rae to transform the library so effectively and with such incredible attention to detail.

Sally commented, "the dunny, jetty, hill-trolley (go-cart) and kitchen items – the Metters Stove, the window which looked out onto the bay at Rottneest and the pantry cupboard were all made by our long-suffering and ever-obliging maintenance men, Gary Barten and Gavin Prowse. The lighthouse even has a revolving flashing light beacon that my husband bought for me!

The value of Podcasts for School Library Staff

by Amy Hermon

No one likes to feel foolish. And I don't know anyone who likes to admit they don't know something. Which is how I became such a fan of podcasts. Not only that - I decided I needed to create one of my own.

I was never more aware of my own kryptonite than sitting in my first class in library school. With 9 years of experience teaching high school social studies, I figured returning to graduate school would be fun, a welcome distraction from my teaching. It certainly wouldn't be hard. My very first class was Young Adult Literature with the infamous 100 Book project. It became readily apparent I was out of my league. I floundered as others around me rattled off their favorite titles and read-alouds. Unlike many of my classmates in library school, I wasn't called to this profession because of a lifelong love of reading. I did not devour books when I was growing up. I do not have a lifetime of reading on which I can rely when I arrive to my library each day.

Rather, I am obsessed with information. I revel in the access to information. I find everything interesting and I love learning. All admirable attributes if you are going to be a school librarian. So what do I do with my kryptonite? How do I address this gap in my personal knowledge and not let it adversely affect my ability to do my job? Just as importantly, how do I address this without alerting my co-workers to this embarrassing predicament.

Over the years, I've cultivated my own **PLN - my Personal Learning Network**. I regularly visit favorite blogs of leaders in children and middle grade literature. I love attending conferences. I take advantage of the presentations focused on literature. Perhaps the easiest way to bolster my background in kid lit is with audiobooks available for free through my local public library. Audiobooks entertain me throughout the day, during the dog walks, grocery shopping and housework.

Perhaps the most meaningful and sustained solution to my quandary is I have subscribed to a host of podcasts. I scour archived episodes for ones which I'd find useful. I am alerted when new episodes are posted and

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have become a devoted listener. It isn't uncommon for me to take notes about programming ideas and add book titles to my ongoing purchase orders. Fascinating author interviews and informative book reviews find their way into my interactions with students and teachers throughout the day. As a dedicated podcast listener, I've learned to embrace my kryptonite and I've enjoyed finding ways to compensate and catch up with my fellow school librarians.

I fell in love with podcasts 9 years ago. We were moving and I spent afternoons and weekends in our new house painting nearly every room - and being alone for hours. My husband thought I would enjoy listening to podcasts. As a former history teacher, I became addicted to the podcast *Stuff you Missed in History Class* and, because I had time - I went back into their archives and was committed to listening to their entire back catalog. I listened while I weeded the garden and packed up boxes. My initial reaction was "where was this podcast when I was teaching history to teenagers?!?!?!" But by that time, I had graduated with my MLIS and I had already started working as an elementary library media specialist.

This realisation was the very first time it had occurred to me that podcasts could help listeners be more effective in our jobs. As I state in the intro to my own podcast, "Where is the podcast that will help me do my job? I wanted a podcast which addressed the nuts and bolts of running a successful library program."

My podcast, *School Librarians United*, is the culmination of many things - a perfect storm really. First and foremost, I'm a chronic overthinker. Not only has my podcast offered me the opportunity to ruminate aloud about the finer points of school librarianship, I have the perfect excuse to delve into those subjects about which I know very little and interview amazing guests from across the US and around the world. Over a bitterly cold mid-winter break in 2018, I discovered Google Keep. I started jotting down episode ideas. Before long, my passing interest had taken on a life of its own. More than 145 episodes later and now in my 4th season, my podcast is my connection to a growing listening community across all 50 states and in 118 countries around the world. I see my podcast as yet another support I provide alongside the work I

do with students and staff in my schools every day. I network with school librarians via social media. We share with one another and that message is broadcast to anyone who tunes in. Our listening community expands with every episode.

There is hope - and I firmly believe a well-balanced diet of listening programs can be helpful. I am convinced school librarians are lifelong learners and possess an extraordinary willingness to



learn. Educators of all subjects and grade levels can find relevant podcasts using a phone app. Podcasts fills the gaps in my education and life experience. In addition, podcasts offer ways for me to improve as an educator and keep me up-to-date with constantly evolving technology and the applications in the classroom.

