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In this issue:

Scan is a leading refereed journal that focuses on the interaction between information in a digital age and effective student learning. Scan offers engaging professional support for all educators.

Genrefication @ The King's School Senior Library

Pooja Mathur, teacher librarian at The Kings School, North Parramatta.

As teacher librarians (TLs), we want to put the right book in the right hands efficiently to maximise impact and minimise time wastage; all part of the reader's advisory process.

This objective is supported and highlighted by Ranganathan's laws four and five of Library Science (Haider, 2019), where saving a reader's time is paramount and accepting that the library is a dynamic environment is essential. Hence, location of, and access to, resources in a library must be easy, simple and quick. We should be open to educated changes in shelving and cataloguing to accommodate diverse and unique requirements of our client demographic.

Until recently, books in the fiction collection at King's were arranged traditionally by the author's last name. This arrangement, however, did little to accommodate student requests, such as:

'Where are the sports books?'

'Where can I find other books like this one?'

'Do you have any other Dystopian novels?'

'I'm looking for short story collections/ war stories... where can I find them?'

With these questions ringing in our ears and encouraged by positive chatter on our various professional learning networks (PLNs), the King's Senior Library team decided to embark upon a small-scale research project to determine if genrefication of the library's fiction section would be beneficial for students and assist in further strengthening the wide reading culture across the Senior School. We were encouraged by the previous genrefication experience of our Head of Information Services, Di Laycock, in the Barker College Library where the fiction collection was genrefied with positive and encouraging results.

Our 5 step approach

Step 1

At King's, the process to genrefy the fiction section commenced during Term 1, 2018. At a library team meeting we discussed the pros and cons of genrefication. Discussions were also held with colleagues from the English faculty and via various PLNs. It was important to engage in some professional readings to help inform our decisions.

A survey of Year 7 and 8 students, regarding how they currently selected books, was planned and implemented. The survey results were analysed, with some 60 percent of student indicating that 'the story' influenced their choice of fictions books to read.

Step 2

As a team, we agreed to genrefy our fiction collection, commencing in Term 2, 2018. Planning commenced and roles were assigned to each staff member. This included deciding on genre headings (using Schools Catalogue Information Service (SCIS) headings, **Goodreads** categories, student recommendations and the makeup of our collection.

After some lively discussion, and a few 'practice runs' to genrefy a selection of books, we settled on sixteen genres:

1. Action/Adventure
2. Alternate Histories
3. Contemporary
4. Crime
5. Dystopian
6. Fantasy
7. Historical
8. Horror
9. Humour
10. Mystery and Suspense
11. Science Fiction

12. Sports
13. Relationships
14. Short Stories
15. Urban Fantasy
16. War

Step 3

During Term 2, 3 and 4 in 2018 a few tasks were undertaken. Genre categories were added in Destiny, our library management system (LMS). Each fiction shelf was picked up individually and a genre was assigned to each title. To assist us in this process we consulted with colleagues, other libraries, author websites and Goodreads.

Relevant changes for each title were then made in Destiny and a coloured dot (denoting the genre) was affixed to the spine of each title. The books were then returned to the traditional alphabetical arrangement.

Genre signage was designed and purchased. Shelf layout for each genre and floorplan for the fiction section were mapped according to the collection's holdings.

FICTION
MAP

Action / Adventure	Humour	Alternate Histories	Mystery and Suspense
Contemporary Fiction	Sports	Crime	Science Fiction
Dystopian	Relationships	Fantasy	Short Stories
Historical Fiction	Urban Fantasy	Horror	War

Step 4

On a pre-determined Friday evening, in the middle of Term 4, 2018, our library team re-shuffled and re-shelved the entire fiction collection into genres. This task was transacted over a 5-hour period.

Step 5

At the beginning of 2019, we utilised new signage, innovative library displays, our reading and writing clubs, Year 7 library orientation lessons, Storylines (our wide reading lessons with Years 7 and 8), and message in the school's daily bulletin to advertise our newly genrefied collection.

