

# INCITE




The magazine for library and information professionals

January/February 2016 VOLUME 37 Issue 1/2

SHANE GOULD  
**MIXES BOOKS  
AND WATER**

READING  
**TO LEARN**

INNOVATION **IN MOTION**



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We love hearing from you, sharing industry news,  
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## MAKE INNOVATION YOUR NEW YEAR'S RESOLUTION

**F**or any organisation, preparing for the future is difficult. What new obstacles or opportunities will arise is partly a guessing game for us all. But there are a few pointers out there to guide us. We can see trends in other organisations and countries that can help us predict what we should be focusing on. Being in the right headspace helps us to freely imagine and be open to new ideas. This, in turn, helps us lead new trends, but to ride those trends and meet the needs of our members, we need to be innovative.

Innovators take calculated risks. They don't think *I can't* – they think *We can*. They go around or over obstacles, or find ways to remove them altogether. They think outside the box. They effect change and help raise the bar to even greater heights, keeping one step ahead of


the game. One of the most valuable traits of an innovator is their ability to find the strengths in the people around them. Innovators create innovators. Their ideas enthuse others and enable them to contribute to those ideas; they bring out the best in people. When we get to contribute to change, we feel connected to that process. We all achieve it together. We all buy into the plan.

Innovating is the antithesis of going with the norm. The way it has always been done doesn't mean it can't be improved. Just because our Members and clients have a perception about what our library is, doesn't mean that we can't add to that, or change the way we look, feel, or how – or what – we provide to them. Why, for example, can't a swimming pool also house a library?

A key learning tool for innovators is collaboration. Collaborating with those outside – as well as inside – our industry brings understanding and a clarity to our innovative plans. By observing what people in other industries are doing, we can work out how to apply those lessons to our industry, and how we can even improve on them, or reshape them to make something new.

The more we collaborate, the more we learn. We can build bigger and better ideas, but with all the best laid plans, we'll be less likely to achieve our goals unless we can bring our work colleagues along for the ride. Collaboration with those closest to us is fundamental to our success.

Being innovative is exciting. Innovative thinking quickly becomes a way of life. You'll find yourself approaching ideas from all sorts of places to see how you can turn them around so you can apply them to your library. It's an inspiring way to work.

I hope in 2016 as a group, or as individuals, that we can make our own trends. And why not? We can all do it together if we just open our minds and give it a go. 

---

**ROWENA MORCOM**

Editor

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## INCITE MARCH/APRIL 2016

**BRIGHT IDEAS**

The March/April issue of INCITE looks at the theme of Every Member an advocate: making your voice heard.

We're inviting you to tell us how you have advocated for your library or the LIS sector in general. INCITE would like to hear from you for our March/April issue. Let us help you get your voice heard and share ideas to help other librarians advocate for their industry.

The deadline for submissions is 19 January 2016. Check the guidelines for writers on the ALIA website and email your stories and images to [incite@alia.org.au](mailto:incite@alia.org.au). Please note that all images must be high resolution and be sent separately as jpg files. Images may be reproduced in print and online.

ISSUE	MONTH	THEME	COPY DEADLINE
5/6	May/June	All things digital	22 March 2016
7/8	July/August	ALIA National: what's happening in Adelaide and why you should be there	19 May 2016
9/10	September/October	Future predictions for the LIS sector in Australia	19 July 2016
11/12	November/December	Education and employment special: How you can stay at the top of your game with ALIA PD	20 September 2016

## ALIA CHILDREN'S AND YOUTH SERVICES SECTOR (CYSS) GROUP

**A** revitalised ALIA CYSS Group Committee, brighter and more enthusiastic than ever, is keen to promote and share children's and YA services across Australia.

### Who are we?

- Barbara Swartz – currently temporary Children's Librarian at Willoughby City Library, Sydney NSW
- Bri-Amber McErvalle – Library Technician at Ballarat Clarendon College, Newington, Vic
- Claire Stuckey – Children's and Young Adults' Librarian at Gosford City Council Library, Gosford, NSW
- Jo Kaeding – on leave from her position with Adelaide Hills Library as she completes her PhD thesis on library access for children with disabilities
- Melinda Allan – Reading Coordinator at Eltham Library, Eltham, Vic
- Roxanne Clare – Library Technician with a background working in early childhood education

### What have we been up to?

We conducted an online survey to find out what our sector priorities are and how best to communicate them. The biggest concern for most respondents was the need for innovative ideas for children's and teens' programs


and events; 93 percent requested notification of relevant professional development (PD) opportunities; and most indicated a preference for receiving information via email rather than through social media options.