In many ways, podcasts are how I personalise my professional development. A recommended strategy is to review the archived episodes and cherry pick which ones would serve your interests and needs. Or, as I sometime refer to it as Netflix for your ears, binge on a podcast and listen to it starting from the very first episode. It is rarely a waste of time. Be sure to check out the show notes for links to resources mentioned in the episode. If you've ever encountered another podcast fan, perhaps you too have found yourselves pulling out your phones to compare playlists.

Dedicated podcast listeners are always looking for new shows. Sit back, here's a list of what you'd find on my phone! Keep in mind, podcasting is a growing field - and just as some new podcasters come onto the scene, so too do podcasters decide to stop recording. Hopefully, you'll find something which helps you do your job!

Library Programming: Many of us crave the conversation of fellow school librarians. Most schools are lucky to have 1 librarian and it is rare that we have an opportunity to meet. The following podcasts are created with us in mind. Episodes address the issues relevant to our profession, space and collection.

- The Primary Source Podcast with Tom Bober
- Overdue: Conversations from the Library
- The Librarian Influencers Podcast with Dr. Laura Sheneman
- Leading from the Library with Shannon McClintock Miller

Literature: Like all of us, I don't have the time to read all the new books which, no doubt, my students will want to read. Caution: This can get expensive as you will want to purchase all the books reviewed.

- Middle Grade Ninja with Rob Kent
- The Yarn with Travis Jonker & Colby Sharp
- Kids Ask Authors with Grace Lin
- Scholastic Reads with Suzanne McCabe
- Book Club for Kids with Kitty Felde

Teaching: I teach all day. There isn't a day that goes by that I don't discover some aspect of my teaching, classroom management, or lesson design which could use improvement. My advice is to try an episode or two. Try not to limit your options because the podcast is designed for English teachers or HS focused and you teach elementary...or vice versa, oftentimes you discover an unexpected gem. These podcasts offer great suggestions and resources to address all these issues.

- Cult of Pedagogy with Jennifer Gonzalez
- The Spark Creativity Teacher Podcast with Betsy Potash
- The 10 Minute Teacher Podcast with Vicki Davis
- Truth for Teachers with Angela Watson

Technology: My Michigan teaching certificate is for K-12 school library - and technology. I have taught K-5 technology while also working as the school librarian. I need to stay in this loop - it helps with my committee work for the district, offering building and district

professional development and, although the men in my family would think it laughable, I get asked a lot of tech questions throughout my day and listening to podcasts also helps me in this respect. Educational technology podcasts are also a great way to get tips and advice on generating relevant lessons and advising on technology and makerspace purchases.

- Check This Out with Brian Briggs and Ryan O'Donnell
- Shukes and Giff with Jen Giffen
- The Chromebook Classroom Podcast with John Sowash
- BBC's Trending (for Digital Citizenship and Cybersafety)

This article is an updated version of an article that first appeared in the Term 3, 2019 edition of Connections, a school library journal published by SCIS (Schools Catalogue Information Service).

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The link to the original article entitled The value of podcasts for school library staff:

<https://www.scisdata.com/media/1921/scis-connections-110.pdf>

Editor's Note

For hyperlinks in this article, WASLA members can login and access the digital copy on the WASLA website: www.wasla.asn.au



Amy Hermon is the creator and host of [School Librarians United](#). She has been a school librarian in Metro Detroit for 15 years. She is a graduate of the University of Michigan and Wayne State University (Detroit).

Twitter: @LMS_United
FB: School Librarians United

Feature Articles



Perth College Library Team

Phyllis Paioff, Jonathan Dutton and Darryl Fernandez

At Perth College, collaboration between the Library and teachers involves all Library staff and occurs through a variety of different channels.

In the Junior School, the Library Officer provides teacher support for borrowing, returns and class loans, while the Teacher Librarian is assigned to work with classes during integrated digital and information literacy skills, which are contextually supported in HASS and Science classes. We also have a new programme known as SPARC, which is designed to extend student understanding and application of 21st century skills. The Library has been consulted on acquiring books for Junior students, dealing with inclusive education and differentiated learning themes.

