VOLUME 34 ISSUE 1 MARCH 2020

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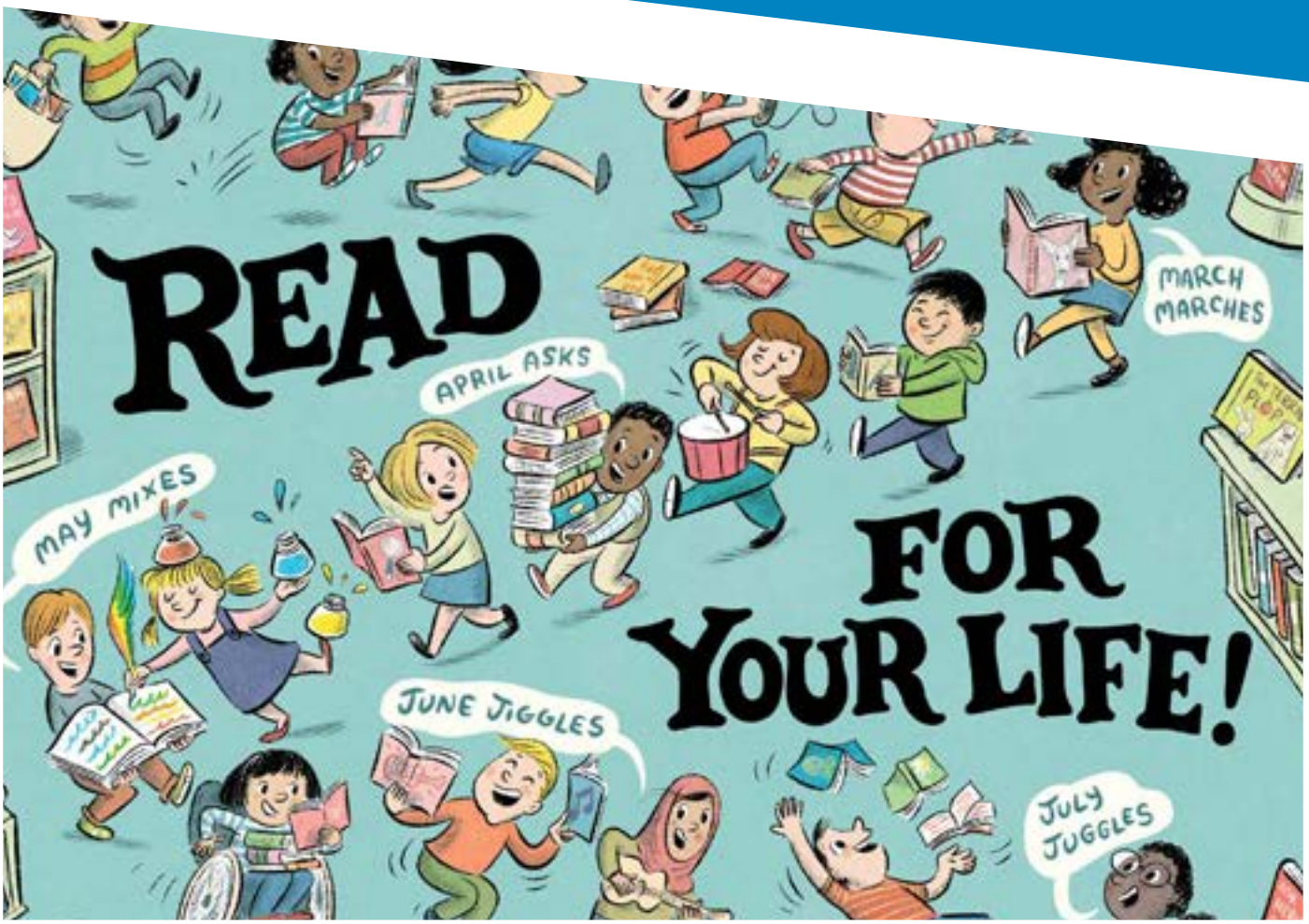
JOURNAL OF THE AUSTRALIAN SCHOOL LIBRARY ASSOCIATION



THIS ISSUE

- 2020 ASLA Literacy Research Summits
- Inspiring Year 8 boys to become adventurous readers
- Reading Australia
- Inquiry learning: Beyond the school walls
- The SCIS APIs — Life beyond MARC and Z39.50

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VOLUME 34 ISSUE 1 MARCH 2020

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ACCESS is a professional journal that provides an open forum for educators and researchers who are concerned with issues arising from digital literacy and school librarianship. Major foci include collaborative curriculum development, inquiry-based learning, information technology and its integration into learning or teaching programs and information management.

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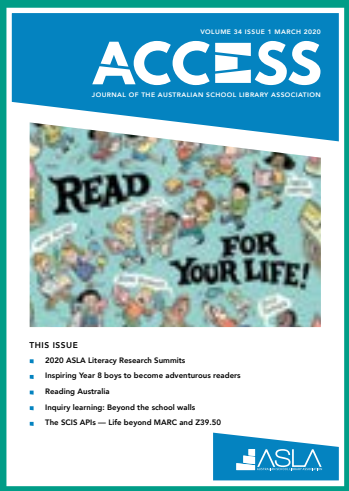

The Australian Children's Laureate Foundation *Read For Your Life* calendar

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FROM THE PRESIDENT

By Margo Pickworth

It is with great pleasure that I welcome readers to the first edition of *ACCESS* for 2020.

It has been a horrendous summer with drought and bushfires ravaging our beautiful country. As our young people return to school, our thoughts are with those whose lives have been traumatised. It is reassuring that our role of working in school libraries can play a valuable part in providing a place of both physical and emotional stability for students. It will be a challenging time for many of our students and ASLA members.

At the end of 2019, the ASLA Board farewelled June Wall who has made a long-standing contribution to ASLA. Her wisdom, knowledge and experience will be greatly missed. We also farewelled Anne Lockwood who has also devoted many years of service to ASLA and has been acknowledged with Honorary Membership.

As ASLA enters its 51st year, I am proud to lead a dynamic, energetic and forward-thinking organisation into the future. In 2020 I invite you to participate in all opportunities that ASLA offers being part of a professional and dynamic organisation, including newsletters, *ACCESS* journals and webinars. The highlight of 2020 will be our Literacy Research Summits, led by Dr Margaret Merga. Further details are contained within and I urge you to register as soon as possible, since places are filling fast!

I trust that 2020 will be a fulfilling and professionally rewarding year to all ASLA members who continue to make a valuable contribution to school libraries across Australia.

ASLA'S RESPONSE TO BUSHFIRE CRISIS

The ASLA team is saddened by the recent bushfire events across Australia. Blue Shield, an organisation that seeks to protect cultural institutions during natural disasters, has provided the ASLA team with sound and experienced advice. They have indicated that our first step should be to seek information from school libraries that have been affected to decide how we are able to assist. Although book donations seem logical, we have been advised that in the past this has caused logistic issues. If members are seeking to assist, they would be advised to donate, in the first instance, to reputable charity organisations. If your school library, nearby school library has been bushfire-affected, or if you have further information to contribute, please get in touch at president@asla.org.au.

EDITORIAL

By Rachel Hoare

Welcome to the first issue of the new-look *ACCESS*. I hope you like it! It was time for a new design for the journal and a change of publisher after several years with Cambridge Media. Thank you to Mark Orange, graphic designer, and Greg Paull, publisher, for their great service to ASLA since 2012.

I would like to welcome our new graphic designer, Deb Wilkes, who has refreshed the *ACCESS* logo and created a more contemporary and very engaging style for our journal. Please let us know what you think of the new look. *ACCESS* is now published in the members-only section of the ASLA website. I hope you found it easy to navigate to the section to download your copy. Again, we would welcome your feedback on this new publishing format.

In this issue, we bring you an excellent peer-reviewed paper by Liz Derouet about her action research project where she conducted a reading challenge to encourage Year 8 boys to become more adventurous readers. Liz's research produced interesting results that I am sure will be helpful for other teacher librarians. Liz provides lots of useful resources within her paper to assist readers, including detailed notes about and references to the books her students chose to read.

Aleesha Paz presents us with a range of useful resources that Reading Australia provides to help teacher librarians and teachers. We then bring you the news about the new Australian Children's Laureate, Ursula Dubosarsky, whose theme for her two-year tenure is *Read For Your Life*. Do check out the website with posters and other resources to use in your classroom or library.

Catherine Barnes follows this with a fascinating article, 'Inquiry leaning: Beyond the school walls', where she discusses the pedagogy of inquiry learning and ways to drive exploration, investigation and the search for understanding through 'the inherent curiosity of our students'.

Then Ben Chadwick and Rachel Elliot bring us 'The SCIS APIs — Life beyond MARC and Z39.50', which is an update on Ben's previous article (Chadwick, B 2018, 'SCISData: Catalogue data into the next decade', Vol. 32, No. 1, p. 18) about the new SCISData resources for teacher librarians.

We have lots of ASLA news and updates in this issue, including details about the ASLA Board, upcoming AGM and the ASLA 2020 Literacy Research Summits. Please check out the information about our keynote speaker at the summits, Dr Margaret Merga, and other presenters in Western Australia, South Australia, New South Wales and Victoria. Make sure you book soon to attend these important professional development events.

NEWS FROM THE BOARD

The ASLA Board is a committed hard-working team from around Australia.
Currently the team consists of:

President: Margo Pickworth, NSW
Vice-President: Kerry Pope, NSW
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Secretary: Claire Elliott, NSW

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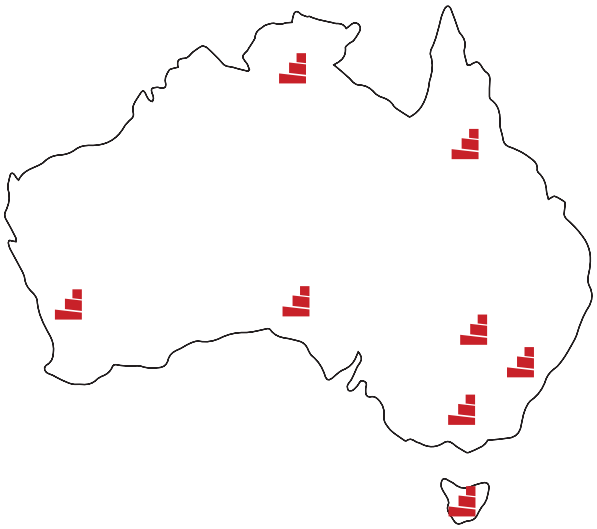

THANKS TO JUNE WALL

At the end of 2019, June Wall stepped down from the ASLA Board. Over many years, June has held the positions of President and Treasurer and has been a valuable Board member. We thank June sincerely for the many years of devoted service that she has given to ASLA.

June Wall

HONORARY MEMBERSHIP AWARDED TO ANNE LOCKWOOD

At the November face-to-face meeting of the ASLA Board, Anne Lockwood was awarded an Honorary Membership of ASLA to acknowledge her significant contribution to ASLA over many years. Anne held the position of ASLA Treasurer for many years and continued to support ASLA in the position of Treasurer's Assistant. Congratulations and thank you Anne!