The Committee decided to send monthly email bulletins via the ALIA CYSS elist. If you are not on the elist, you can join by contacting the elist administrator at [alia.org.au/elist/aliacyss](mailto:alia.org.au/elist/aliacyss).

ALIA CYSS supports three organisations in Australia that promote and support children's and YA book publishing, writers and illustrators. We are in discussion with these groups, exploring ideas for mutual group promotion as well as information about events and PD opportunities.

### Want to join a winning team?

Contact Barbara via the ALIA CYSS Group page if you are involved in the CYS library sector and would like to be on the CYSS Group Committee. We particularly want to hear from you if you are in Queensland, Western Australia, Tasmania, the Northern Territory or ACT as those states and territories are not represented on the Committee.

ALIA CYS Group page  
[alia.org.au/groups/alia-childrens-and-youth-services](http://alia.org.au/groups/alia-childrens-and-youth-services) 

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# library lovers' day

## 14 February 2016

**F**ebbruary 14 is the day to share the #librarylove. It's time to start planning for Library Lovers' Day 2016!


It's an incredibly popular event for ALIA Members and a time to celebrate libraries and their teams who do so much for their communities - whether it's a hospital librarian providing the most up-to-date research for surgeons, a volunteer delivering audio books to the housebound, or a teacher librarian providing the foundations of lifelong literacy.

We have great free resources for your event on the ALIA website: [www.alia.org.au/libraryloversday](http://www.alia.org.au/libraryloversday).

Download posters, flyers, bookmarks, stickers and even a template media release to publicise Library Lovers' Day events.

## TOP 5

### IDEAS TO MAKE YOUR DAY A SUCCESS

- 1 Print out and put up the Library Lovers' Day poster. Cut out paper hearts in complementary colours and have your library patrons write what they love about the library on the hearts. Put the hearts up on the wall around the poster and show off the love for your library.
- 2 Tempt your users by handing out bookmarks (free download) and little chocolate hearts to library customers who borrow items through the week.
- 3 Tempt users to have a 'blind date' with a book and venture outside their comfort zone! Wrap it in brown paper (tied up with string) and encourage them to take one home as an 'extra'.
- 4 Create a Library Lovers' Day display with romantic books. Decorate the display with red balloons, flowers, streamers and so on. It's amazing what a trip to the local discount store and a creative mind can achieve.
- 5 Become a matchmaker! Pop a sign on the circulation desk: 'We'll help you find the book of your dreams' or perhaps 'If you've got the question we would love to answer it' or even 'The book matchmaker is in.' 





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## URGENT PUSH FOR EARLY LITERACY

**T**he Australian National Early Literacy Summit will take place in Canberra on 7–8 March 2016. The event, organised by ALIA's Australian Public Library Alliance, in partnership with National and State Libraries Australasia and Early Childhood Australia, will feature leading experts on early childhood development; leading practitioners in education, libraries and pre-school; and organisations working with some of the most vulnerable families in our communities.

We intend for this event to be a game-changer in terms of collaboration and cooperation between agencies working in the field. We will not only be sharing the very latest thinking around early literacy and how we can use this to break the cycle of disadvantage, but we will also discuss the foundations of a national agenda to ensure that early literacy occupies its rightful place as one of our nation's highest priorities.


The opportunities provided by the excellent local and state-based early literacy programs already being delivered around Australia form the basis for conversations at the Summit, but we still have a long way to go.

The Australian Early Development Census (AEDC) in 2012 ([goo.gl/NvcyPj](http://goo.gl/NvcyPj)) found that nearly one in five children aged five years in Australia was developmentally vulnerable or at risk of not developing the basic literacy skills they need to be able to read and write as an adult.

While much has been achieved at state, territory and local level, the closest we have to an Australian government-endorsed national agenda for early literacy is the Council of Australian Governments' 2009 Early Years Learning Framework for Australia ([goo.gl/C1HPMZ](http://goo.gl/C1HPMZ)).