Our relationship with the Senior School begins with an orientation for Year 7 English classes, in which we provide a tour of the physical collection, along with brief instruction on the use of the catalogue and borrowing terminals, intranet pages, and online databases. Throughout the year we also assist these classes with literature promotion, with compilation of recommended reading lists forming an important part of this endeavour.

Across multiple subject areas, the Teacher Librarian collaborates with staff to curate relevant information for specific topics or assessment tasks. This information is presented through the LibGuides platform, which provides an attractive and user-friendly means of access. A closed-reserve service is also offered, which ensures that all students have an opportunity to access relevant print materials. In further support of our students, assistance with research and referencing skills is provided at the point of need, or alternatively can be integrated into lesson plans. Finally, the Teacher Librarian is assigning relevant curriculum codes to resources as an ongoing

project, with the aim of staff being able to retrieve all corresponding materials with a single catalogue search.

The eLibrarian has a multi-faceted role both within and outside the Library. A major part of the role is the configuration of ClickView, Overdrive, and our information database subscriptions, and to ensure the availability of instructions and suitable access points for these services on our Intranet pages. The provisioning of video and other electronic resources is also an important aspect of this role, as is the administration of our Library Management System, which effectively connects our users with both print and digital resources. Further afield, the eLibrarian also provides filming, live streaming, and video production services for various school events and initiatives.

The Library Technician also has an important role in our collaboration with the broader staff body, by sourcing, purchasing, and cataloguing both Library and Teacher Resource materials on behalf of the entire school. By centralising all purchasing and accessioning through a single person, we can be assured of both favourable pricing and the maintenance of accurate catalogue records. These catalogue records provide the means by which any member of the school community, whether they be on-campus or elsewhere, can check to see whether the Library holds a particular resource. Staff members also have the ability to remotely query their teacher resource collection holdings.

Effective staff collaboration is key to optimising the value that the school community gains from its Library service, and the Perth College Library is looking forward to further opportunities to raise awareness of the services we can offer, and thereby assist staff across their teaching programmes to an even greater degree. 📖

AISWA/WASLA Conference Reflections



Congratulations to all those involved in organising the engaging and successful AISWA Libraries/WASLA Conference. The keynote and plenary speakers were thought-provoking and inspirational in equal measure, and the presenters of the breakout sessions I attended were enthusiastic and generous with their advice, expertise and resources.

Well done and thank you.
Barbara McNeill



What a wonderful and well organised AISWA/WASLA Conference. It was informative, inspiring, fun, engaging and a great way to catch up and network.

Thank you.
Helen Tomazin



The AISWA/WASLA Conference was amazing; so many stories and so much wonderful information. Inspirational!

Thank you.
Alison Fonseca



AISWA / WASLA Conference Scholarship Winner - Aiden Rhodes



Hi, I'm Aiden. I have worked as a Library Assistant at Swan Valley Anglican Community School in Aveley for two years and have wholeheartedly loved every minute of my time at the school thus far, I have found it to be a rewarding career which challenges me on a day-to-day basis.

I was delighted and honoured to be the recipient of a scholarship for the WA School Library Conference. The name of the conference was "The Full Story", and when I reflect on my feelings while attending the conference, I believe the brief was met. I struggled to debrief with my husband after the conference; the depth and breadth of ideas I received were so overwhelming. This is the joy of learning about what you love - new connections are forged in your mind and spill over into the rest of your life.

Although I was looking forward to hearing the keynote speakers, I suppose I had assumptions about what to expect, based upon my experiences of past conferences and lectures. As it turned out, these assumptions were unfounded as I found the presentations to be highly relatable and engaging. The speakers spoke honestly about their experiences in life from a personal perspective. They spoke from

the perspective of a person who has been through hardships but has moved beyond the bitterness and depression those hardships have the potential to create. When these extraordinary individuals were in the depths of their troubles, they had no guarantee they would come out the other side, let alone be in a position of leadership or influence.

Akram Azimi was compelling when talking about his life before, during and after living in war-torn Afghanistan. He found himself in a rather unique position of experiencing racism from both sides; as a young, privileged boy in Afghanistan who knew that it felt good and empowering to exclude others, and as a bullied and excluded young man in his new country, Australia. He discussed the different types of racism; the "racism of inferiority", which he equates with cows - they are kind of stupid and don't do much, but as long as they know their place they can stay; and the "racism of danger, pollution, extermination", which ramped up after the Twin Tower attacks in 2001.