Anne Lockwood

PARTNER MEMBER ASSOCIATION WITH IASL

By Kerry Pope

We are excited to announce that we have now become a Partner Member Association with the International Association of School Librarianship (IASL). This involved signing a three- year contract and a substantial increase in our IASL membership fees. All members of ASLA now become individual partner members of IASL, with access to the IASL listserv, *IASL Newsletter* online, *School Libraries Worldwide* journal online, reduced fees for conferences and publications, participation in Special Interest Groups (SIGs) and committees, and access to the members-only area on the IASL website including all resources. A link will be provided on the ASLA members section of our website. Please note that to be elected for a position on the IASL board or to vote individually in IASL meetings, you will need to hold your own personal IASL membership. We are thrilled to form this partnership with IASL and appreciate the added benefits for our members.

The next IASL Conference will be held in Denton, North Texas, on 8–12 June 2020. The Conference theme is 'A Rich Tapestry of Practice and Research around the World'. We would like to encourage our members to attend. IASL conferences provide an excellent opportunity for delegates to learn more about the issues and trends in school librarianship, network with teacher librarians across the globe, experience the camaraderie of librarianship, and dialogue about research and best practices in school libraries.

https://iasl2020.unt.edu/

KERRY POPE
VICE-PRESIDENT

ASLA AUSTRALIAN SCHOOL LIBRARY ASSOCIATION | iasl

A MESSAGE FROM HARPERCOLLINS PUBLISHERS AUSTRALIA

HarperCollins Publishers Australia is committed to helping bushfire affected communities across Australia.

As part of this commitment, we would like to hear from the staff at any school whose library has been rendered unusable due to bushfire.

Please email us at education@harpercollins.com.au and we will be in contact to begin a discussion on how we can best help you with donations of the books you need to restock your library. This offer will remain open until the end of 2020.

HarperCollins Children's Books Australia

2020 ASLA LITERACY RESEARCH SUMMITS

2020 ASLA Literacy Research Summits

Gold sponsor: SCIS
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KEYNOTE SPEAKER FOR ALL STATES:
DR MARGARET MERGA, Senior Lecturer at Edith Cowan University, WA

Dr Merga's research explores the social and environmental influences on literacy engagement and acquisition and the position of reading and books in the contemporary world. Her research findings in literacy explore the role that librarians, teachers and parents can play in supporting young people to become life-long readers.

TITLE: School Libraries Enhancing Reading Engagement and Literacy Performance

ABSTRACT: School libraries are essential resources for building student literacy. Students with greater access to school libraries do better in literacy testing, and access to libraries is more strongly related to students' reading engagement than factors such as age and gender. Reading engagement supports students' literacy attainment and has also been related to wellbeing. In this keynote, we explore factors that influence reading engagement, and discuss how librarians can implement and measure the efficacy of literacy-supportive practices in their schools. We explore recent findings about struggling literacy learners beyond the early years, identifying innovative ways that qualified library staff can work with teachers and school leadership to enhance the literacy outcomes for our most vulnerable students. Attending this keynote can support you to promote your school library as integral to the literacy advancement of your school.

A FACILITATED WORKSHOP SESSION will follow Dr Merga's presentation, which will allow participants to share key practical ideas that have arisen from her sessions.

WESTERN AUSTRALIA

PRACTITIONER: Brenda Clover, Teacher Librarian, Shenton College iCentre, WA
Hear a unique story from an expert practitioner in the field. Brenda will share her story of promoting literacy and reading engagement through the school library.

LEADER: Eleanor Hughes, Principal, Joseph Banks Secondary College, Banksia Grove, WA

This session will focus on making positive change happen from a leader's perspective, with particular emphasis on whole school strategies that improve literacy performance. It will also focus on the impact that whole school changes to the school library can have on reading engagement and literacy performance.

LITERARY EXPERT: Jennifer Jackson, Director, Paperbird, Children's Books and Arts, Fremantle, WA

Jennifer will guide us through the maze of new books available for your students. Be excited about the latest books for children and young adults and be inspired by the authors who have written them!

The day will conclude with an EXPERT PANEL, which is designed to capture thoughts and ideas throughout the day and refer them back to Margaret's keynote. Hosted by an ASLA Board member, it will comprise of experts from throughout the day.

Click here to register:
https://asla.org.au/event-3648021

SOUTH AUSTRALIA

PRACTITIONER: Tracey Grice, Teacher Librarian, Tatachilla Lutheran School, SA
Hear a unique story from an expert practitioner in the field. Tracey will share her story of promoting literacy and reading engagement through the school library.

LEADER: Peter O'Sullivan, Principal, and Amy Reid, Assistant Principal, Unley Primary School, SA
This session will focus on making positive change happen from a leader's perspective, with particular emphasis on whole school strategies that improve literacy performance. It will also focus on the impact that whole school changes to the school library can have on reading engagement and literacy performance.

AUTHOR: Sean Williams

Be excited about the latest books for children and young adults and be inspired by the authors who have written them!

The day will conclude with an EXPERT PANEL, which is designed to capture thoughts and ideas throughout the day and refer them back to Margaret's keynote. Hosted by an ASLA Board member, it will comprise of experts from throughout the day.

Click here to register:
https://asla.org.au/event-3640523

NEW SOUTH WALES

PRACTITIONER: Gabrielle Mace, Head of Library and Information Services, Head of QLiteracy Committee, Queenwood NSW
Hear a unique story from an expert practitioner in the field. Gabrielle will share her story of promoting literacy and reading engagement through the school library.

LEADER: Ian West, DET Consultant, supported by Lauren Holding, Head of English, and Jessica Somner, Teacher Librarian, West Wallsend High School, NSW

This session will focus on making positive change happen from a leader's perspective, with particular emphasis on whole school strategies that improve literacy performance. It will also focus on the impact that whole school changes to the school library can have on reading engagement and literacy performance.

LITERARY EXPERT: Paul Macdonald, The Children's Bookshop (Speakers' Agency) Sydney, NSW

Paul will guide us through the maze of new books available for your students. Be excited about the latest books for children and young adults and be inspired by the authors who have written them!

The day will conclude with an EXPERT PANEL, which is designed to capture thoughts and ideas throughout the day and refer them back to Margaret's keynote. Hosted by an ASLA Board member, it will comprise of experts from throughout the day.

Click here to register:
https://asla.org.au/event-3640518

VICTORIA

PRACTITIONER: Claire Gibson, Librarian, St Joseph's College, Echuca VIC
Hear a unique story from an expert practitioner in the field. Claire will share her story of promoting literacy and reading engagement through the school library.

LEADER: Marco DiCesare, Principal, Caroline Chisholm College, Braybrook, VIC

This session will focus on making positive change happen from a leader's perspective, with particular emphasis on whole school strategies that improve literacy performance. It will also focus on the impact that whole school changes to the school library can have on reading engagement and literacy performance.

LITERARY EXPERT: Paul Macdonald, The Children's Bookshop (Speakers' Agency) Sydney, NSW

Paul will guide us through the maze of new books available for your students. Be excited about the latest books for children and young adults and be inspired by the authors who have written them!

The day will conclude with an EXPERT PANEL, which is designed to capture thoughts and ideas throughout the day and refer them back to Margaret's keynote. Hosted by an ASLA Board member, it will comprise of experts from throughout the day.

Click here to register:
https://asla.org.au/event-3640528

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ASLA AGM

Notice is hereby given that the annual general meeting (AGM) of the Australian School Library Association (ASLA) will be held at

2 PM ON SATURDAY 16 MAY 2020

at the State Library of New South Wales.

The AGM will also be live streamed nationally through our GoToMeeting platform.

Nominations are now open for the ASLA Board positions. Please find further information by clicking on the following links:

Election and voting procedure — as per the ASLA constitution
https://asla.org.au/resources/Documents/Website%20Documents/Governance/Election%20and%20Voting%20Process.pdf

Nomination form for Board Directors
https://asla.org.au/resources/Documents/Website%20Documents/Governance/ASLA%20Nomination%20Form%202020.pdf

The following positions on the ASLA Board require nominations:

- President
- Secretary
- Treasurer
- 8 Board Director positions

As per the ASLA constitution, nominations must be received by the ASLA Administration Assistant 60 days before the AGM, at 5 pm on Monday 16 March 2020.

Please email asla@asla.org.au for further information.

Margo Pickworth
President

INSPIRING YEAR 8 BOYS TO BECOME ADVENTUROUS READERS THROUGH ENGAGEMENT WITH DIVERSE STORIES

By Liz Derouet

BIOGRAPHY

Over the past 30 years, Liz has worked as a teacher and teacher librarian in New South Wales and Queensland across all ages, and as Young People's Librarian in a large public library. She has authored and taught children's literature courses for undergraduate and postgraduate university study and was the Queensland judge for the Children's Book Council of Australia Book of the Year Awards in 2007 and 2008. Liz was awarded the QSLA Teacher-Librarian of the Year Award in 2019, and in the same year left her job as Head of Library and Information Services at Toowoomba Grammar School to lecture in Teacher Librarianship at Charles Sturt University in 2019.

ABSTRACT

In Semester 2, 2018, 14 Year 8 boys took part in a reading challenge as part of an action research project. This researcher participated in the action research project initiated by the International Boys' School Coalition (IBSC) on the theme *Boys and Stories: Pathways to Learning*, curious to see if engaging in a diverse range of stories could encourage boys to become adventurous readers. The boys were expected to read books from genres and formats they were not familiar with, selecting from a list of themes, genres and formats. Throughout the challenge, the boys completed video and written journals, responded to surveys and participated in interviews. These data were transcribed, coded and categorised. The results suggest offering choice and a wide variety of reading materials, along with frontloading opportunities to familiarise readers with themes, formats and genres, help to develop adventurous readers.

INTRODUCTION

Action research requires teachers to look closely at their teaching and classroom practices in order to improve or change those practices. (Mertler 2017). It 'focuses specifically on the unique characteristics of the population with whom a practice is employed or with whom some action must be taken' (Mertler 2017, p. 4). The action research cycle is simple in essence, beginning with planning, acting and then reflection. However, because action research is essentially based on the question 'How can I improve my practice?' (McAteer 2013, p. 6), reflection by the researcher must be an important part of the research process and demands the continuation of the cycle. Reflection enables the researcher to evaluate one's own practices in order to change, improve and justify new or existing teaching strategies, supported with the analysis of data collected from the action phase. This method of research, thus, was the most appropriate for my topic as it had direct relation to my teaching practices in both context and students, with results informing future practice.

The 2018–2019 IBSC topic, *Boys and Stories: Pathways to Learning*, provided an opportunity to further investigate, through action research, this researcher's interest in the recreational reading habits of teenage boys. Recreational reading, for the purposes of this research project, is defined as the reading done outside of educational and vocational expectations, chosen by the reader.

Encouraging readers is a large part of my role as Head of Library and Information Studies at Toowoomba Grammar School. Many of my students rarely read outside their favourite genre, author or series, and often re-read these. I was keen to research how to develop adventurous readers. Would engaging young men in a wide range of genres, themes and formats inspire them to read more widely and to become more adventurous in their choices?

The action research project focussed on the question: *How can engagement with a diverse range of stories develop adventurous Year 8 readers?* A group of boys was invited to take part in a reading challenge in which they were asked to read formats, genres and themes they had not previously read. The researcher planned to document the boys' reading, including direct discussions with the boys about selection of material, and look closely at current practices in order to make informed decisions for changes.