By contrast, through its National Literacy Trust, the UK has the Vision for Literacy 2025 ([goo.gl/zLJgQP](http://goo.gl/zLJgQP)) and an All-Party Parliamentary Group on Literacy ([goo.gl/0qnt4g](http://goo.gl/0qnt4g)). And in 2014, there was a White House Summit on Early Childhood Education, hosted by President Obama ([goo.gl/MIOdsj](http://goo.gl/MIOdsj)), at which Invest in US was launched as a public-private partnership to support better education outcomes for early years.

With a federal election ahead of us in 2016, we are hoping to encourage the main Australian political parties to include early childhood education and literacy in their policy platforms. So the aim of the National Early Literacy Summit is to spark debate about what a national early literacy strategy for Australia might include and how it would help deliver the best results.

If you are interested in supporting the best literacy outcomes for very young Australians, please join us in Canberra in March ([goo.gl/f1uoVY](http://goo.gl/f1uoVY)). 

SUE MCKERRACHER  
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# MIND THE GAPS

**D**EBRA GILMORE, who recently received the ALIA Library Technician Research Award, tells us how the idea for her new research project came about and the benefits that her findings will provide to the LIS sector.

I completed my Diploma of Information Studies in 2012 and am currently studying towards my Bachelor of Information Studies. When I received a weekly email from ALIA announcing the Library Technician Research Award, the pieces all fell into place. I had recently completed an Introduction to Research subject in my bachelor course. At work the next day, I had just set up a camcorder for a teacher to record a classroom lesson and updated the IOS on seven iPads.

I had a light-bulb moment: I didn't remember doing any training in how to videorecord teachers in action or update iPad IOSs. And what about the other things related


to information and communications technology (ICT) that I do on a daily basis to assist the staff and students? These are all things I know from three decades in the workforce and through life experience in general.

A research topic was born.

When considering if there is a need for increased ICT training in library technician courses in Australia, we need to know:

- what library technician courses currently offer students in regard to ICT training
- what employers need in a workplace-ready library technician
- what library technicians know at the beginning of their training
- what library technicians know at the end of their training
- which ICT tasks library technicians actually do on a day-to-day basis.

In my research, I will compare job advertisements and the answers to questionnaires completed by employers with information provided through questionnaires and diaries of library technicians currently working in Australian libraries. I will examine ALIA-accredited library technician courses to identify the ICT training currently offered by educators and identify any gaps in ICT duties and training.

The data gathered from this project will inform ALIA and library educators of the ICT requirements, which will assist in understanding future ICT training needs. 



Debra Gilmore says IT skills are a must to help library users

DEBRA GILMORE, ALIATec (CP)  
Library Technician, TAFE Queensland East Coast /  
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## That's Gold

**N**orth Coast TAFE Institute's Diploma of Library and Information Services course, delivered fully online via TAFEnow, has become the first to gain a 'Gold' accreditation from ALIA.

Sue Wills, Head Teacher of Library, Information and Cultural Services for North Coast TAFE Institute said it was an honour to be the first registered training organisation to achieve the Gold standard. And one of its teachers, Judy Atkinson, was named 'Library Technician of the Year' (2014–15) at the ALIA National Library and Information Technicians' Symposium 2015 held in Hobart in September last year.



Library Technician of the Year and TAFEnow teacher Judy Atkinson (second from left) with industry colleagues from Coffs Coast City Library.

# INNOVATORS ARE EVERYWHERE

**D**iving into the rabbit hole of innovation, JOHN SHIPP finds out that novel ideas don't emanate only from people at the pointy end of organisations.

The Leadership and Innovation forums held in State and Territories late in 2015 demonstrated the vitality of our industry. A wide range of innovations are underway across the country and they are testimony to the profession's determination to ensure that library and information services remain vibrant, relevant and efficient into the future.

Presenters at each forum spoke about the challenges and successes associated with innovative changes with which they had been associated. Not all were on a grand scale but they each demonstrated vision, commitment to improved services and an understanding of the communities they served.

Throughout my career I have been associated with many changes in library and information services. Some flared brightly for a while, others only twinkled in the night and some provided the power for later changes. Irrespective of the success of individual initiatives, they all contributed in some way to future change activities.

Hierarchy and status were strong influences on innovation when I first squeezed through a lowly portal into the library and information world. Changes were driven by senior managers who often assumed that they had acquired increased infallibility as they progressed up the hierarchy. Junior staff were there to serve and were not encouraged to think beyond the tasks assigned to them. There were times when I was sure that some of the characters from *Alice's Adventures in Wonderland* had escaped and had become library managers.