He spoke of a special teacher, Mr Bell, who continued to reach out to him until he responded, and then took him to the library. This was the only time in his life that Akram was able to be himself and set aside the tribulations of his life for a moment. And it was where he learnt English, and eventually found his calling as a person who could teach, give, and lead. He talks about libraries as being 'special', in that they are uncommodified sanctuaries, and are based around reciprocity, which builds social relationships. Thank you Akram Azimi, for your honesty and your bravery in showing us glimpses of the best and worst of yourself, enabling us to see ourselves more clearly.

Donna Bridge was somebody I was looking forward to hearing, and I was not disappointed. Donna talked in depth about her family origins and for good reason; because so much

Feature Articles

of the foundations of white Australia are based on pain and disenfranchisement, generational trauma plays a huge part in people's lives to this day, and Donna is no exception to this belief. She said early on in her talk that, "we can't live in the past, but the past lives in us." Her parents and grandparents were reeling from dispossession of their family and place, and the trauma manifested in her father through alcoholism. Although home life was difficult for her, as a child Donna learned to keep it a secret, and to keep her Aboriginality quiet – not to be admitted to or talked about outside of the family. In those days no success was expected of an Aboriginal person. Donna calls this "the tyranny of low expectations", and I don't think I understood what this truly meant, and the effect it could have on a person, until I listened to Donna.

I sighed with recognition when Donna reeled off some of her favourite books as a teenager including Virginia Andrews and the Sweet Sixteen series. And I had to laugh when she confided that she could not relate to Lord of the Flies at all! She also spoke about the journal writing that she did as a teenager, and how she ended

up burning some of them after revisiting them as an adult – time erases so much of that raw emotion which can be confronting when revisited as an adult. Thank you, Donna, for showing up as you are, and being proud, and setting the example that it is good, even necessary, to accept and be yourself before you can make a difference in the world.

The breakout sessions were practical lessons in how to nail aspects of school library life, and I now have some proposals for my Teacher Librarian! I came away with many ideas and resources to encourage library attendance and reading, make our library look amazing, and build good will in our relationships with students and teachers.

If I had to summarise the message I took from this conference it would be this: to seek the full story; about ourselves, our country, our history, our culture, our deepest, darkest assumptions. And ultimately, to feel the privilege of working in a space that stands for learning, inclusion, and freedom of information, and to use that privilege for the kids that visit us every day.



Some notable authors we lost in 2021

Beverly Cleary (12/4/16 – 25/3/2021)

You may think Mrs Cleary made it to the top of this list because of her advanced age (she died a month shy of her 105th birthday). Or that over 91 million copies of her books have sold worldwide. Maybe the fact that the Library of Congress in 2000, named her a Living Legend. No, what stood out was that, similar to many of our iC3 readers, she was a school librarian. In fact, it was one of the students who asked her for books about "kids like us" that inspired her to write. Go to www.beverlycleary.com to see her interview on America's Today show, on the occasion of her 100th birthday.

Best known for: *Henry Higgins, Ramona the Pest and The Mouse and the Motorcycle*

Eric Carle (25/6/29 – 23/5/2021)

Acclaimed children's author and illustrator, Eric Carle wrote *The Very Hungry Caterpillar* in 1969. It has been translated into over 60 different languages, allowing children throughout the world to still enjoy this timeless story.

Best known for: *The Very Hungry Caterpillar, The Grouchy Ladybug, Brown Bear, Brown Bear, What Do You See?*

Jill Murphy (5/7/49 – 18/8/2021)

This British author and illustrator published her first book at the age of 24. Her 'Large Family' picture book series, based on an elephant family, was turned into an animated TV series.

Best known for: *Worst Witch, Peace at Last*

Larry McMurtry (3/6/36 – 25/3/2021)

Larry McMurtry was an author and screenwriter. He predominately wrote Westerns, drawing on his childhood experiences of growing up on a Texas ranch.

Best known for: *Horseman, Pass By, The Last Picture Show and Terms of Endearment* which were all adapted into films. *Lonesome Dove* was a hit TV miniseries.