LITERATURE REVIEW

The importance of recreational reading is well documented. These include a success in reading, improved comprehension, vocabulary and word recognition, as well as increase in self-confidence and improved cultural understandings (Merga & Moon 2016; Rutherford, Merga & Singleton 2018).

Engagement in recreational reading has a direct, positive influence on school engagement, which in turn 'positively influences most aspects of young adults' intellectual, social and moral development' (Ivey & Johnston 2013, cited in Ivey & Johnston 2018, p. 143). Motivation to read is also closely connected to engagement. In fact, Guthrie, Wigfield and You (2012) state that motivation is crucial to reading engagement, as noted in their comment that 'When students are positively motivated to read, they will be more engaged in reading' (p. 603). When it comes to boys and reading, however, they can often misinterpret the choices offered in the classroom context as not having a choice. Motivation to read is closely affected by choice, as Csikszetmihalyi (1990, cited in Smith & Wilhelm, 2002) states, 'knowledge that is seen to be controlled from the outside is acquired with reluctance and it brings no joy' (p. 33). Smith and Wilhelm found this to be the case with the boys in their study when they 'discussed the importance of feeling in control' (2002, p. 33).

Therefore, teenage boys need to be free to choose their recreational reading material. Ivey and Johnston reported that parents of eighth graders believed when their teenagers 'read the books that matter to them, they developed as readers in significant ways' (2018, p. 146). De Naeghel, Van Keer, Vansteenkiste and Rosseel (2012) found the desire to read about interests aligned positively with the motivation to read for enjoyment, as 'reading out of curiosity makes reading personally valuable' (p. 1016). These findings correlate with Smith and Wilhelm's (2002) study that found 'the desire for choice and the ability to pursue one's interests as an exercise of freedom and possibility was pervasive' (p. 109). During their study, Smith and Wilhelm also found teenage boys were more willing to be involved in literate activities that 'connected to them and their lives' (p. 142). Allowing choice not only increases and promotes motivation, it also 'allows them [eighth-grade students] to choose not to read certain books' (Ivey & Johnston 2018, p. 148).

The ability to say no to a prospective read is just as important as saying yes, as it allows the reader complete autonomy over their recreational reading. If we want our Year 8 boys to be adventurous in their recreational reading choices, we need to provide

GLOSSARY OF KEY TERMS FOR THIS RESEARCH

ADVENTUROUS READER
An adventurous reader is one who chooses books to read for recreational purposes outside their usual reading preferences. For example, an adventurous reader may choose to read a fantasy novel when they always read contemporary or historical fiction.

CONSERVATIVE
A conservative reader is one who chooses to read only genres and formats he is comfortable reading.

FORMATS
The boys were asked to try different formats, such as verse novel, graphic novel, prose novel, manga and picture books.

LIST OF THEMES
The list of themes from which the boys chose their reading material was intended to provide a variety of genres, themes and types of narratives they may not have read before, such as unreliable narrators.

RECREATIONAL READING
The reading done outside educational and vocational expectations, chosen by the reader through intrinsic motivation.

them with a diverse range of reading material in both theme, genre and format. Reading a diverse range of literature allows teens to experience other people's lives (Meminger 2011) by reading about teens from other cultural and socio-economic backgrounds, dysfunctional and chaotic families, and rural and urban environments.

Reading allows teens to see themselves and others in the books they are reading, portraying a different perspective to that presented in the mainstream media (Meminger 2011). Garrison (2019) notes that it is important for teens to find themselves and their communities represented positively in books, as it enables them to combat stereotypes. Reading not only allows teens to see themselves in the books they read, but also enables them to be adventurous and play with identities, exploring who they may want to be, in a safe and controlled environment (Koss & Teale 2009).

Developing empathy is an important aspect of recreational reading, especially in our ever-increasing world of cultural diversity (Garrison 2019). Ivey and Johnston reported teens in their study were less likely to judge others as they understood their situation and, in turn, were more likely to come to the assistance of others (2018, p. 144). Recreational reading offers teens an opportunity to evaluate their own relationships and those of others, providing a tool by which they can understand others and themselves (Ivey & Johnston 2018).

Yet another benefit of reading diverse literature is its positive impact on academic and cognitive development. Broughton and Manuel (2012) report from the 2009 Program for International Student Assessment (PISA) results, that 'students who indicated they were among the least diversified readers had on average the lowest mean scores, while students who were considered the most diversified readers had higher mean scores' (p. 86).

Diversity in this research also included formats, including the graphic novel, manga, prose and verse novels and picture books. Picture books are usually seen by many as the domain for younger readers; however, picture books for older readers, or sophisticated picture books, offer a varied reading perspective. Although the narrative and form may be short compared to novels, they offer advanced verbal and visual elements, and design and layout that challenge traditional literature (Marsh 2010).

Picture books, while being familiar, are also seen as nonthreatening for some readers (Marsh 2010). The eBook and digital narrative format was not specifically stated as a separate choice as it fell outside the scope of this research. While the participants were free to choose between eBook and hard copy, most read hard copy books.

If we want our young adolescent males to read more diversely, we need to provide them with a wide range of texts and ensure they know what is available to them. Buchan (2018) found readers lose interest in reading when they are unable to find books they want to read. When reading role models, whether it be peers or adults, help them choose, then readers are better able to choose books they will enjoy and have success reading (Buchan 2018). In their comprehensive research of boys and reading, Smith and Wilhelm (2002) found that boys form relationships with characters and engage in books and series they are familiar with.

Boys also expect to be engaged early in the read and are quick to judge a book (Smith & Wilhelm 2002). Likewise, boys need unambiguous support in choosing reading material (Merga & Moon 2016) and enjoy reading books that include their existing interests (Smith & Wilhelm 2002). It is important, then, that we know the interests of our boys and what books are available to not only satisfy these interests but also extend them beyond their usual reading choices.

Frontloading, a strategy discussed by Smith and Wilhelm (2002), is successful in familiarising boys to unknown books. This strategy enables prospective readers to become familiar with characters, settings and contexts before reading begins, through book talks.

RESEARCH CONTEXT

Toowoomba Grammar School is located in the regional city of Toowoomba, on the Great Dividing Range. The school has an approximate population of 1150 from Prep to Year 12, with approximately 913 boys in the senior school. There are 282 boys boarding at the school. This research project was conducted with a group of Year 8 boys in 2018. Each teacher at the school has a Pastoral Care Group (PCG) with whom they meet at least twice a week. I chose to ask my PCG of Year 8 boys to participate in my research project for a number of reasons. Firstly, the group afforded me the opportunity to work with a range of readers with mixed academic abilities.

The boys and I already had a relationship and I also saw them for their reading lesson once a fortnight. The group included 10 day boys from Toowoomba and surrounding areas and four boarders from regional and country Queensland.

ACTION

Written permission was asked of both the boys and parents before the research commenced. Both parties could withdraw their involvement at any time. The action took place over two school terms in 2018, 18 weeks in total. The boys were asked to read a minimum of four books from genres, themes, topics and/or formats they had not read before, as part of a reading challenge. They could choose which books they read, in hard copy or eBook, but had to include at least two prose or verse novels. The boys could also choose a manga or graphic novel and a picture book for older readers. A list of themes and genres was provided from which they were able to choose. The boys were asked to complete a journal as each book was read. The journal could be in video format, written or voice recorded. An outline of the reading challenge, including the list of themes and genres, and questions for the journal, is included in Appendix A.

DATA COLLECTION

Data collection during the research project was mainly qualitative in nature, including surveys, interviews and student journals.

Data were collected from a total of three surveys, interviews and journals. Two surveys were given at the beginning of the research period and one at the completion. All Year 8 boys were in my reading classes and I administered a survey to all boys in the year level to ascertain their recreational reading habits, likes and dislikes. I then conducted a survey with my participants, which was more focussed on the action research question. In this I asked if they considered themselves conservative or adventurous readers and then asked the same question in the post-action survey. Other questions ranged from open-ended short answer responses to a Likert scale of one to five, which asked the boys to rate themselves as a reader.

As part of the data gathering, the boys were required to complete a reading journal after each book was read. The boys had four set questions to answer and then they could choose another question from a list of six. The purpose of the questions was to gauge any change in reading behaviour or attitude based on the themes and genres.

I conducted regular interviews with each boy and recorded these sessions. The interviews allowed the boys to expand on their answers in the reading journal and to ask questions of the tasks. The interviews were semi-structured and open-ended in nature, designed to gather information about each boy's reading and his progress through the challenge. Due to the frequency and regularity of the interviews, I was able to develop a rapport and trust with the students that continued after the research concluded. A final, exit interview was also recorded with each boy.

DATA ANALYSIS

I transcribed all interviews and most of the video journals submitted. Written journals and anecdotal notes were assembled, along with the survey results. With a large range of data, I established a coding scheme for analysis. A colour scheme was devised to highlight major themes as they emerged. I noted categories and any changes in attitudes of the boys and identified and analysed relationships, similarities and contradictions. Students were re-interviewed if conflicting information was found, and in some instances, confirmation was sought to ensure accuracy of understanding.

A table was collated of books read by the 14 participants, noting the genre, format and theme. This table is in Appendix B.

DISCUSSION OF RESULTS

An analysis of these data showed that conservative readers experienced a change in their reading habits, identifying as more adventurous readers after the project. All boys were reflective about their reading choices and their shift in reading identities.

The following major themes emerged which deserve specific attention:

1. Shift of reading identity
2. The importance of choice
3. Developing an appreciation of picture books
4. Frontloading through book talks to encourage adventurous readers.

1. SHIFT OF READING IDENTITY

Of the 14 boys in this project, four identified as adventurous readers in the initial survey, with 10 identifying as conservative. I asked the boys the same question in the final survey, and 10 considered themselves adventurous, while four remained conservative. Six boys changed their identity from conservative to adventurous, four remained with adventurous, and four with conservative. No boys changed from adventurous to conservative.

Throughout the challenge, Aech, a prolific reader and member of the school book club, read eight books from a diverse range of themes and formats, yet described himself as a conservative reader in both surveys. When asked why he still considered himself a conservative reader, he remained loyal to his favourite genre, fantasy and magic. Regardless of this, Aech continues to seek opportunities to read more widely, asking for the book club to take part in a reading lotto program where he must choose from various genres. Percy, who had read very little since the illustrated series he enjoyed in Grades 2–3, read his first full-length novel during the challenge. He shared, 'I am still conservative but am getting more adventurous as a reader'. Kobe, who identified in both surveys as an adventurous reader, said he was reading more adventurously by 'finding the right theme and actually finding a book that would fit it'.

Of the six boys who changed their reading identity from conservative to adventurous, Joe said he had changed from a conservative to an adventurous reader because he is now 'more prepared to give other books a go'.