Main challenges

The main challenges we encountered during our journey included:

1. Deciding on the number and names of genres.

2. How would the books be visually identified? We chose coloured dots on the spine as the best way not to intrude on the spine information.
3. Some titles straddled various genres and it was tricky to place them in one genre.
4. Physically re-shuffling the collection.
5. The process of labelling the books and entering the genres into Destiny was time-consuming.

Evaluation

We have circulation statistics; however, with the introduction of the Accelerated Reader program by the English Department at the beginning of 2019 it is not possible to attribute increased borrowing to genrefication alone.

Anecdotal evidence

Most students have reported an ease in locating resources when they are browsing as they generally gravitate towards their favourite genre. Catalogue searches are reportedly clearer now, leading to prompt location of physical items. The boys have reported that they are challenging themselves to read through their preferred genre collection (since they can now see how many books there are!).

We have been able to identify 'gaps' in our collection and have endeavoured to fill them. It is convenient for students, especially seniors, to quickly locate relevant resources when they are looking for specific genres. For example, short stories, war, crime.

Finally, I want to emphasise that genrefication may not be for every library. The name and number of genres will differ according to the client demographic of each library. It is certainly not an expensive project, however, it is a very time consuming one.

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Information fluency - a path to explore and innovate?
June Wall

Information fluency – a path to explore and innovate?
June Wall, Library Coordinator, NSW Department of Education

Innovation is the new black

Just because it's never been thought about or done, doesn't mean it can't be considered. Of course, this also means that just because it's a new idea, doesn't mean it will be automatically good … however, consider these quotes:

> 'We don't like their sound, and guitar music is on the way out' – Decca Recording Co, when rejecting the Beatles in 1962

> 'There is not the slightest indication that nuclear energy will ever be obtainable. It would mean that the atom would have to be shattered at will.' Albert Einstein, in 1932
> (OECD, 2019).

So, personal preference or even genius had no bearing on the outcomes of these two ideas. Hence, the framing or mindset for the ideas explored in this article are presented as just that – ideas for exploration. These ideas are based on two underlying premises:

1. Students in our schools need to be equipped to fully participate in our society and these literacies or fluencies include the general capabilities and soft skills.
2. Teacher librarians are in a position to support and lead their school communities in these learning needs.

Innovation is doing something different with an idea. It can also be a new idea. The core element to innovation is looking at a problem or issue and thinking differently or laterally about it. It's not new to think about process and skill as more important than content knowledge, but it is something that the OECD (2019) has questioned in a recent report. While it has been recognised that learning about critical thinking or higher order skills is important, actual processes or programs to develop this have not increased.

'Interestingly, in spite of the enhanced awareness of the need to develop students' higher order skills, there has been relatively little expansion in the practices trying to foster them' (OECD, 2-19, p. 28).

Ideas for exploration

The following questions could be useful for staff discussions.

If artificial intelligence (AI), big data and more intuitive search mechanisms are developing exponentially – what elements of content knowledge should be the focus?

How well do you innovate?

Content knowledge is important but how do we balance an exponential rise in knowledge with a focus on learning about learning?

Information fluency

Information literacy has been the primary focus for all libraries, in particular, school libraries since 1987 (NSW Department of Education), as it enables a learning interaction and research process with resources that works within all curriculum areas. It is a basis for inquiry learning which underpins the Australian Curriculum. Information literacy is also embedded within all NSW curriculum.

So, how has this been enabled in schools, as the information skills process requires a specific skill set or expertise within the school community to support learning?

There are a number of other processes that include information literacy or are subsets of it:

- the general capabilities (2012)
- higher order thinking / critical thinking
- transversal competencies (McIlvenny, 2019)
- inquiry learning (Lupton, 2014).

In a previous article, '**Information + competency + literacy = fluency. A thought piece**', (Wall, 2018) the thought or idea of moving to information fluency was presented. Information fluency has been discussed since then by a collaborative team of teacher librarians within the NSW Department of Education as the ability to critically think while engaging with, creating, and utilising information and technology regardless of the platform. With the idea that now is the time for teacher librarians to be radically innovative (Wall, 2016, p.33) the profession needs to re-imagine information fluency.