Aquinas College



Sevenoaks Senior College



St Stephen's Secondary



CBCA BOOK WEEK 2021 OLD WORLDS, NEW WORLDS, OTHER WORLDS

John Septimus Roe Anglican Community School



Foundation Christian College



St Stephen's Primary School, Carramar



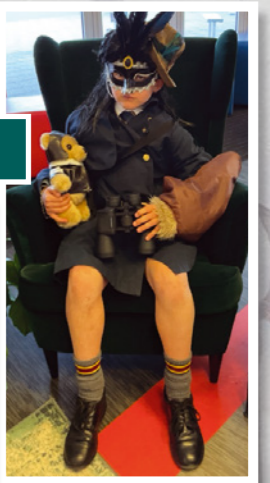
St Stephen's Library Staff



Lynwood SHS Library Team

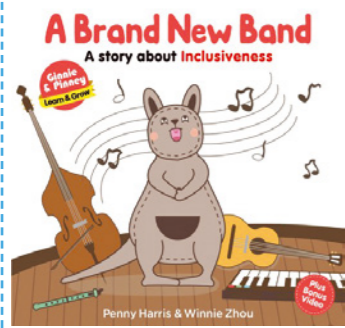


Scotch College



La Salle College





A Brand New Band: A Story about Inclusiveness

By Penny Harris & Winnie Zhou

ISBN: 9781922265753
Subject: Children, Learning
Book Type: Paperback
Picture Book: 32 pages

Reviewed by Helen Tomazin

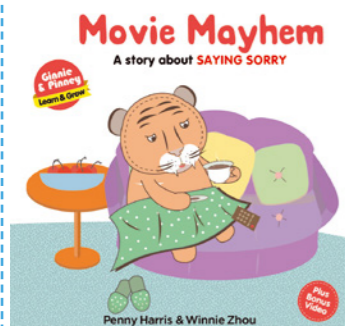
Pinney is excited about putting on a concert with his friends but has excluded Lulu the Kangaroo because she doesn't have an instrument. Lulu is very sad and very lonely and feeling very excluded. The concert isn't going well and Pinney realises Lulu might have something to offer after all.

Will Lulu forgive her friends and save the concert and what will Pinney give up if she does forgive them?

This is a beautiful and engaging story featuring Ginnie & Pinney and friends and their daily childhood interactions. A story of inclusiveness accompanied by positive and colourful illustrations that resemble cut out figures promoting emotional intelligence, positive social behaviour and an all-round story of wellbeing. This book is ideal for the younger readers guiding them into building relationships and problem solving as well as teaching empathy in a fun and engaging way.

An award-winning series promoting emotional development and wellbeing.

Teacher Notes: <https://www.bigskypublishing.com.au/wp-content/uploads/2020/04/G-P-A-Brand-New-Band-Teachers-Notes.pdf>



Movie Mayhem: A Story about Saying Sorry

By Penny Harris & Winnie Zhou

ISBN: 9781922265777
Subject: Children, Learning
Release Date: 07 Sep 2020
Book Type: Paperback
Picture Book: 24 pages

Reviewed by Helen Tomazin

Tao Tiger is looking forward to a quiet night watching a movie on his own in some peace and quiet. But one night all his friends came knocking on his door and walked right in uninvited to join Tao.

He is very annoyed and not happy at all and very frustrated and unfairly yells at Ginnie. The friends are shocked and wondering why

Tao is so angry.

How can Tao make amends and will Ginnie forgive him?

A beautiful story to encourage social and emotional learning in a fun and engaging way. Young readers will love the colourful characters and will understand the message to this story to be accountable for your actions and feeling empathy.

This story will also help students develop skills in ethical thinking, regulating emotions, this being so important for the early years. After the story there is an opportunity to obtain questions from the website and raise discussions. Young readers will love reading this story and have fun learning at the same time.

An award-winning series promoting emotional development and wellbeing.