With the change in reading identity from conservative to adventurous comes a change in attitudes to reading themes and formats. In the final survey, I asked the boys to rate their change in attitude to reading diverse literature using a Likert scale, with one being no change and 5 being the most. Three boys indicated little change in attitude, eight boys indicated moderate change, and three boys indicated significant change. Kobe expressed how

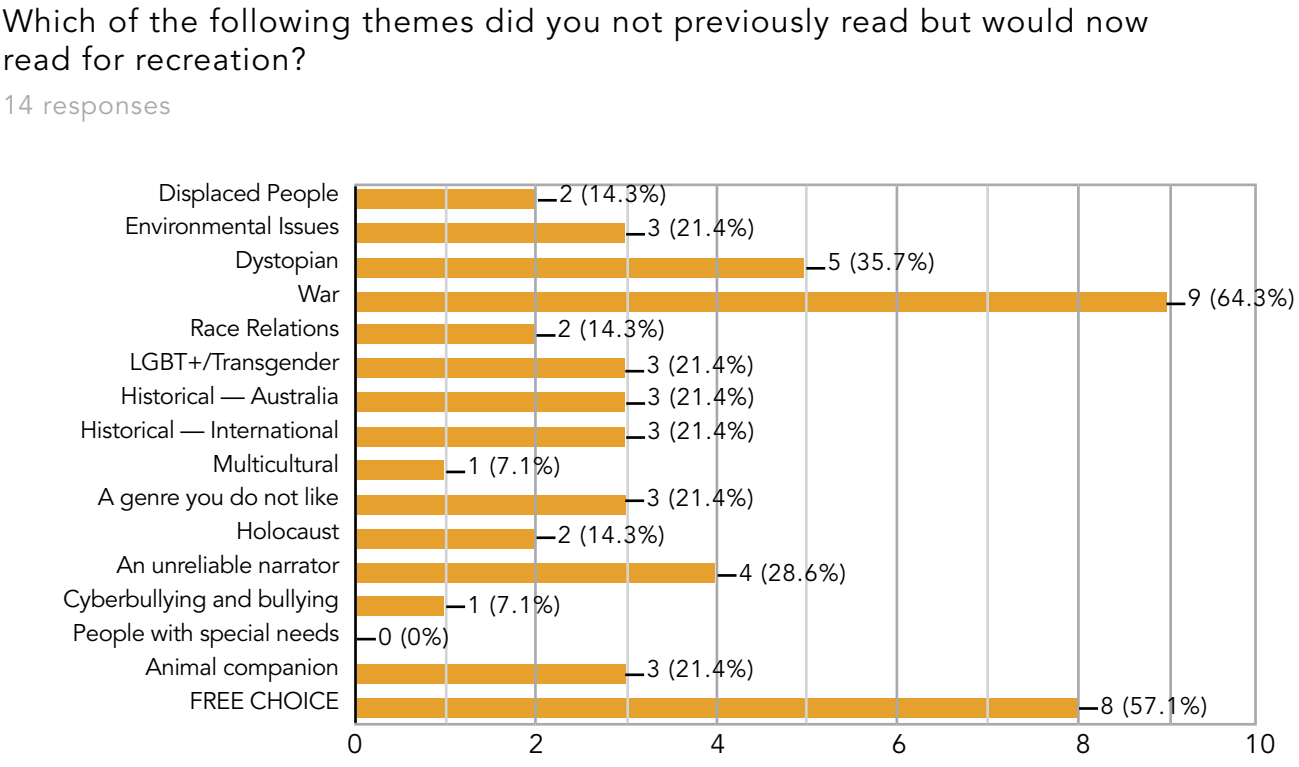

Figure 1: Change in attitudes to reading different themes

the book *Apache Dawn* (Lewis 2008) changed his opinion on reading books about war: 'It made me feel different about it because while we are sitting here in a safe country everyone else is fighting wars and losing friends and lives.'

When asked which themes they did not previously read, but would now read for recreation, all themes but one were chosen more than once, showing a clear change in attitude and willingness to read diverse literature in the future (Figure 1).

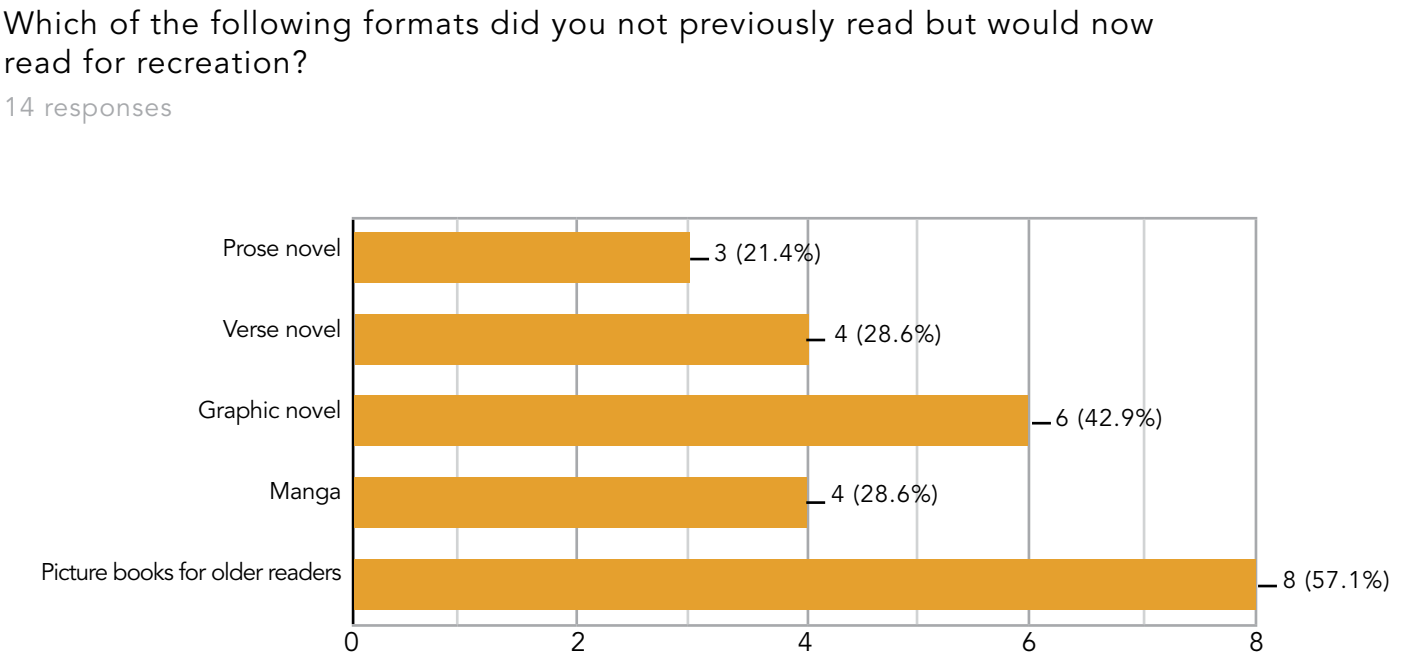

Figure 2: Change in attitudes to reading different formats

Most boys were comfortable reading a range of formats, or formats they had not read before. All format choices were read during the research period, with 41 prose novels read, six graphic novels and manga, eight picture books for older readers, and two verse novels. The boys were asked in the final survey what formats they would not have previously read for recreation, but would now choose. Their responses are shown in Figure 2.

Kobe read his first manga during the challenge, *Astro Boy: Omnibus 1* (Tezuka 2015). He previously thought these were for a younger audience, but commented 'it's actually really good to read and quite fun and takes a bit of understanding to get all the pictures'. Kobe also read a verse novel and said he would recommend this format to a friend, saying it was 'easy to read because of the verse format' and 'it gets straight to the point'. When asked if he will read different formats in the future, Aech stated:

> *Yes, I will because I stuck so strongly with novels and then I went out there and got the* Magneto Testament *and I really enjoyed the way it told the story through the picture and the combination of the words and the interaction with the people.*

Some boys read from one format, the prose novel. For non-readers, this was in fact a new format because some of the boys had not read a novel before. As the English syllabus requires a variety of texts, this came as a surprise. This researcher assumed all boys had read at least one novel, proving educators and librarians need to be open-minded and have no assumptions about our students.

2. THE IMPORTANCE OF CHOICE

The importance of choice became apparent at the very start of the research project. When given the list of fifteen themes, and thinking I had provided a large range from which to choose, many of the boys immediately asked that free choice be included. Once this was added to the list, even though it is not technically a theme, genre or type of narrative, the boys were happy to choose reading material.

Timothy chose to read his free choice first, choosing *My Droving Days* (Moore & Moore 2012), a book that aligns exactly with his background and interests. This was a good start for Timothy; however, because as he read this book he grew in confidence as a reader and was able to then choose a book from a genre he had not read before. When asked in the final interview if he thought there was enough choice throughout the challenge, Timothy said: 'I reckon it was good because not a lot of people read different types of genres. It is good to read something else that you don't normally read'.

Many of the books read were suitable to various categories on the themes list. As the boys progressed through the challenge, they were able to use the free choice category to reallocate books, allowing for more choice. Other boys saw it as a break from the challenge of reading unfamiliar themes and genres. When asked if he had enough choice throughout the challenge, Aech said:

> *Yeah, I do. And especially with the free choice that got added in. That was kind of like a break if you wanted to just go back to what you normally read.*

3. DEVELOPING AN APPRECIATION OF PICTURE BOOKS

Eight picture books were read throughout the challenge and eight boys said they would read picture books in the future. These books were included in the choice of formats for several reasons. Firstly, they can be seen to provide an easier alternative for struggling readers, although the narrative is quite often challenging and/or confronting. For the struggling readers in my group, picture books provided an opportunity for success in reading as they were not faced with the prospect of reading four books of novel length over the 18-week period, a daunting prospect for some, as Percy stated:

> *I was sort of relieved that we could read a picture book. I don't think I would have been able to finish four books, all big novels and stuff.*

Secondly, picture books, due to their complex interaction between the visual and verbal texts, challenging and thought-provoking content, provide a rich reading experience. Jeff thought *The Rabbits* (Marsden & Tan 1998) had 'a really strong theme and just makes you think about the first fleet and stuff like that'. The most poignant comment about the influence of a picture book was made by Gerald after reading *The Mediterranean* (Greder 2018):

> *Yeah, it has sort of changed my idea about picture books. I thought they were mostly for younger readers but this one is more in depth and is a lot harder to understand if you don't really, you have to look at the pictures a lot to try and figure out what they mean.*

4. FRONTLOADING THROUGH BOOK TALKS TO ENCOURAGE ADVENTUROUS READERS

The *familiar* is important for boys in their choices of recreational reading material and various frontloading strategies were used throughout the research. To expect students to be adventurous readers, we must introduce them to different themes, genres and formats so they are familiar before reading commences. Book talks have long been an effective strategy to hook prospective readers into books. Developing and building interest in different themes, genres and formats was essential in developing adventurous readers. Book talks enabled this. When asked why he liked the book talks, Spiderman said:

> *Well just 'cause I struggle to find books out of the ones I normally read, the ones that I enjoy. After the book talks, I read some of the books and enjoyed them.*

Gerald chose a book to read that had featured in a book talk to his class 18 months prior. Joe shared that he felt daunted at the beginning, but when I said I would share with them books they could read, he felt more relaxed.

Percy, not a regular reader, chose his first book *Wonder* (Palacio 2012) because he had seen the movie. When asked if he thought seeing the movie before reading the book helped him, he said:

> *Yep, it's just so when you watch the movie you know a brief overview and then the book helps you, you don't have to worry about the big overview, you can just work on the detail bits.*

Familiarisation through viewing the movie helped Percy in his understanding, and consequent enjoyment, of the book.