There were the Cheshire Cat managers, who were good at initiating innovation but rarely saw it to fruition. They stayed visible for a short time before they faded away, only to reappear unexpectedly with another bright idea. The Queen of Hearts type of innovator swept everything before them, especially anyone who dared to question. Heads might not have been lopped off, but life could be cold for dissenters young or old.

The Mad Hatter innovator was endearingly frustrating. Their concept of planning was idiosyncratic

– perhaps even clueless – but they could usually be manipulated to take a more logical approach. While difficult and self-willed, the Duchess innovators prized innovations irrespective of their value to the organisation. In any case, the real work was done by the cook, irrespective of how much pepper the Duchess ordered!

‘There were times when I was sure that some of the characters from *Alice's Adventures in Wonderland* had escaped and become library managers.’

There were, of course, managers who approached change and innovation as a collaborative and reiterative process. They were able to identify the problem, suggest remedial action, accept constructive criticism and guide implementation. A feature of many presentations at the forums was the initiation and implementation of innovation by staff who were not senior managers.

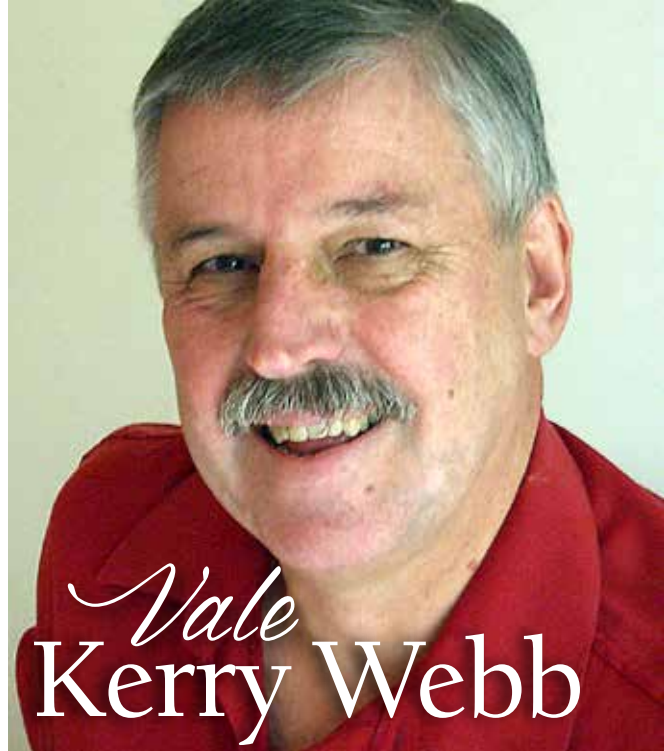
This is encouraging and suggests that there is recognition that innovation is not the prerogative of senior management. Encouraging and trusting staff at all levels to identify, develop and implement innovation leads to stronger and more effective services.

To survive and thrive in the future, library and information services will need to encourage staff at all levels to become engaged in identifying and implementing innovative approaches to improving services. Innovation has to be owned by staff as well as the community served if it is to be effective. ✱

JOHN SHIPP, FALIA  
ALIA President







**F**or all of his working life, Kerry Webb was a proud and passionate public servant, a helpful colleague and mentor to many. His knowledge of all things to do with the World Wide Web made him an apt exemplar of nominative determinism! JANINE SCHMIDT and Kerry's wife, JUDITH GATES, tell us about his life.

Kerry Adrian Webb was born in Brisbane on 30 October 1947 and died at home on 7 November 2015, following a brief but challenging fight with cancer. At the end of his life, Kerry was physically a shadow of his former self, but his indomitable spirit, ready wit, personal charm, inquiring mind and prodigious knowledge the world of everything were undiminished. He leaves behind his mother, Joy; four children whom he adored; five much-cherished grandchildren; his former wife, Jenny; and his beloved wife, Judith, a childhood friend with whom he re-established contact later in life.

#### **Kerry's early life**

Kerry grew up in Brisbane, did well at school, was a Boy Scout, played rugby and spent weekends at the beach where his father was a surf lifesaver. Aspiring to a life in the sky, Kerry commenced studies at the RAAF Academy at Point Cook, Victoria, after he left school, but it was not to be. After various career forays, Kerry moved to Canberra in 1968 to undertake an arts degree at ANU while working as a trainee programmer at the Australian Bureau of Statistics. He met and married Jenny, the mother of his four children: Honey, Geordie, Giselle and Rose.