Teacher Notes: <https://www.bigskypublishing.com.au/wp-content/uploads/2020/05/G-P-Movie-Mayhem-Teachers-Notes.pdf>



Future Girl by Asphyxia

Format: Paperback
ISBN: 9781760294373
Published: Sept 30th 2020
Published by: Allen & Unwin
Genre: Junior Fiction, ages 13 - 16

Reviewed by Barbara McNeill

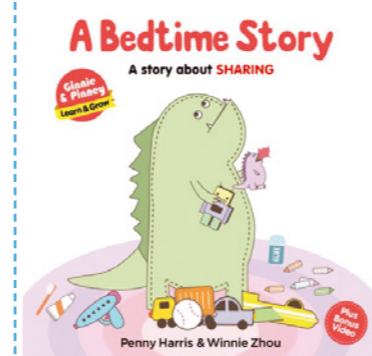
Future Girl is set in near-future Melbourne as Australia is facing environmental disaster due to climate change. This setting provides the background for Piper to explore her world in a new way, both as a Deaf teenager growing up and learning survive in this new environment.

This is a wonderful coming of age story about Piper, who is finding the demands of lip-reading and the discomfort of her hearing aids are making her life increasingly difficult. Her mother just wants Piper to have a normal life and get a job. But when her mother loses her job and the processed food becomes scarce, Piper has to make changes, as does her mother.

Enter Marley, the child of a deaf adult (CODA), his mother Robbie and their wonderful garden. Piper is exposed to new ways of communicating and living and her enthusiasm is beautifully described. There is chemistry between Piper and Marley, and a wonderful friendship develops between Piper and Robbie. Robbie has a productive and sustainable garden, and has been Deaf since birth. Her signing is graceful and evocative, and she shows Piper another, effective way to communicate. Piper begins to learn AUSLAN, find her own voice and put her new knowledge into action by creating a sustainable garden in her street, bringing the neighbours together in what becomes a joint endeavour.

The book is written in the form of a visual diary and is a delight in itself. There are illustrations and colours on each page, and the artwork is beautiful and clever. Asphyxia is a Deaf author, artist and activist and this experience is mirrored by Piper – Future Girl is her art journal.

Future Girl has strong, resilient characters and deals with important themes in a gentle but firm way. Asphyxia has a great website too, where you can learn AUSLAN online, learn how to journal, participate in a Deaf music course, and much more. This was an entirely delightful reading experience.



A Bedtime Story: A Story about Sharing

By Penny Harris & Winnie Zhou

ISBN: 9781922265746
Release Date: 03 Feb 2020
Subject: Children, Learning
Book Type: Paperback
Picture Book: 32 page

Reviewed By Helen Tomazin

Ginnie and Pinney are excited because they have invited Dodo to his first sleepover. But there is one thing that is annoying everyone, Dodo won't share, he won't share anything or help in any way. Is Dodo not being a good guest or is there some reason why he is behaving like this?

When Dodo finally tells his friends the truth, they agree to share with Dodo. But has Dodo really learnt to share with them?

A clever and engaging story that will show young readers the important skills in empathy and ethical thinking and really, being in tune to their emotions.

This is another great adventure in the series nurturing young children's mental and emotional wellbeing.

It's not only a fun book with colourful and beautiful characters but children will learn social and emotional skills along the way. It's a simple educational story which young readers will find easy to understand and contain a positive message of teamwork.

An award-winning series promoting emotional development and wellbeing.

Teacher Notes: <https://www.bigskypublishing.com.au/books/ginnie-pinney-a-bedtime-story/>



Give Me Some Space By Philip Bunting

ISBN: 9781760972356
Published: 1st Dec 2020
Audience: Children
Book Type: Hardcover
Number Of Pages: 32

Reviewed By
Helen Tomazin

Una loves imagining a life in space and is constantly watching the sky and thinking how wonderful it would be to live in space. She thinks life on Earth is ordinary and not that special. Una wonders how will she get there, and can she complete her mission to discover life in space? How special this would be. In all the excitement, did she remember to feed her goldfish?

Una's mission to find life in space leads to a wonderful and exciting adventure, so amazing you will want to be an astronaut too.

Una is on a mission and is very excited, she is leaving the boring old Earth behind for a change of scenery and a better life in space. Una is that determined to leave Earth, she uses her creativity and constructs a homemade spacesuit and a rocket ship, says goodbye to her goldfish, and launches into space.

As we follow Una on her journey to discovery we are exposed to facts and information about space. Una is celebrating and having so much fun in her extraordinary new landscape and decides to picnic on a ring of frozen rocks. What she discovers is an appreciation of Earth and she suddenly sees her home planet in a completely new way. She decides to embark on a new mission to take care of our Earth. Not only is this book full of fun facts, funny, inspiring, environmentally themed, it is modern and will suit early primary school students.