CONCLUSION

After analysis of the data collected during this action research project, it is evident there is much involved in encouraging and engaging Year 8 boys to become adventurous readers. In the right environment, with frontloading opportunities introducing boys to prospective reads and opportunities that allow an abundance of free choice, we can develop young men who will trial different genres and formats as a norm. Having a large range of books available, within a variety of themes, genres and formats, is essential.

Availability is only useful, however, if teenage boys also have adults, or other informed regular readers, exposing them to these reading opportunities.

One essential component of action research is the researcher reflecting on and changing current practices. This research has highlighted the importance of book talks in my lessons and the lasting impact they can have on the boys in my classes. While book talks will have the most impact at the time of delivery, boys will remember the books they are interested in and may, under the right circumstances, come back to read one or more of those books for recreation.

Overall, the action research project was a success, as one student stated in the post-research survey:

> *The reading challenge has made me explore new types of books and now I have a look at all the books even if I don't like the look of them.*

IMPLICATIONS FOR FURTHER RESEARCH

This initial action research assisted me in examining the reading habits of a small group of Year 8 boys. There are many implications for further research. A more detailed and thorough study on the topic of encouraging Year 8 boys to become adventurous recreational readers is needed to explore the major themes. As it was recommended by the IBSC to keep the group size relatively small for the purposes of this action research project, further research with a much larger group from various demographics is required.

Sustaining adventurous recreational reading is important. While the group of boys read often during the research project, a subsequent post-research survey, conducted six months after the project ceased, showed that not all the boys had continued to read as much recreationally. Nine boys indicated they had continued to read recreationally, while four of those boys indicated they have read more than they would normally have read previously. When asked if they had read different formats and genres since the reading challenge, four of these readers had. While the action research project has had an impact on the boys' recreational reading, it is essential to continue to introduce them to new opportunities for reading material on a regular basis. Further research into other frontloading techniques would be a worthwhile follow-up to this action research project. This might include surveying methods other professionals use and trialling new methods.

The success of the picture book during the action research encourages more research in this area. More sophisticated picture books, or picture books for older readers, are being published with themes and issues relevant to today's young people. The design and layout of these books, along with their sophisticated and sometimes complex verbal and visual texts, offer an immersive and unique reading experience. How widely are they read by Year 8 boys and how can they be promoted with this particular audience? The use of sophisticated picture books for recreational reading needs much wider exploration and research with this target group.

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APPENDIX A

Welcome to the 2018 Reading Challenge

THE CHALLENGE

Your challenge is to read a minimum of four books, from various themes. These are listed below.
A list of suggested titles for each theme will be placed on Google Classroom.
When you read a book please complete the reading grid.

THEMES

1. Displaced people
2. Environmental issues
3. Dystopian
4. War
5. Race relations
6. LGBT+/Transgender
7. Historical — Australia
8. Historical — international
9. Multicultural
10. A genre you do not like
11. Holocaust
12. An unreliable narrator
13. Cyberbullying and bullying
14. People with special needs
15. Animal companion
16. FREE CHOICE (can be selected once only during the challenge)

You may choose another theme; however, you must discuss this theme with Mrs Derouet first.

FORMATS AND TITLES

- You may include:
  - One picture book for older readers (check title with Mrs Derouet before reading)
  - One graphic novel/manga
  - At least two prose/verse novels
- When you have read two prose/verse novels, you may read a second picture book or graphic novel.
- There is no limit to the number of books you read, but you must read a minimum of four books.
- The book lists in Google Classroom are a guide only.
- If there is a title we do not hold, please ask and we will get it in for you.
- Books can be borrowed from Grammar Junior Library.

AFTER YOU HAVE READ A BOOK

When you have read each book you are to complete a reading journal entry.
This may be written, or you may video yourself talking about the book and your reading experience.
Mrs Derouet will have regular meetings with you during Terms 3 and 4 to discuss your reading.

READING JOURNAL

Your reading journal will include the following points:

1. Why did you choose this theme?
2. Why did you choose this format?
3. Why did you choose this title?
4. Would you recommend this book to a friend? Why/why not?

Your reading journal will include at least one of the following:

1. If this book involves an issue, such as refugees, how did it make you feel about this issue?
2. What character did you identify with and why?
3. If the book has inspired you to think differently, how and why has it done this?
4. Did you feel challenged during the reading of this book? How and why?
5. Sometimes books can evoke strong feelings in readers. Did you experience this during the reading of this book? How did you feel and why?
6. If you could meet one of the characters, who would it be and what would you say to him/her?

You do not need to limit your journal entries to the above. Include anything else you want to say about your reading experience of each book.

READING GRID

The first is an example

Theme: Displaced people **Title:** The Mediterranean **Author:** Armin Greder **Format:** ☐ Picture book ☐ Graphic novel/manga ☐ Prose/verse novel ☐ Reading journal submitted to Mrs D.	**Theme:** **Title:** **Author:** **Format:** ☐ Picture book ☐ Graphic novel/manga ☐ Prose/verse novel ☐ Reading journal submitted to Mrs D.	**Theme:** **Title:** **Author:** **Format:** ☐ Picture book ☐ Graphic novel/manga ☐ Prose/verse novel ☐ Reading journal submitted to Mrs D.
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Tip for students: To tick each box, right click your mouse and insert the tick icon.
Add more rows if you read more books.

APPENDIX B

STUDENT	TITLE	GENRE/THEME/TOPIC	FORMAT
1	*Conspiracy 365* *Tomorrow When the War Began* *A Song Only I Can Hear* *The Rabbits*	Displaced people War People with special needs Au History	Prose novel Prose novel Prose novel Picture book
2	*My Droving Days* *Tomorrow When the War Began* *The Road to Winter* *Lion: A Long Way Home*	FREE CHOICE War Dystopian Displaced people	Prose novel Prose novel Prose novel Prose novel
3	*Lord Loss* *The Rabbits* *Pokémon Adventures* *Changing Gear* *Tomorrow When the War Began*	Dystopian Historical — Australia FREE CHOICE Displaced people War	Prose novel Picture book Manga/graphic Prose novel Prose novel
4	*Wolf Brother* *War Horse* *Hunger Games* *Tomorrow When the War Began*	Historical — international War FREE CHOICE War	Prose novel Prose novel Prose novel Prose novel
5	*Pokémon Black and White* *The Mediterranean* *Tomorrow When the War Began* *The Turners*	A genre you do not like Displaced people War People with special needs	Manga/graphic Picture book Prose novel Prose novel
6	*Wonder* *The Rabbits* *Blueback* *Tomorrow When the War Began* *Cell 7*	People with special needs Historical — Australia Environmental Issues War Dystopian	Prose novel Picture book Prose novel Prose novel Prose novel
7	*Nips XI* *Ziba Came on a Boat* *The Big Beastly Book of BART* *Tomorrow When the War Began*	Multicultural Displaced people FREE CHOICE War	Prose novel Picture book Manga/graphic Prose novel
8	*Don Bradman and Me* *Tomorrow When the War Began* *So Close: Bravest, craziest, unluckiest defeats in Aussie sport* *Solider Dogs: True stories of canine heroes*	Historical — Australia War FREE CHOICE Animal companion	Prose novel Prose novel Prose novel Prose novel
9	*Caesar the War Dog* *Ziba Came on a Boat* *Tomorrow When the War Began* *Once*	Animal companion Displaced people War Holocaust	Prose novel Picture book Prose novel Prose novel
10	*The Hate U Give* *Tomorrow When the War Began* *The Rabbits* *X-Men: Magneto Testament*	Race relations War Historical — Australia Holocaust	Prose novel Prose novel Picture book Manga/graphic

STUDENT	TITLE	GENRE/THEME/TOPIC	FORMAT
11	*A Song Only I can Hear* *47 Degrees* *Lonesome Howl* *Apache Dawn* *Astro Boy Omnibus Vol. 1* *Indigo Blue*	A genre you do not like Displaced people Environmental issues War FREE CHOICE Displaced people	Prose novel Prose novel Verse Novel Prose novel Graphic/Manga Prose novel
12	*Waiting for Mummy* *Tomorrow When the War Began* *Freedom Ride* *Wolf by Wolf*	Historical — international War Race relations Holocaust	Picture book Prose novel Prose novel Prose novel
13	*Ender's Game* *X-Men: Magneto Testament* *Soldier Boy: The True Story of Jim Martin, the Youngest Anzac* *Wolf by Wolf* *We Come Apart* *My Life as a Hashtag* *A Song Only I Can Hear* *Tomorrow When the War Began*	War Holocaust A genre you do not like Dystopian FREE CHOICE Cyberbullying and bullying An unreliable narrator War	Prose novel Graphic/Manga Prose novel Prose novel Verse Novel Prose novel Prose novel Prose novel
14	*Tomorrow When the War Began*	War	Prose novel

ASLA AUSTRALIAN TEACHER LIBRARIAN AWARD 2020

Nominations are now open for the ASLA Australian Teacher Librarian Award 2020, which recognises and honours an Australian teacher librarian who has made an outstanding contribution to the profession of school librarianship.

Through their high level of achievement in professional knowledge, professional practice and professional engagement they have had a positive impact on teaching and learning in their school.

The winner of this award will receive a professional development grant of $1,000 and free registration at ASLA professional learning events for the year.

This prestigious national award is sponsored by the Schools Catalogue Information Service (SCIS). The award presentation will take place at one of our 2020 ASLA Literacy Research Summits.

NOMINATION FORMS AND FURTHER INFORMATION ARE AVAILABLE ON THE ASLA WEBSITE.

Closing date for nominations: Friday 3 April 2020

READING AUSTRALIA

By Aleesha Paz, Reading Australia Editor

Reading Australia publishes freely available teacher resources to Australian books used in classrooms.

Reading Australia **[www.readingaustralia.com.au]** is an initiative of the Copyright Agency, created in 2013 to encourage the teaching of Australian literature in schools.

We believe that every society needs to tell their own stories, and so part of Reading Australia's aim is to champion Australia's rich literary history and to connect teachers with thoughtful, stimulating and challenging literary works for Australian students.

Reading Australia now has **over 200 full units of work**, for Foundation through to Senior Secondary, designed to help teachers navigate Australian texts within the framework of the Australian Curriculum.

We provide everything you need to comprehensively teach and engage your students across a suggested time frame.

The units include links to curriculum outcomes, ideas for classroom activities, rich assessment tasks and rubrics, and links to other relevant online resources.

Created in partnership with the key teachers' associations — the Australian Association for the Teaching of English (AATE), the English Teaching Association of NSW (ETA NSW) and the Australian Literacy Educators Association (ALEA) — our units are written by teachers with active experience in the classroom, and are peer-reviewed to ensure they address the needs and challenges specific to English and Literacy teachers.

Reading Australia author David Malouf says:

> *With this wonderful resource, teachers will be able to bring the pure joy of reading to their students — from junior primary through to university. It's also an excellent place for anyone to begin a journey of discovery of unforgettable Australian literature.*

WHAT'S NEW?

As part of our dedication to fostering a country-wide appreciation for Australian stories, every year Reading Australia publishes up to 25 units that explore a wide range of genres, for both classic and contemporary titles, and that address every year level.