A journey to fluency

Information fluency was presented to NSW teacher librarians at the state conference in 2018. Figure 1 provides the top-level view of where the team started.
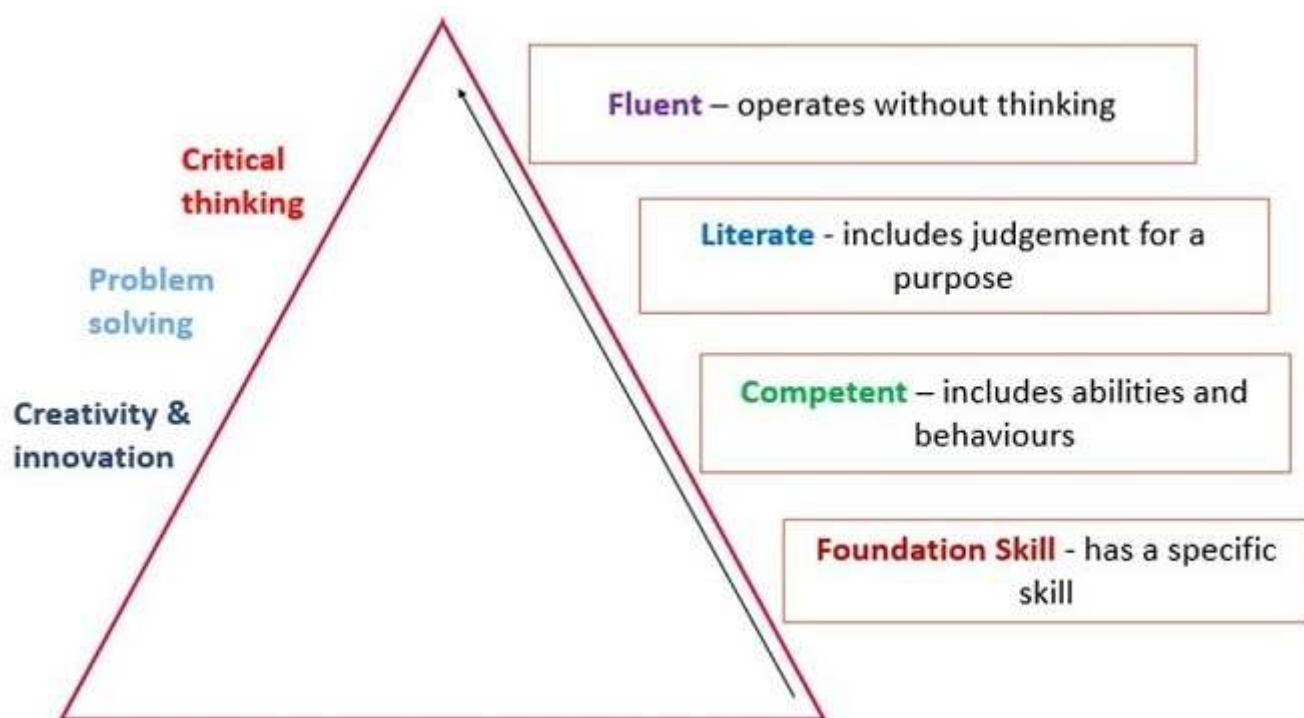
Figure 1. Information fluency development

At foundation level, students learn specific skills without necessarily having an ability to transfer these skills to other disciplines or processes. They are skills learnt and applied for a specific purpose at a specific time. An example of this is when a Google search based on a keyword is successful and the understanding of needing to include the source of the information is displayed by a list of URLs.

At competent level, students include multiple search terms using phrases to construct the query. They then create a simple bibliography that consists predominantly of URLs. At this level, students are starting to be competent in skills that can be used across disciplines. As well, they are demonstrating behaviours that show a level of information literacy has been achieved.

At literate level, students are able to use the learned skills and competency to identify their purpose in information need and they make judgements about the process needed as well as appropriate outcomes. Continuing the previous example, students at this level use a range of sources with a focus on academic databases. This demonstrates an understanding of search strategies and the selection of information, along with the need to account for bias in the source. Students create a sophisticated bibliography.

At the fluent level, students unconsciously know how to interrogate the appropriate search mechanism for information. They then know how to use the results appropriately for their specific need. Students at this level critically analyse information and critique sources. They create a bibliography and in-text referencing that is integral to the project.