#### **Kerry's library life**

In 1973 Kerry moved from the Australian Bureau of Statistics to the National Library of Australia, joining the fledgling Systems Development department. For over 20 years, he played a strong role in shaping information technology developments in Australian libraries. He went on to work for CSIRO and the ACT Government as a web architect, retiring in 2012. He published articles and books, organised conferences, presented papers at conferences (such as ALIA's Information Online and VALA) and was very involved with ALIA activities, serving as president of the ACT branch.

#### **Webb's web**

Kerry's outstanding contribution to Australian librarianship was his column 'Webb's Web' in *INCITE*. Originally dubbed 'The Internet Pages', Kerry's column ran from 1994 to 2012, alerting all Australian librarians to changes in information and communications technology. It highlighted new websites, provided hints on effective search strategies, explained metadata, drew attention to issues of concern and heralded developments in social media. Librarians throughout Australia found his contributions insightful.

#### **Divergent interests**

Kerry described himself on LibraryThing as ageing gracefully, reading as much as ever and delighting in the World Wide Web. His surname was truly apt and his delight in the web was evident in his Twitter account, Facebook page and contributions as a Wikimedian. Kerry's eclectic interests included the compilation of a list of librarian songs, one of which – by a former Director-General of the National Library, Harrison Bryan – addressed the mysteries of cataloguing. Kerry's erudition is evident in his many blog contributions, research into English novelist Patrick O'Brian, and activities such as bibliographies of items on the American Civil War.

Kerry's passing leaves a huge gap in the lives of his immediate family. He will be sorely missed by his friends and colleagues. 🌸

**SAVE THE DATE**

**ALIA Information Online 2017 Conference**

Monday 13 February –  
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# BOOKS AND WATER CAN MIX

**W**e've all played the game of rock-paper-scissors at some stage, but what about paper and water? You don't often find libraries at the local swimming pool, but as former Olympic swimmer SHANE GOULD tells us, books and water can mix.

## HOW HAVE SWIMMING POOLS CHANGED OVER THE DECADES?

The world is certainly a different place from how it was in the mid to late 20th century, when pools were a symbol of free time, control over nature and a celebration of public social life. Swimming centres now have become slicker and more comfortable. It's a more controlled environment with more indoor pools, but this change has come with stricter regulations. There's a feeling of constant surveillance and overbearing risk avoidance.

But there still are pools in Australia that operate largely as community meeting places – more like a pond in a park – and which have less overt surveillance. In 2015, I dropped in on over 50 pools and 20 river or sea swimming beaches as part of my PhD project that is examining the culture of swimming in Australia. I've visited pools in Yass and Hay – where the pool has free entry – and Nyah (on the Murray), Olinda and Lorne in Victoria. So far, the Lake Talbot Swimming Pool Complex in Narranderra is a favourite. And in the Mildura Waves pools complex in Victoria, you'll also find the town's information centre and library – all under the one roof!

## HOW WOULD YOU LIKE TO SEE THESE FACILITIES CHANGE TO MEET FUTURE NEEDS OF AUSTRALIAN CHILDREN AND FAMILIES?

We need to include adolescents when we talk about families. Their boisterous activity is commonly criticised

in public spaces. Adolescents need deep water, specially designed semi-private spaces, some kind of organised activity and places where they can parade to feel included.

*'I read Wuthering Heights and They're a Weird Mob by Nino Culotta on my Munich Olympics trip in 1972.'*

Pool design would ideally have elements that mimic natural features, such as beach entry, rocks, sudden drop-offs and flowing water. Many children have limited experience of outdoor swimming or nature in the wild. This isolation from natural swimming environments means that traumatic or unpleasant experiences can occur when some people go to the beach or a river because of their ignorance about the unpredictable forces of nature. Quiet, calm spaces also need to be incorporated into pool shapes and swimming-centre architecture. The perception of the purpose of a swimming pool needs to be expanded from a place of control and discipline into a public meeting space for conversation, people-watching and aesthetic appreciation.