During Term 1 of 2020, Reading Australia will publish units for the following titles:

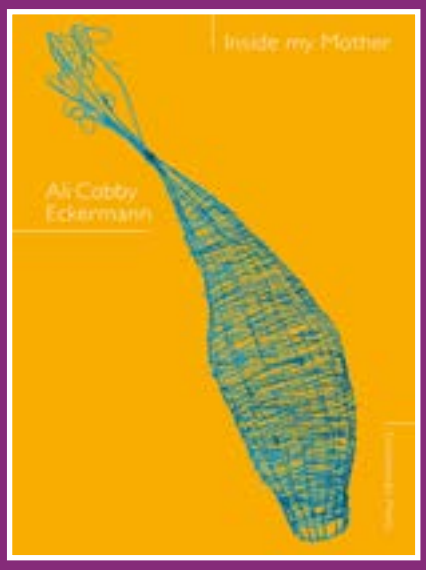
Secondary:

1. *Blueback* by Tim Winton
2. *The Rabbits* by John Marsden and Shaun Tan
3. *A Bridge to Wiseman's Cove* by James Maloney
4. *Here Come the Dogs* by Omar Musa
5. *Unpolished Gem* by Alice Pung
6. *The Simple Gift* by Steven Herrick
7. *The Drover's Wife* by Leah Purcell
8. *The Secret River* by Kate Grenville
9. *Inside My Mother* by Ali Cobby Eckermann
10. *The Bodysurfers* by Robert Drewe
11. *Too Much Lip* by Melissa Lucashenko

Primary:

1. *Benny Bungarra's Big Bush Clean-Up* by Sally Morgan and Ambelin Kwaymullina
2. *The Patchwork Bike* by Maxine Beneba Clarke
3. *A Walk in the Bush* by Gwyn Perkins
4. *Welcome to Country* by Aunty Joy Murphy and Lisa Kennedy
5. *One Tree* by Christopher Cheng and Bruce Whatley
6. *Clever Crow* by Nina Lawrence and Bronwyn Bancroft
7. *Black Cockatoo* by Carl Merrison
8. *Desert Lake* by Pamela Freeman and Liz Anelli
9. *Young Dark Emu* by Bruce Pasco
10. *Sorry Day* by Coral Vass and Dub Leffler
11. *Baby Business* by Jasmine Seymour
12. *Cooee Mittigar* by Jasmine Seymour and Leanne Mulgo Watson
13. *Little Bird's Diary* by Sally Morgan and Johnny Warrkatja Malibirr

Of these 24 titles, half are either written or illustrated by First Nations creators — including Bruce Pascoe's *Young Dark Emu*, created for younger readers, and Melissa Lucashenko's *Too Much Lip*, which won the prestigious Miles Franklin Literary Award in 2019.



In the secondary list we have a range of text types, including a picture book (*The Rabbits*), a memoir (*Unpolished Gem*), a verse novel (*The Simple Gift*), a play (*The Drover's Wife*), a poetry collection (*Inside My Mother*) and a short story collection (*The Bodysurfers*).

For the primary list we focused on adding titles that explored the cross-curriculum priority of **Sustainability**, which resulted in units being created for *Benny Bungarra's Big Bush Clean-Up, The Patchwork Bike, One Tree, Black Cockatoo* and *A Walk in the Bush.*

SUPPORTING FIRST NATIONS WRITERS AND ILLUSTRATORS

In response to feedback that teachers lacked the confidence and resources to teach Indigenous-authored texts, Reading Australia partnered with Broome-based Indigenous publisher, Magabala Books, to bring new Aboriginal and Torres Strait Islander perspectives to classrooms all over the country.

Magabala Books Chairperson Edie Wright says:

> *All of our storytellers hope that their books will sow the seeds of understanding and respect in the hearts and minds of children and adults around Australia and overseas. Reading Australia is helping us do just that.*

So far, we have published 22 units for Magabala Books titles, and have committed to publishing units for a further 10 titles. Each unit goes through our usual quality review process, as well as an additional review by Magabala Books, who have the expertise to ensure each unit is culturally appropriate.

READING AUSTRALIA FELLOWSHIP FOR TEACHERS

Reading Australia also offers a Fellowship for teachers of English and literacy, with applications for 2020 closing on 20 April.

The Fellowship, worth up to $15,000, will support an experienced teacher or teacher librarian to undertake professional skills development and career-enhancing opportunities.

The chosen Fellow may undertake research in a designated area that will enhance their skills and abilities in the teaching of English and literacy to Australian students.

COPYRIGHTAGENCY
READING AUSTRALIA

Research projects may be conducted overseas but ultimately Australian teachers, teacher librarians and students should benefit from the research findings. Copyright Agency's CEO Adam Suckling says:

> *The Reading Australia Fellowship provides $15,000 to a leading English and literacy teacher to develop a career-enhancing research project which can be shared with other teachers to further the profession.*

The inaugural Fellowship was awarded in 2019 to Alexander Wharton from Carinya Christian School in Gunnedah, NSW. As a teacher in a regional school, Mr Wharton says access to the Fellowship has enabled him to meet his professional growth goals, something that is particularly challenging in rural areas.

Mr Wharton's research project is exploring best practice around teaching Indigenous literature in the classroom to develop a greater understanding of the issues, protocols and sensitivities involved. He will share what he has learnt with the wider teaching community at the conclusion of his Fellowship in July.

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Visit our website to create a free account — this allows you to bookmark your favourite resources and even add your own notes to return to later. You will also receive a monthly Reading Australia e-newsletter packed with new resources, competitions and book news.

For further information about the Reading Australia Fellowship please email:
culturalfund@copyright.com.au

For all other questions or comments about the Reading Australia initiative, please email:
readingaustralia@copyright.com.au

Australian Government | eSafetyCommissioner

MAKING SCHOOLS SAFER ONLINE: NEW RESOURCES FROM eSAFETY

School communities will have powerful new resources to keep their students safer online with the release of the *eSafety Toolkit for Schools*, launched at the SMH Schools Summit in Sydney.

eSafety Commissioner Julie Inman Grant says:

> *Technology has become an integral part of the life of every school community, and this creates significant new challenges for protecting student wellbeing and safety.*
>
> *From bullying to 'stranger danger', it's hard to think of a school safety issue that is not complicated in some way by the internet. These are risks that need to be managed by teachers and administrators, but the good news is that help has arrived.*

The *Toolkit* includes more than 25 individual resources to help schools prevent online safety incidents and respond effectively when issues do arise. The resources also reinforce a consistent, national approach to online safety issues as they affect school communities.

The *Toolkit* was developed in response both to the *Royal Commission into Institutional Responses to Child Sexual Abuse*, and the Bullying and Cyberbullying Senior Officials Working Group, which highlighted technology's significant role in many contemporary child safety issues.

The resources in the *Toolkit* are categorised into four elements — ***Prepare***, ***Engage***, ***Educate*** and ***Respond*** — and offer advice on topics such as using social media, responding to serious incidents and engaging the whole school community in online safety.

Schools can use the *Toolkit* in its entirety or select the specific resource they need right now. Whether the resources from each element are used on their own or collectively, each contributes to creating safer online environments for school communities.

The *Toolkit* is freely available for download here: esafety.gov.au/toolkit-schools

eSafetyeducation

Educate: Resource 1

Education
action plan

eSafety Toolkit for Schools

Creating safer online environments

This resource is designed to help schools develop an Education action plan by considering their current approach to online safety education.

Based on eSafety's Online Safety Education Framework, this resource provides schools with options to support online safety education for the whole-school community. It also offers suggestions to improve online safety teaching practices.

To help schools outline their responsibilities, objectives and approach to online safety education, an action plan template is provided at the end of this document. Please note that this action plan is not mandated or intended to be exhaustive. It should be read in conjunction with applicable school or sector policies and procedures.

Disclaimer: This material is general in nature. It is made available on the understanding that the Commonwealth is not engaged in rendering professional advice. Before relying on the material in any matter, you should carefully evaluate its accuracy, currency, completeness and relevance for your purposes and should obtain any appropriate professional advice relevant to your particular circumstances. The Commonwealth does not guarantee, and accepts no legal liability whatsoever arising from or connected to, the accuracy, reliability, currency or completeness of any material contained in this resource or on any linked site. References to other organisations or websites are inserted for convenience and do not constitute endorsement.

eSafetyeducation

Engage: Resource 1

School community
engagement plan

eSafety Toolkit for Schools

Creating safer online environments

This resource provides strategies for schools to engage their communities in preventing and responding to online safety issues. It is designed to help schools engage with community concerns and create a shared understanding of, and responsibility for, online safety. Schools are encouraged to align their plans with departmental or sector policies and procedures.

This resource is best used in conjunction with eSafety's Activities for students to take the lead in online safety, which provides additional guidance and highlights the importance of student-led online safety strategies.

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eSafetyeducation

Prepare: Resource 1

Online safety
self-assessment tool

eSafety Toolkit for Schools
Creating safer online environments

This self-assessment tool is designed for school leadership teams to assess their school's online safety environment. It provides tailored suggestions to help schools improve their practices.

Some assessment questions refer to school policies, but these may be education department or sector policies. It should therefore be read in conjunction with applicable national, state and territory laws, policies and procedures.

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eSafetyeducation

Respond: Resource 1

Online incident
assessment tool

eSafety Toolkit for Schools
Creating safer online environments

This online incident assessment tool provides school staff with a way to assess and determine appropriate responses to a range of online safety incidents. It offers a straightforward starting point and can help staff to plan their approach quickly and effectively and is supported by eSafety's Guide for responding to serious online safety incidents.

Schools should note that the online incident assessment tool is a supporting resource and does not replace decisions based on the experiences of schools, or state/territory or sector policies and processes.

This resource can be used to build teacher capacity as part of teacher professional learning. eSafety's Responding to online safety incidents presentation offers additional support.

We would like to thank Kids Helpline for their advice and contributions to this resource.

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URSULA DUBOSARSKY ANNOUNCED AS 2020–2021 AUSTRALIAN CHILDREN'S LAUREATE

The Australian Children's Laureate Foundation is pleased to announce that the prestigious Australian Children's Laureate for 2020–21 is award-winning author, Ursula Dubosarsky. An event to honour Ursula's appointment as the new Laureate was held at the National Library in Canberra on Tuesday 11 February at 10.30am. You can watch the entire ceremony via Facebook live replay here.

Ursula Dubosarsky explained:

> *Now, more than ever, we need to continue to promote the vital role of creativity and reading in children's lives. I am thrilled to be appointed to such a significant role in the Australian literary landscape.*

The Laureate is the national ambassador for reading and Australian children's literature, speaking on behalf of all creators and of the entire industry representing reading advocates, educators, librarians, booksellers and publishers. Appointed every two years to promote the importance and transformational power of reading, creativity and story in the lives of young Australians, the Children's Laureate spends extensive time speaking directly with children, education specialists, government ministers and librarians, in both metropolitan and regional communities across the country.

The Australian Children's Laureate program was launched in 2008. Founded in Australia by the Australian Children's Laureate Foundation (ACLF) this esteemed and important role has been held by Australian children's literature powerhouses including Alison Lester, Boori Monty Pryor, Jackie French, Leigh Hobbs and the outgoing Laureate Morris Gleitzman.