This model has been considered in line with an embedded approach to:

- critical thinking
- problem solving
- creativity and innovation

as these three elements are core to a fluent learner.

The journey is ongoing and practitioner led. However, our goal is to develop a more responsive and future oriented K-12 framework for teacher librarians to use in their schools. Eventually, this framework will be mapped to the progressions so that teacher librarians will have a toolkit as the basis for quality teaching and learning.

It started with innovation and this project continues to innovate. The team is now considering what are the core principles of being a teacher librarian in a future learning space. From these core principles, we will develop a conceptual framework for information fluency that will include the subsets identified earlier.

This article started with the mantra, 'Innovation is the new black'. An appropriate translation for this is – innovation is how we can thrive.

What could innovation look like for you?

What are your thoughts about information fluency?

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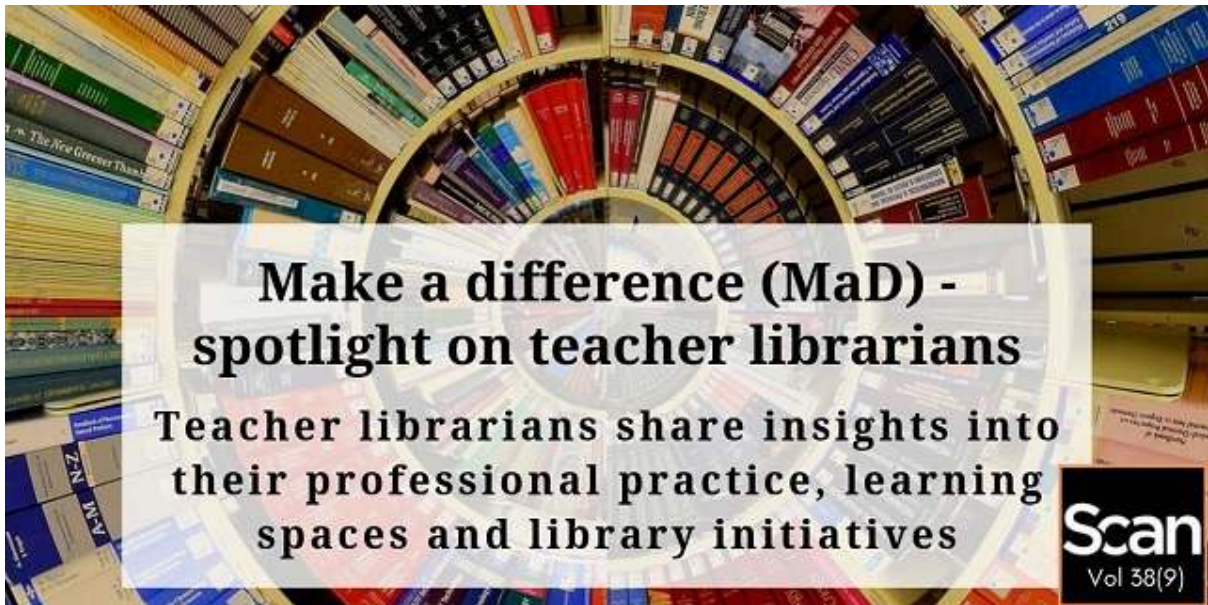
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Make a difference (MaD) - spotlight on teacher librarians

Teacher librarians share insights into their professional practice, learning spaces and library initiatives

Scan Vol 38(9)

Build a bridge to create new texts

Lizzie Chase, teacher librarian at West Ryde Public School, shares some successful strategies for enabling students to respond informatively to authors' and illustrators' work and become confidence text creators.

How can we launch into a rich discussion after reading a Premiers Reading Challenge (PRC) picture book together?

In this article, I will share key aspects of a recent visual literacy discussion, based on 'The Building Boy' by Ross Montgomery and David Litchfield, which inspired students to experiment with their own illustrations back in their classrooms. I always aim to build a bridge into creating new texts after reading, so that students see themselves clearly as authors and illustrators learning a craft.