## HOW DO YOU SEE LIBRARIES FITTING INTO THAT PICTURE?

As public places, pools could include spaces for book lending, reading and discussing. Swimming is a sensory and aesthetic experience that the presence of books, thinking and contemplation could foster. Many people, including children, like the peace and calmness that can be experienced in and around water, in addition to the

opportunity it provides for physical expression. Adding a more cerebral dimension to the environment of a public pool could reinforce these capacities of human experience, making it acceptable to express yourself intellectually as well as physically. Movement in water is beneficial for brain development and enhances learning outcomes.

### ARE THERE ANY CHANGES OR NEW FEATURES YOU'D LIKE TO SEE LIBRARIES ADOPT?

Librarians need to feel confident with their expertise, but they could also become creative regarding how and where they practise their skills. Having a librarian presence in fun-park spaces would be challenging, but it could also be a very innovative way to promote the learning and development of imagination that swimming and water play inspire.



Shane Gould holding her gold medals in 1972

### WHAT WOULD BE THE BEST WAY TO HELP STUDENTS WHO HAVE DEMANDING SPORTING COMMITMENTS TO SPEND SOME TIME READING OR USING A LIBRARY IN OTHER WAYS?

Elite athletes have time to read and think. They train their 'body brain', but if they exercise their thinking, feeling and reflecting mind, their physical experiences will be richer and more durable. It should be a condition of sports scholarships and national team membership to read books and write book reviews. This is in the vein of the ancient Greek ideal of the athlete who was an all-round person. A librarian can be a guide or mentor to help athletes find stimulating or helpful literature. Athletes are very privileged people and they often develop an unrealistic sense of their own importance. Learning informally and reading widely can go some way toward developing a broader outlook and a more realistic perspective on life. Many sport biographies, however, are not all that helpful as they tend to focus more on outcomes – 'someone won, someone lost ... oh the drama!' – and not so much on the life lessons that have been learned. Good books for a young athlete are classics or books on Australian themes (to understand

the rich culture of the country they represent) and books about genuine human struggles and ethical tensions. I read *Wuthering Heights* and *They're a Weird Mob* by Nino Culotta on my Munich Olympics trip in 1972.

### WHAT HAVE LIBRARIES MEANT TO YOU THROUGHOUT YOUR LIFE?

Books have always been valued in my family – when I was growing up and now. When I was 12, a school librarian introduced me to Australian children's author Mavis Thorpe Clark and her book *The Min-Min*. It changed my life. The book described the beauty and mysteries of outback Australia, which I still find nourishing.

I often go on outings with my grandchildren to the library to see what new books are there; I smell them, flick through them and allow the kids to choose a book that appeals – then read it 20 or 30 times in the two-week borrowing period. Libraries have been a place of refuge for me from busyness and the social distractions of the playground. They are a place to be surprised by a new idea or meet interesting characters from faraway places. In libraries my imagination would be stimulated by an interested adult discussing a book title with me – a person with different experiences from those of parents or other adult relatives. As an adult, I have found libraries to be places of wonder – I am humbled by the intellectual industriousness of writers and thinkers. Libraries are places where time can stand still, where it's permissible to abandon yourself to words and ideas. ✱

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# Why public and school libraries should stock DECODABLE BOOKS

**A**bout one in five Australian children has difficulty with learning to read. Those who can't read reasonably well by the age of nine are, statistically speaking, on the literacy scrap heap. But there is hope, as speech pathologist ALISON CLARKE reports.

When children reach the critical age of nine, schools switch over from 'learning to read' to 'reading to learn', leaving a substantial number of poor readers behind. Their parents then often have to pay for professional intervention to teach them how to learn to get words off the page, but, of course, many parents can't afford this.

Libraries can make a huge difference to these children by offering books designed to help them systematically build their decoding skills.

## WHAT MAKES IT HARD TO LEARN TO READ ENGLISH?

English represents speech sounds with letters and letter combinations in a complex, opaque way.

Most English words come from the languages of the Anglo-Saxons, Vikings and Norman French, as well as Latin and Greek. We've also borrowed words from almost every other language, thanks to the British Empire, wars, trade, tourism and the internet. As a result, many spellings represent more than one sound, like the *ch* in *chips* (Germanic), *school* (Greek) and *chef* (French).

Our sounds have changed over time. We now have 44 sounds represented by over 200 spellings of one, two, three or four letters. Most sounds have multiple spellings. A good example of this is the *ay* sound in *make*, *sail*, *day*, *paper*, *eight*, *they*, *vein*, *fete*, *cafe*, *melee*, *sundae*, *break*, *gauge* and *straight*.