Ursula Dubosarsky is the author of over 60 books for children and young adults. She has won many national prizes, including the NSW, Victorian, South Australian and Queensland Premier's Literary Awards, the Children's Book Council Book of the Year Award, and has been nominated for the international Hans Christian Andersen Award and the Astrid Lindgren Memorial Award for children's literature. Her

books have been published widely across the world and translated into 14 different languages.

The theme for Ursula Dubosarsky's two-year term as Australian Children's Laureate is *Read For Your Life*. Dubosarsky said:

> *My intention wherever I go as Laureate over the next two years is to make an inspiring call to children, parents, teachers everyone to encourage children to join their local library and get their own library card. To create a generation of readers — readers who will continue to read their whole life long — children need access to a lot of books, all kind of books, more books than any one family or even school can every provide.*

Download the *Read For Your Life* Calendar HERE.

The outgoing Australian Children's Laureate, Morris Gleitzman, is a best-selling Australian children's author whose books explore serious and sometimes confronting subjects in funny and unexpected ways.

Morris's theme was *Stories Make Us* and for the past two years, Morris has criss-crossed the country and the globe, reaching a huge number of children at schools, events, festivals and through the media, ensuring that the message about the power of reading and storytelling gets to as many ears as possible.

AUSTRALIAN CHILDREN'S LAUREATE FOUNDATION

INQUIRY LEARNING: BEYOND THE SCHOOL WALLS

By Catherine Barnes

BIOGRAPHY

Teacher Librarian: Endeavour College, Mawson Lakes, South Australia
Lecturer: Master of Information Management, University of South Australia

A librarian for 18 years, the teacher part in teacher librarian came eight years ago. In the middle there came a Master of Information Management and a passion for not only organising information, and providing access to information, but also educating others in the power of information.

As a Lecturer in Information Technologies, Metadata, Library Management and Cataloguing in the Master of Information Management at the University of South Australia, a desire to educate the next generation of information professionals is played out.

INTRODUCTION

Inquiry learning has been a popular pedagogical approach, which has been supported by classroom teachers, librarians and educational leaders for many years. Whilst the concept of handing ownership of learning over to the students was groundbreaking in its inception, during the past decade there have been a number of innovations in education and society which can be implemented to enrich the model. These innovations, design thinking, student agency and metacognition represent a focus on real-world learning and action.

WHAT IS INQUIRY LEARNING?

Lutheran Education Queensland (n.d.) defines the characteristics of inquiry learning as:

- Genuine curiosity, wonderment and questioning;
- Students actively involved in constructing understandings through hands-on experiences, research, processing and communicating their understandings in various ways;
- Learning takes place in a social context, whereby students learn from and together with others; and
- Learning leads to action which, in turn, involves informing and sharing with others. Through this change can be implemented and advocacy can be enacted.

Inquiry learning is defined by the inherent curiosity of our students. Curiosity is a human quality that drives exploration, investigation and the search for deeper understanding.

Studies published in *Neuron* demonstrated the number of questions asked by a child steadily declines as they grow. At the age of four children ask 300 questions per day, dropping to less than 100 by the time the child is nine.

This can be linked not only to the gradual achievement of knowledge by the child as they mature, but also a decline in the number of new encounters in their day (Gruber, Gelman & Ranganath 2014). This is why it is so important to offer new 'encounters' outside the classroom context, where students can construct their own understandings through experiences and research.

Learning takes place in a social context, so it is important to learn from and with others, within and outside the classroom. The best place to learn social norms and practices is in an environment where you are socialising with people of different ages, experiences and backgrounds. Through the actions enacted on in an inquiry learning process, there needs to be space for further questions and learning, leading to further innovation and entrepreneurship. This leads to one of the more recent innovations in education: design thinking. The Department of Education and Training, Victoria, defines the design thinking process as applying empathy to understand another's needs, brainstorming creative ideas, developing a prototype, testing the prototype and then acting on feedback to modify and refine it until a viable solution is reached (Victoria State Government 2017). In my school we refer to this as 'Purposeful Learning', but sometimes through the requirement for assessment of learning, the student is halted at the prototype stage. A true inquiry project should seek feedback the student can act upon, developing the social practice of reflecting and acting upon constructive criticism. The reflection should not only be on the product, but also the learning process, with students able to develop metacognition skills through reflection on the learning experience.

NECESSARY PREREQUISITES FOR TEACHERS

The inquiry learning process is student-focused; however, often teacher-led. Lutheran Education Queensland (n.d.) defines the necessary prerequisites for teachers to include:

- A culture of curiosity and respectful dialogue;
- Organisational management;
- A deep knowledge of subject matter; and
- Strategies for scaffolding and guiding student thinking, planning and working, giving responsibility and decision making increasingly over to students.

My question is, do teachers really need deep knowledge of subject matter? Aren't there others in our community, within and outside the school who can provide this? For example, in schools I have been involved in I have worked with former lawyers, professional sports people, chefs, archaeologists, nurses, professional clowns, and others who have a deep knowledge of subject matter due to interest and experiences. That is just in our school; in our community we have scientists, social workers, refuse collection managers, and business people, all of whom hold that deep subject matter in context due to their work.

Handing the responsibility for decisions over to students is an important aspect of inquiry learning and builds on the application of student agency in our schools. Paganelli (2017, p. 6) defines student agency as motivation, engagement, and voice, all important aspects of the process. While motivation and engagement

often complement each other, through student voice we are able to see responsibility for action. This is where much of the incidental learning takes place; where there is responsibility, there is growth. Even the youngest students can learn how to use their failures as an opportunity for improvement.

HOW TO IMPLEMENT INQUIRY WHICH ENGAGES DESIGN THINKING, STUDENT AGENCY AND METACOGNITION SKILLS

Each stage of the inquiry process can involve connections with the 'outside' world. When students are gathering information, they need to be encouraged to access a range of sources. Each student's journey will be different, the sources may be primary; some students love interviewing people, whilst others enjoy accessing secondary sources through museums and organisations. The learning needs to be taken in the context of the real-world, with the design thinking approach of developing empathy and creative solutions to a problem in their community. This purposeful approach needs to be applied to both the content of the inquiry and the process. Students need to be able to develop relationships with persons beyond their class, utilising experts and resources they would use in a real-world context.

The product of an inquiry project does not always have to be an internal assessment. Students I have taught have written letters to a Member of Parliament, worked with a council to develop a park near their home, changed the process for dealing with concussion in their sports club and developed products which they have been able to obtain an income from. The strength of their research was gained by including sources, both primary and secondary, beyond their school. Providing sources beyond the classroom improved their case for change.

The success of an inquiry project is in making connections between ideas and how they apply to their lives outside school. One of the wonderful results of learning is when a student writes in their learning reflection that they believe it will help them in their future career, their current part-time job, or they feel they have developed skills in a context outside of the classroom. This not only expresses their growth as a learner, but also in their metacognition skills as they are able to articulate their growth as a learner.

EVERYTHING IS ONLINE NOW?

With the move to electronic resources, many of which schools cannot afford, it is my belief that we need to go back to the source of the information, primary sources, more than ever. For example, our local university library has fewer hard-copy books than our high school library; they have taken a digital preferred approach. At university, more students are using data-driven research rather than qualitative or secondary sources, so what does this mean for how we teach?

Dobber, Zwart, Tanis and van Oers (2017, p. 210) states that 'Teachers should enculturate students to embrace inquiry and encourage them to act like academic researchers'. To take this approach means using data and connections between the data to make inferences. For example, the media would have us believe Australia has a growing teen drinking problem, Australian Institute of Health and Welfare (AIHW) data shows the proportion of young people abstaining from alcohol increased from 72% in 2013 to 82% in 2016 (AIHW 2017). This fact would not be known to the student if they only accessed news media secondary sources. Through accessing primary sources such as data and experts in the field, our students are positioned to make informed judgements. In the world of 'fake news' and bias, this is one of the best skills we can teach our students.

HOW DO WE ACCESS THESE EXPERTS?

Not everyone has experts available in their school community. There may be some work required by leadership, teachers, and students to form these connections and relationships. An example of a school leading the way in this is Annesley Junior School. This small primary school in Adelaide has a program of 'Thought Leaders'; experts available when the need arises. This includes professors, business people, MPs, futurists who make themselves available '… when their experience, skill set and networks can benefit student learning' (Annesley website, 2019).

In my own school community, a student initiative has been enacted called 'Share your Career Day'. This was developed by a group of students who had attended an activity at our local university. The students were able to meet with staff who were experts in their field, opening their eyes to a number of careers and stories of how the staff came to be in their current career. These students realised they were fortunate to have this experience and wanted to provide the same experience to all Year 10s at our school. They made contact with members of the school and local community who were engaged in a variety of professions and asked them to speak to the Year 10 cohort about a few key aspects. This assisted many students in choosing their subjects for Senior years and a possible pathway for them.

Galleries, libraries, archives and museums all offer opportunities for our students to access primary and secondary resources. The staff there are experts in their fields. The Art Gallery of South Australia's vision is even 'beyond the classroom'. When enrolling at our school, all students are given an application form for the local public library. This is returned with the standard enrolment forms and enables students to access the library for excursions, extending their sources and enjoying the programs. This is a mutually beneficial relationship as the public library receives more youth members who are then able to use their services at times the school is not open.

A number of tertiary institutions allow membership for the community, with special consideration given to secondary school students. Many provide this at no cost to the student or school and offer services beyond resource access, such as presentations on

information literacy, academic honesty and orientation to university life. It is worth investigating for your school, even if a link to a tertiary institution is your only consideration.

One of the research tips I provide to students is when using a secondary source to not only assess the reliability of the author, but if the author is a possible primary source for them. Many articles have the email address of the author at their institution or organisation listed. Many university websites have databases of 'research experts'. With carefully crafted emails and questions, my students have had many valuable responses.

A couple of years ago, one of my students was investigating the environmental sustainability of hiking the Kokoda Track. She had hiked the track herself as part of a youth leadership program and happened to have some water purification tablets left. She emailed the company that produced the tablets with questions related to ingredients and their own studies on the effects on the environment. The response was detailed, informative and valuable to her investigation. Whilst acknowledging bias, she was able to achieve her aim of considering an aspect of something small in the scheme of the greater topic.

For the past four years, I have worked with a small group of students who sought to assist new students to the school in their transition. Their idea was to create a product that could be used to orientate students to the school. It was decided to create a 360 tour of the school (similar to Google Maps). Each had strong technology skills but the challenge and area of learning was the requirement to work with external organisations to make their product a reality. Meetings were held with our local university who were testing beta software which could achieve the project aim, followed by discussion with the company developing the software. The students were also required to investigate, request quotes and purchase a 360 camera from a local camera store. Through the use of the Design and Technology facilities at school, they built a stand for the camera. These

sound like basic tasks for a fully grown adult but these students, who were all highly able, struggled with the communication processes involved. Talking to adults, negotiating prices, discussing contracts and plans and then applying to our principal for the money were all tasks which stretched them beyond their comfort zone. Unlike many of the other 'connections beyond the classroom', this interaction was not altruistic; these organisations treated it as a business transaction. This project was not just a demonstration of the inquiry learning process, but design thinking, entrepreneurship, student agency with a strong focus on metacognition. The students thrived and are much better for the experience.