The official story chosen for ALIA National Simultaneous Storytime 2021. <https://www.alia.org.au/nss>



Beneath The Trees By Cristy Burne

ISBN: 9781760990411
Publisher: Fremantle Press
Publication Date: February 2021
Genre: Junior Fiction, ages 7 to 10

Reviewed by Helen Tomazin

Cam and Sophie feel like they've been travelling for a long time to get to the rainforest and the river.

They are expecting a real family fun day with their cousins too. They just want to see a platypus in the wild, but with the rain tipping down and the river turning wild they can't see anything. Until suddenly, they can. A platypus is just below them, and it needs help. But when their rescue attempt goes horribly wrong, it's not just the platypus that needs saving.

Oh Wow!!!! What can I say about this book? Adventure! Adventure! Adventure!

I could not put this book down at all. I will read this again and again.

It's a story of a group of children who travel to the rainforest with their family. The children discover a platypus, and they are so excited and then realise the platypus needs some help. It's a beautiful story of empathy, leadership, trust, teamwork, family, nature, environment and lots of energy.

I felt I was there, in the rainforest with the children. This book is so realistic and amazing, you can feel despair and feel you want to help the children as well as excitement too. I also felt proud of the children too, being able to negotiate and collaborate with each other as well as show empathy. Cristy is very clever, you cannot put the book down as you want to feel the continuing adventure and you want to know what happens at the end.

If you want a book with loads of adventure as well as being informative. You will enjoy this book!!!!!!

'Smartcopying' tips for encouraging copyright compliance

The National Copyright Unit

This article outlines five simple 'Smartcopying' tips to ensure teachers and schools comply with copyright and avoid unnecessary copyright fees:

1. Use CC Licensed Material

Teachers should use **CC licensed content** wherever possible. This is because CC licensed content (eg images, music, film clips) is free to access, use, modify and share. The best place to start is CC Search. You can also search for CC licensed material on Google, Flickr and YouTube. For more information see <https://smartcopying.edu.au/where-to-find-cc-licensed-material/>.

2. Link and embed

Teachers should link or embed material whenever possible. Providing a link or embedding material are not copyright activities. Teachers are not 'copying' the content, they are just providing students with a reference to its location elsewhere.

3. Label material created by you or your school

Schools and educational bodies own copyright in all material created by their employees as part of their duties. This material should be clearly labelled to ensure schools do not pay licence fees for using their own material. Remember to include the name of your school and the year (eg ©Barrenjoey Montessori School, 2021). For more information see <https://smartcopying.edu.au/labelling-and-attributing/>.

4. Limit access

Once material is **communicated** to an entire school or jurisdiction, the risk of copyright infringement increases. Schools should limit access by storing the material behind a password-protected system (eg closed class area in a **digital teaching environment** like Google Classroom). They should also restrict access to the material to students who require the use of it for class or homework.

5. Clear out material that is no longer required

Schools should clear out material that is no longer required by deleting or archiving. Schools should delete material that they no longer require. If schools expect to use materials again, those materials should be archived. Archiving involves moving material into a closed area online where it can only be accessed by one person.

Additional information

The National Copyright Unit (NCU) is a specialised unit that provides copyright advice to all Australian government and non-government schools and TAFEs in Australia.

The purpose of this article is to provide a summary and general overview of selected copyright issues. It is not intended to be comprehensive, nor does it constitute legal advice. For copyright assistance and advice, please visit <https://smartcopying.edu.au> or contact us on (02) 7814 3855 and at smartcopying@det.nsw.edu.au.

This work is licensed under a **Creative Commons Attribution 4.0 International Licence**. Attribution: National Copyright Unit, Copyright Advisory Groups (Schools and TAFEs)

Editor's Note

To use hyperlinks in this article, WASLA members can login and access the digital copy on the WASLA website: www.wasla.asn.au

Sticking out of the Stacks

at the State Library of Western Australia.