PRC – Elements of an illustrator's style

As the teacher librarian at West Ryde Public School, I read the Premiers Reading Challenge books to the students in Kindergarten, Year One and Year Two. The Stage One students experience the same books each week, while I read different books to Kindergarten. Reading time and discussion about the books takes up twenty minutes of an hourly lesson and this time needs to be purposeful, so I have found the English textual concepts very helpful in determining which aspects of the book I would like to focus on.

I am often interested in discussing the author's or illustrator's style. We have a repeated question and answer, each time we have noticed something wonderful.

Q: Why am I teaching you this?

A: So we can use this technique in our own drawing/writing.

I look through the book, before reading it to the students, to notice signature elements of the illustrator's and author's style. Students become adept at noticing any elements of style which are repeated across a number of books by the same authors and illustrators.

We begin every book reading with partners doing a See–think–wonder from the front cover, and by reading the blurb and checking out the end pages for clues.

Double page spreads, extreme close ups and OTS shots

We recently discussed David Litchfield's illustrations in 'The Building Boy' and noticed that he uses many double page spreads. I asked why the students think that an illustrator has used that technique. Students commented that it made the book feel like a movie. I said that double page spreads are often used for scenes that are important, so that we pay a lot of attention. I asked students to draw double page spreads for a key scene in a future story and to explain to their teacher why they have done this. I send out emails to teachers giving a dot point summary of our key terms for each lesson, so these can be used in literature discussions.

Students enjoy knowing and using correct terminology during their discussions. It's no surprise that these terms are now familiar and used regularly.

- illustrator
- technique
- double page spread
- extreme close up
- over the shoulder shot
- positioning the reader/viewer.

In the double page spread above, the boy has created a grandma robot and is instructing her to wake up. I taught the idea of an extreme close up and when you would use this technique. We learned about the over the shoulder shot making us identify with the boy.

What would he be thinking?

What would he be feeling?

When could you use this technique of an extreme close up and an over the shoulder shot in your drawings?

After reading

At the end of the story, I asked why the boy had created a school for young architects and this elicited a number of key themes. We also rated the book – thumbs, up, down or neutral and students explained their rating to a partner. This term, students have followed this session with silent reading, in the cave. At borrowing time, they often mention to me any double page spreads or extreme close ups they came across in their silent reading time.

Students have become interested in noticing author and illustrator techniques in other books and use these in their own drawing and writing.

Many teachers report that students use the key terms in class literature discussions and are building bridges to create their own texts.

It is exciting that students are learning to see themselves as authors and illustrators learning a craft.

How to cite this article – Chase, L. (2019). Build a bridge to create new texts. *Scan*, 38(9).

To the Birrong girls – strap this on and fly

Victor Davidson, teacher librarian at Birrong Girls High School
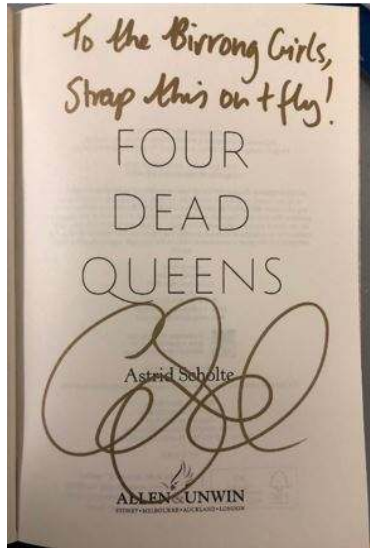
It may be a story, it may be a book, it may be the library itself as a flexible learning space, the message for each girl is to find her own wings and learn how to fly under her own power. The dedication on the title page of Astrid Scholte's young adult fantasy novel, 'Four Dead Queens', highlights the importance of narrative and empowering students at Birrong Girls High School.

At every opportunity there is a story; either as an oral performance or a Japanese Kamishibai paper theatre show.

Every Year 7 class visits the library multiple times each term with their KLA teacher to build and tell oral narratives that incorporate the key vocabulary that underpins the particular Stage 4 syllabus. The content is negotiated with each head teacher before I construct the BlogED for each lesson.