BEYOND THE SCHOOL WALLS FOR ALL OF US

With the focus on inquiry learning in schools, there is also a strong growth in universities. Many courses require students to undertake projects involving relationships with industry and the community. Even in our own staff professional development, one of the first activities undertaken when exploring change in a school is a study tour of other like, or different, communities. Consultants to government and businesses are essentially external sources of knowledge and skills to assist organisations with their own inquiries.

OUR ROLE AS TEACHER LIBRARIANS

There have been many different titles given to teacher librarians over the last 20 years, some positive, others not so. In actuality the teacher librarian is often at the coalface of implementing innovations in education, such as design thinking, student agency and metacognition, all in how we run our inquiry learning program. How about we don't worry about what we are called and focus on our core business of creating connections for students, be it with books, online resources, humans or otherwise.

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THE SCIS APIs — LIFE BEYOND MARC AND Z39.50

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Digital Services
Education Services Australia

Those who are part of the Schools Catalogue Information Service (SCIS) community would remember our major infrastructure upgrade and the release of our new website, SCISData, in July 2017. In March 2018, we followed that up by releasing a set of Application Programming Interfaces, or APIs. In this article we'd like to tell you a bit about the SCIS APIs and why they are an important development for SCIS and the broader library community.

APIs are a common and integral part of the modern web and, without necessarily realising it, your daily online experience is made possible by many separate online services talking to each other in the background. APIs allow online applications to communicate over the web. One application sends a request for data to the API of another application, and the second application responds by sending data in return.

APIs use modern web-based technologies to transfer data. Before we get into why this is important to SCIS, let's delve into some of the history of how library data has been encoded and transmitted.

When it comes to computer systems talking to each other over a network, the library industry has actually been at the forefront since the 1960s when the American Library of Congress computer scientist Henriette Avram invented the MARC format (https://www.nytimes.com/2006/05/03/us/03avram.html). Her work, and the MARC standard, arguably set the stage for the development of the internet. MARC records were essentially a standardised, digitally encoded version of a catalogue card. In 1970 another standard emerged out of the Library of Congress — Z39.50 provided a standardised way to transfer MARC data between systems using a telecommunications network. These standards have proved to be reliable and consistent and they are still widespread in the library industry today.

SCIS was established as the Australian Schools Catalogue Information Service in 1984. Its purpose was to save time for school library staff by providing a single, high-quality record for materials held in their library. From the outset we were a database of MARC records —initially a collection of those records contributed by the various state government school cataloguing units, and then original records generated by SCIS and its agencies. For many years we printed catalogue cards from MARC records and posted them to our subscriber schools. By the late 1990s, 'library automation' had taken off and schools were importing our MARC records directly into their systems. In 2006 we introduced a Z39.50 service to make it easier for schools to import our records from the cataloguing modules of their own library systems.

The internet sprang up and evolved at an incredible pace during that period. These days web standards like URLs, XML, HTML, HTTP, and TCP/IP underlie the online world we take for granted. As we all know, this world encompasses commerce, information, entertainment, government services and all kinds of transactions from finance to science to defence. The focus of the original document-based web of information shifted to become Web 2.0 — the social web of people. Now we see an evolution into Web 3.0, the semantic and programmable web of machines talking to machines. Web standards en-

able all the parts to interact — to be interoperable — and APIs are a big part of that.

Meanwhile, the library world still largely communicates its data in the way it knows and loves — MARC and Z39.50. Unfortunately, these pre-web standards do not interact well with the web services of the wider world. To modern system developers they are cumbersome and confusing. To some extent they also constrain the potential of library data. For example, the MARC standard dictates what can and cannot be in a record, and it doesn't gel completely with contemporary cataloguing standards like Resource Description and Access (RDA) (https://www.researchgate.net/publication/317153277_Resource_Description_and_Access_in_Europe_Implementations_and_perceptions).

As mentioned, SCIS has a long history with MARC and Z39.50, and we will continue to provide data in MARC and via Z39.50. But we also acknowledge the need to be interoperable and realise the benefits promised by operating with modern web standards.

SCIS APIs allow school library systems to move to modern web-based standards for acquiring our catalogue records.

In short, here are some of the technical benefits offered by SCIS APIs:

- **MODERN COMMUNICATION:** APIs use the widespread HTTP(S) instead of the niche Z39.50 communications protocol to transfer data. Applications that use Z39.50 need to use special software, and it is not always permitted nor easy to set up within the school environment. Some of our school users are not able to utilise Z39.50 within their school, so APIs provide a new means of accessing catalogue records securely and efficiently.

- **DATA FORMATS:** With the APIs we have provided the ability to retrieve records in modern formats (JSON and MODS XML) as an alternative to MARC. Providing more common and familiar data formats for software developers to work with can make it simpler for catalogue data to be used in modern systems. For the curious amongst our audience, Metadata Object Description Schema (MODS) is a contemporary standard maintained by the Library of Congress (http://www.loc.gov/standards/mods/).

- **NEW VOCABULARIES:** In an effort to provide extra value to our subscribers, SCIS has developed new controlled vocabularies for describing the learning area and intended audience level of resources, and our student-friendly classifications of resource type (https://journals.library.ualberta.ca/slw/index.php/iasl/article/view/7151). We've done a lot of work to map these vocabularies to existing catalogue records. Figure 1 shows how these 'additional terms' are displayed on our website. These extra vocabularies are not available in MARC, but they are included in the MODS XML data format, which is available via the API download service. We believe including them further enriches the value of library catalogues for students and educators, and we will continue to develop this feature of our database.

- **CUSTOMISED DOWNLOAD:** APIs can make it simpler for users to customise their download preferences, including the options to include or exclude curriculum-based Schools Online Thesaurus (ScOT) subject headings (http://scot.curriculum.edu.au/), and specify full or abridged Dewey Decimal. This solves one of our most common help desk queries.

- **DIGITAL CONTENT:** The rich and lightweight API search service makes it ideally suited to adding SCIS as a source for federated searches of relevant, curated online content such as websites and apps. The SCIS APIs make it possible for library systems to make this content available to students without library staff having to explicitly import it into the catalogue. Including this kind of digital content greatly enhances the search experience and access to resources for students and educators.

So why is all of this so important? Making educational and literacy resources manageable and discoverable is what we do. We want SCIS data to be modern, useful and interoperable. Our subscribers shouldn't have to worry about how data gets into their system from SCIS — about protocols and ports. All they should need to know is that the data is beautiful and fit-for-purpose, and it appears when and where it is needed. We want to make our users' life easier and we want to make it simpler for library system vendors to support this.

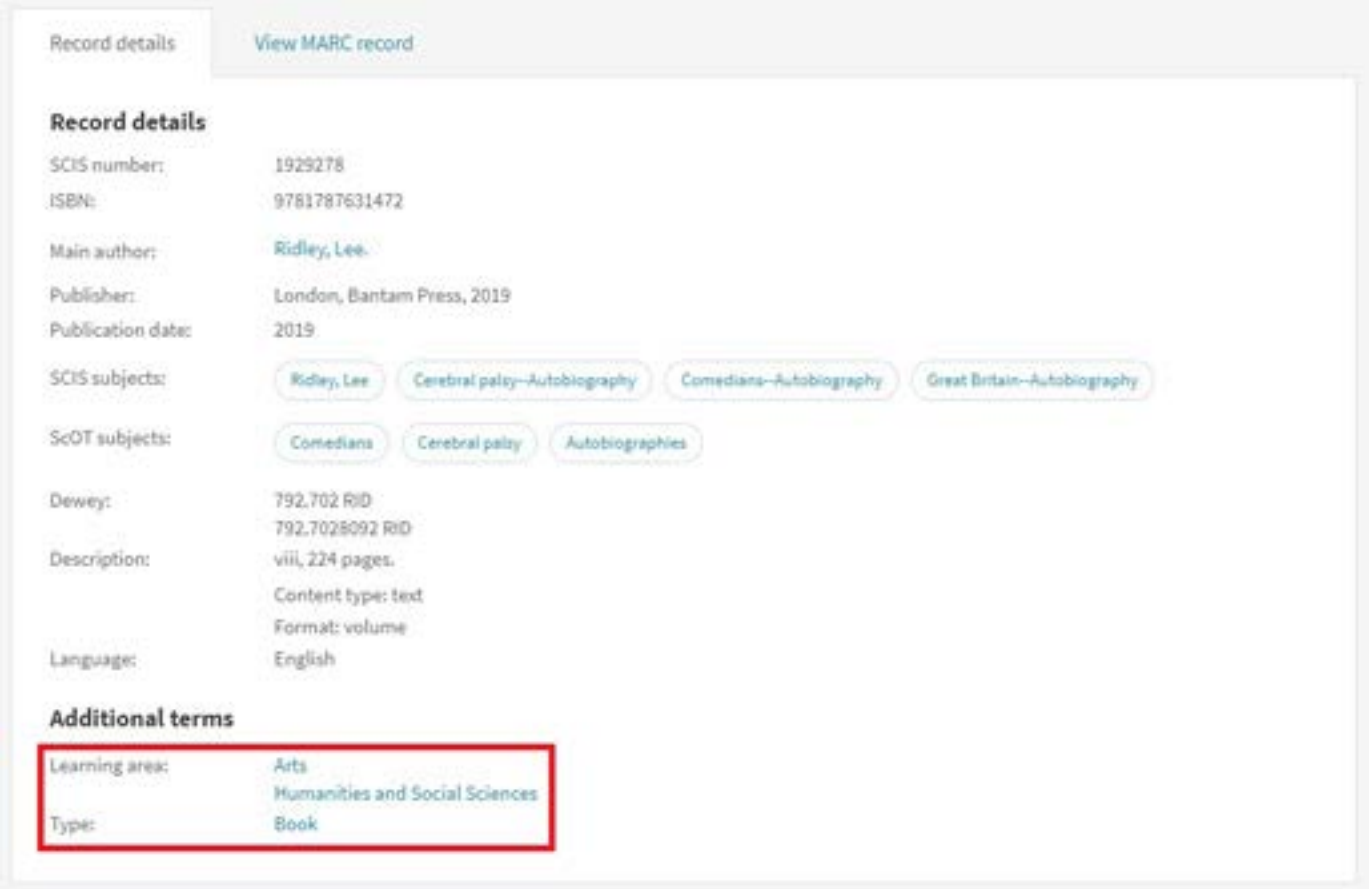

Figure 1: A SCIS record supplied from the API in MODS XML format includes additional vocabularies such as learning area and SCIS resource type.

This is not the end of the road for SCIS when it comes to technological innovation. We'll continue to consult with our subscribers and library system vendors on their needs and preferences when it comes to data format and transmission. Our intention is to further develop our API services and continue to explore data models and formats that support the future of bibliographic information.

The SCIS team would like to thank the library management system vendors and other catalogue providers who have worked so closely with us over the last few years to advise, test and implement the APIs. We are links in the dynamic world of school libraries, with the ultimate aim of ensuring students and educators can discover and access quality resources to support learning and literacy, and to find something they really enjoy reading.

SCIS is a business unit of Education Services Australia, a not-for-profit, government-owned developer of educational technology solutions.

For further information, please visit www.scisdata.com.

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