Watercolour and ink drawing of Shark Bay, showing Rose de Freycinet, as observed from the Uranie, by J. Alphonse Pellion (ACC 5907A/4)

Rose de Freycinet, Shark Bay (ACC 5907A/4)

Freycinet Collection: Our French Connection

The material in this collection dates from the voyages of Nicolas Baudin, (1800 – 1804) and Louis de Freycinet, (1817 – 1820). The State Library acquired the collection at Christie's Auction House in London in September 2002. Over \$1 million of private and public funding was raised for the purchase.

The 18 items are considered of great interest in relation to the French exploration and charting of the Western Australian coastline. The collection is named after Louis de Freycinet as he participated in both expeditions. Freycinet was an officer on the *Naturaliste* during Baudin's expedition, and when Baudin died in Mauritius in 1803, Freycinet took on the task, with Francois Peron, of completing the official account of the voyage.

The second expedition under Freycinet's command was controversial as Louis and his wife, Rose, conspired to have her smuggled aboard, although the presence of women aboard naval vessels was illegal.

The items from the collection featured are from the second expedition. The artist, J.Alphonse Pellion, was a midshipman aboard *l'Uranie* who assisted the

expedition's official artists, J.Arago and A.Taunay, during the three-year voyage around the world.

On 12th September 1818, *l'Uranie* reached Shark Bay, where a camp was established. The watercolour by Pellion depicts the *l'Uranie* encampment at Shark Bay with the freshwater distillery set up in the centre and Rose de Freycinet seated with a companion by her tent on the right (the first representation of a non-Aboriginal woman in Western Australia).

As Rose was a stowaway, any reference to her presence had to be suppressed. The engraving underneath was the version published in the official account, with all trace of Rose removed.

Elaine Forrestal, the award-winning Western Australian children's writer, wrote a fictionalised account of Rose de Freycinet's journey from the perspective of Jose, the boy depicted next to Rose in the first image. Elaine's book *To See The World* was published in 2014.

You can explore more of the State Library Freycinet collection at www.slwa.wa.gov.au/freycinet/

Kate Akerman

Education Officer, State Library of Western Australia



14 Ways READING IMPROVES Your Mind and Body

Strengthens the Brain



1 Reading brings existing neural pathways in the brain to life.



2 Reading complex poetry in particular helps the brain remain elastic and active.



3 Frequent brain exercises, like reading, decreases mental decline for the elderly by 32%.

4 When you read a book you have to remember a lot of things, including the different characters, and also the main plot and any subplots throughout the story.



All of these points throughout the story are a new memory in your brain, which means new synapses being created and existing ones being strengthened. Therefore, your brain's short-term memory and recall capabilities improve.



Study

Participants read thirty pages of a book the night before and then had an MRI of their brains the next morning. Results showed there was a heightened connectivity in the left temporal cortex. This is the area of the brain that's associated with language and intelligence.

The result

Even though the participants weren't reading the novel in the MRI machine, their brains were still retaining a heightened connectivity as if they were. This means **the brain is like a muscle**, and by exercising this muscle, people can improve their brain power.

Improves Your Health

5 A study showed that depressed patients in the mental health ward showed **positive improvement** when they were read stories aloud. They reported feeling better and more positive about things.

6 In the case of depression, **self-help books** are the best type because people with severe depression benefit greater from a low-intensity intervention. Self-help books fit into this category, so not only does reading them help patients with depression, but the topic also adds a benefit.



7 Researchers have demonstrated that reading can **reduce stress** by around 68%.

8 Elderly patients who regularly played mentally challenging games or read books were **two and a half times less likely to develop Alzheimer's**.

9 Creating a **bedtime ritual**, like reading before bed, signals to your body that it's time to wind down and go to sleep. However, this only applies to real books as screens like e-readers and tablets can actually keep you awake longer and hurt your sleep.

Children's Brains



10 **Children who read** are better able to grasp abstract concepts, apply logic in various scenarios, recognize cause and effect, and utilize good judgment.



11 Numerous studies have shown that students who are exposed to **reading before preschool** are more likely to do well in all facets of formal education.



12 A children's book exposes your child to **50% more words** than watching a television show.

Reading Helps in Real Life

13 Researchers have discovered that those who read about characters doing something are more likely actually to do that activity in real life. This means that you're more motivated to ask your employer for a raise, or complete that bucket list you've meant to get to.



14 Identifying with characters in a book also helps you experience the type of real-life relationship you would experience with a real person, which means you identify with people who are shy if you read about a shy character.

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