There are also show and tell lessons on the miracle of reading, and opportunities to read and record books for the Premier's Reading Challenge. Multiple BlogED sites are used by students to create, compose, research and present.

Finally, the rewards are sweet as the Wizard of Fudge doles out soft magic in the form of delicious fudge treats. As you can see in the following image, there are a few left to share.

Flexible learning spaces

The library has always been a flexible learning space. Furniture is regularly rearranged according to the needs of the staff. As for classroom teachers being on board, all Year 7 teachers from history, English, geography, maths, visual arts and science bring classes to study elements of their Stage 4 syllabuses via narratives. Bibliographic records are accessed through Oliver and recorded in the information literacy skills workbook. The Milestones Management Plans for the aforesaid faculties mandate their commitment to the Information Literacy and Narrative Structure course for Year 7 that is conducted in the library. We also have a range of activities during roll call for reading promotion and at lunchtime for STEM.

Story – connection and stimulus

Regular incursions take place for creative writers to critically hone their work. Visiting authors are given opportunities to interact with students. For example, in June, the British Jewish writer and poet Yvonne Green gave a workshop in the library for students. They undertook a poetry exercise. The theme was heritage and connecting with the past. Among many evocative and touching poems one, by Zara Jalloul, called 'Home', brought out powerful emotions. Here is Zara's poem:

I feel my ancestors calling me

To join their warm circle

To come back

Relive the moments we never had.

I feel my elders calling me

Telling me to pour the tea

And to offer it to others.

My family

Holding me close

This is where I live

This is my home.

Visiting authors have included Nadia Jamal, Will Kostakis, Helen Thurloe, Queenie Chan and Susanne Gervay. We are also pleased to welcome Paul Macdonald of The Children's Bookshop each year to speak to students about the importance of reading and to give us reviews of all the new publications.

Nadia Jamal Visiting author, Nadia Jamal, spoke to Year 10 about her latest novel, 'Headstrong Daughters: inspiring stories from the new generation of Australian Muslim women'

BlogED – create and collaborate

The department's recently upgraded BlogED tool enables collaboration for a whole raft of learning outcomes. At Birrong, students use multiple BlogED sites to create, compose, research and present. One of the favourites is Fan fiction. For me, the key to the Fan fiction BlogED is the ability to build a sensitive and interactive community.

The final exercise this term is to critique and appreciate peer creative writers. The following post, from a Year 7 student, is quite sophisticated.

'For me Julie Ngo who wrote ''Behind the doors'' is an amazing writer. When I read her story I felt that I was watching over the scene and that I was being included in the written piece. Her description of the maiden was immaculate, the way she described her lifeless body, and her motionless lips with such detail was astounding in so many ways. Julie has helped me learn that the best way to express anything is to provide utter detail of everything happening in the current scene. I also loved how her story was haunting, yet subtle. And I totally encourage her to master on in the way she is writing because I feel that this can impact on a bigger, brighter future.'

Our principal, Zena Dabaja, is keen for us to expand student work across media platforms to publish creative writing, recordings and Vlogs.

Finally, our students continue to test their wings and learn to fly under their own power. Immersing themselves in storytelling opportunities, engaging with visiting authors and connecting with peers in real time and online has enabled these students to gain confidence and skills.

If you want to empower your students and build a sensitive and interactive community, try some of the activities mentioned and give BlogED a go.

How to cite this article – Davidson, V. (2019). To the Birrong girls – strap this on and fly. Scan, 38(9).

How to establish a student leadership team in a secondary setting

Jade Arnold, teacher librarian at Galston High School, outlines her step-by-step guide to setting up and maintaining a successful student librarian team.

A student librarian team in a secondary setting might sound impossible but, with the right approach, patience and enthusiasm, creating an actively involved student body in a secondary library is achievable. Over the last three years, the student librarian team at Galston High School has evolved from a single student helping me with shelving to a team of 32 students with four distinct committees.

How can you establish a library-based leadership team from nothing?