A Finnish, Spanish or Italian child typically learns to read reasonably well in about a year, because each sound in their languages has only one or two spellings. English-speaking children, on the other hand, take about three times as long.

To start reading and writing, children need to learn how to pull words apart into sounds and represent them with letters, and how to blend sounds into words. Once they start recognising familiar words automatically, they only have to sound out unfamiliar words and can focus more on building their comprehension, vocabulary and fluency.



Alison Clarke

## HOW IS EARLY LITERACY TAUGHT?

Unfortunately, teaching about sounds and their spellings (phonics) has been out of educational fashion for a long time. Children have usually instead been taught to:

- memorise lists of high-frequency words as wholes
- learn initial 'A is for apple'-type phonics, but not all the main spellings of all the sounds in all word positions
- read repetitive and predictable texts, for example, 'I like eating ice cream, I like eating apples, I like eating sandwiches ...', with encouragement to guess words from pictures, first letters and context rather than sounding them out.

Most children can learn to read when taught this way, but about 20 percent of children struggle. They need sounds and spellings to be broken down more for them and to be taught in child-sized mouthfuls.

### *Books with simplified spelling patterns*

Children with these learning difficulties need to read decodable books, that is, books that at first contain only short words with simple spellings, with more and more spellings added over time. Eventually learners will be able to read well enough to tackle storybooks on their own.

We teach beginners to swim in the paddling pool using floaties, kickboards and noodles. We don't throw them straight into the deep end.

Decodable books are like paddling pools and floaties for beginners. They maximise early skills, success and confidence, and minimise the anxiety and failure that comes from constantly running into 'a' as in *want*, *all* and any when you're still grappling with 'a' as in *cat*.

## DECODABLE TO WHOM?

The word *decodable* is a relative term. Most printed matter is decodable to literate adults. As children learn more spelling patterns and word-attack skills, they find more and more texts decodable.

Decodable books usually have lists of their spellings and word types on their covers. They come in sets that should be read in order, with each book adding a new pattern or two.



If you know which spelling patterns a learner has been taught, then you can work out which decodable books they should be able to read independently.

‘A Finnish, Spanish or Italian child typically learns to read reasonably well in about a year, because each sound in their languages has only one or two spellings. English-speaking children, on the other hand, take about three times as long.’

#### **Aim for 90–95 percent decodable**

A book in which a learner can read 95 percent or more of the words is suitable for independent reading; 90 percent decodable books can be tackled with support from a fluent reader.

Once you drop below 90 percent decodable, you start to descend into frustration and failure territory. Imagine if about every tenth word you had to read was utterly indecipherable.

#### **WHAT ABOUT QUALITY CHILDREN'S LITERATURE?**


Children should be read plenty of quality children's literature until they can read it for themselves. But typical storybooks tend to contain too many long words and complex spelling patterns for beginners and strugglers to tackle on their own. Encouraging them to attempt to read such books themselves is simply setting them up to fail.

#### **We've got both kinds**

Parents of beginners and strugglers often don't realise that there are books suitable for reading to their children (storybooks), and different types of book that are suitable for their children to read themselves (decodables).

If these books are kept together in the library and well signposted, everyone will understand the difference, borrow books that are fit for purpose, and avoid setting novices up to fail.

Displays and website information can also support appropriate book choices and help set beginners and strugglers on the path to reading success and confidence.

A list of decodable books with links to publishers and suppliers can be found at [goo.gl/1R5Vmn](http://goo.gl/1R5Vmn). 