Step 1: Start small

Like any new project, you can't expect success overnight. Any new team will likely start out quite small. The discussions you have with students can provide insight into potential student librarians. Your regular users and borrowers are great targets. My first unofficial student librarian complained that the manga series were out of order, so I asked if he would help me fix them. He enjoyed taking ownership of this space and, after praising him for his assistance and awarding him a merit, I had my first unofficial student librarian. You will likely have some students with library monitor training from primary school. This is a great opportunity to build your team.

Step 2: Brand and incentivise to attract

Branding in a secondary setting is an essential component of success. As the term 'library monitor' is heavily associated with primary schools, consider other names that provide distance from this, such as library leaders, library ninjas or student librarians. This also clarifies that your leadership team's role goes beyond circulation desk duties.

Obviously, establishing a library leadership team greatly benefits the teacher librarian and school library service. It's also essential to communicate to students what benefits they will gain from joining the team. Heavily advertise the skills they will develop and reward their contribution to their team. After all, they are sacrificing their free time to help you run a more effective library service.

Incentives can include:

- merits for every shift completed

- permission to eat in the library office

- first priority for author visits/workshops either for free or at a discount (depending on your budget)

- a 'thank you' morning tea at the end of the year.

Ask your senior executive to recognise your student librarians as a formal leadership team. A formal induction ceremony and attendance at leadership camp elevates the status of the student librarian team to equal standing with the SRC and house leaders and provides prospective prefects with an alternative way to gain leadership experience.

Step 3: Create a formal application process

Students should apply for the role of student librarian. A formal application process allows you to select committed students who are likely to bring the most to your team.

At Galston High School, prospective student librarians receive an information package which outlines:

- the role of the student librarian team
- the qualities a team member needs to be a successful candidate
- the benefits of joining the team.

Interested students:

- explain why they want to be a student librarian
- obtain a short, written reference from a peer or adult
- supply a reference from their English teacher (to confirm wide reading commitment).

Prepare formal acceptance and rejection letters ahead of time. I had 40 applicants for the 2019 team, so visiting each student individually was not feasible!

Step 4: Manage your team

Established your team and manage them effectively. Remember, it's essential to assist other students during break times.

If possible, start the year with a training session that covers the basics of the role. Our first training session always covers:

- basic circulation desk training in Oliver (loans, returns, reservations and basic troubleshooting)
- shelf ready processing for new books (barcoding, genre labels, stamps, tattle taping etc.)
- an overview of the Dewey Decimal system and genres in our collection
- an overview of our digital subscriptions
- performing a shelf check and creating face-out displays.

Each student librarian is also assigned to one of four committees that were created to address areas of need. The current teams are:

1. Physical displays – help design and create themed displays to promote books in our collection.
2. Digital library – promote our digital platforms and help create content for the library's Instagram page, @galstonhslibrary.
3. Student engagement – brainstorm ways to increase student use of the library through events, activities and competitions.
4. Makerspace – help create challenges and assist during Makerspace club.

Find the types of teams that meet the needs of your library.

The Makerspace library team after their formal induction

Step 5: Establish clear leadership

A clear leadership structure helps me manage these teams effectively. Each committee has a Director and Sub-director who are in Year 10 or above and must have at least one previous year's experience as a student librarian. This experience ensures they have the ability to filter ideas from other student librarians for efficacy and suitability, and the confidence to help guide and manage younger students. Their role also requires outward-facing duties including presenting at assemblies and greeting visiting authors and parents.

Seeing older students in leadership positions benefits younger students. It helps with engagement and retention, as they aspire to holding a senior position in the future.

Step 6: Establish routine

The shelves are always neat, vibrant and constantly changing.

Students are rostered onto one shift per week to perform returns, shelving and loans. They also conduct shelf checks and update face out displays for their own portion of the collection. A task sheet next to the roster allows students to take initiative and assist with other tasks beyond circulation desk and shelving duties.

Routine is important to ensure you're not constantly micromanaging your well-intentioned student librarians.

Step 7: Reap the benefits

A leadership team that develops students' skills and confidence to share their passion for reading and learning will transform your school library into a vibrant and energetic place.

Empowering students to take greater ownership of a space designed for them enriches your school library in surprising ways – collection development, events and physical space will better reflect the needs of your student body.

Establishing a student librarian team requires time, energy and patience. The rewards are worth the effort!

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