ALISON CLARKE

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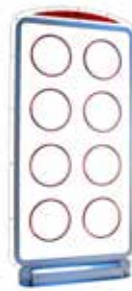
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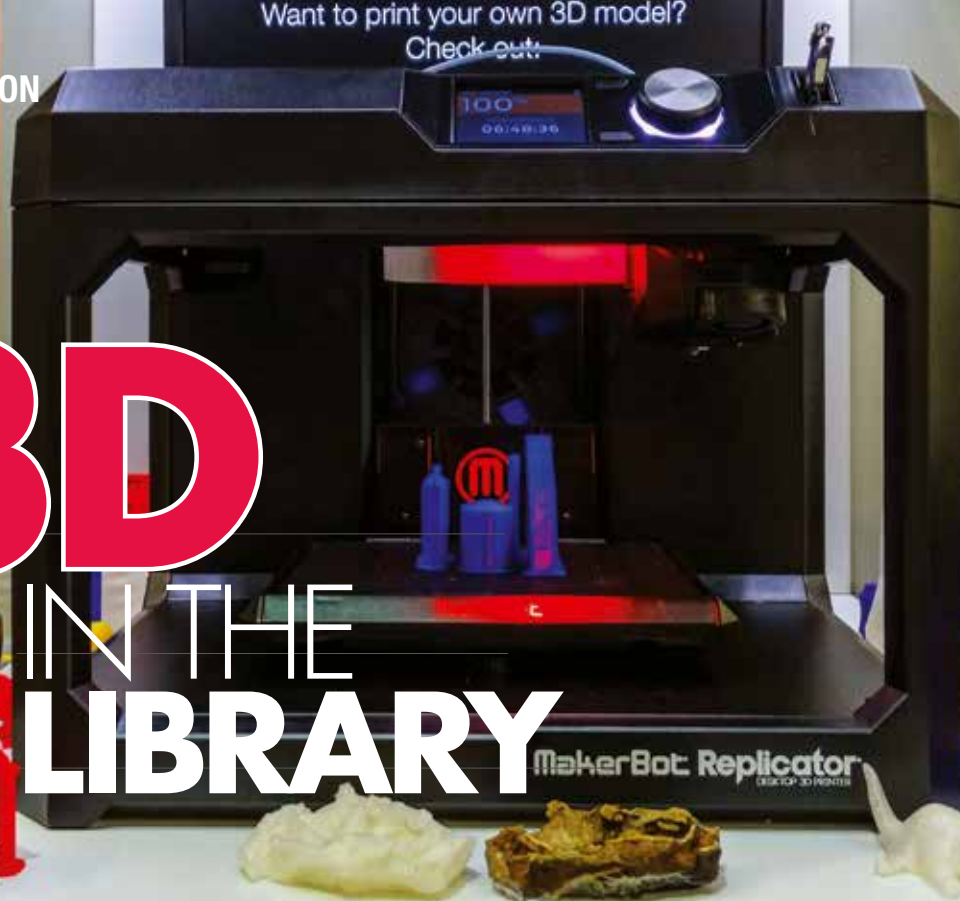


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# 3D IN THE LIBRARY



In February 2015, the University of Queensland Library launched a 3D printing service. There were 3D printers already on campus, but access was restricted and the staff wanted to improve access. The journey to make 3D printers more widely available was fun and informative, as **SUZANNE MACROW** and **ORMOND OXENHAM** report.

Our first step toward making 3D printers more available was to plan a road trip on which we would visit libraries that already had a 3D printing service up and running. Their experience and insight would be too valuable not to use. The project team consisted of librarians, client services officers and library IT staff. We visited two public libraries and one printing service at a university. The staff were very generous with their time and knowledge and we learned a lot.

‘Before it was even out of the box we had our first printing enquiry from a medical student.’

The first thing we learned was that one machine would not be enough. This is complex technology, so failures happen and machinery goes offline. So we suggested to management that a second printer be purchased. We also learned that trying to increase efficiency by printing multiple jobs at once can be fraught with danger, as a malfunction can result in not only one ruined project but several. This forewarned us about the time component involved in providing this service. To broaden the scope of our investigations, we conducted internet searches. They showed us various ways of costing

the service, methods of submitting requests, popular software and file types, methods of payment for requested items and conditions of use.

We concluded that there was a need for this service and that it could be incorporated into existing library operations. It was now time to choose a printer and look at the logistics of providing the service.

When deciding which printer to purchase the following points were considered:

- **Cost** – Not only did the initial price of the machine need to be within our budget, but also the ongoing costs had to be considered. The printer’s consumables were covered by charges passed on to the customer, but if they were too high then clients would not embrace the service.
- **Reliability** – The technology is still relatively new and the printing process is susceptible to imperfections and failures. We wanted maximum uptime for the service.
- **Ease of use** – We wanted anyone working in the library to be able to operate this equipment. The printer needed to be relatively easy to use and to troubleshoot. The technology is still far from ‘set and forget’; it needs regular staff intervention for calibration, replenishing of consumables and troubleshooting for operating faults.
- **Support** – With the likelihood of frequent mechanical and technical problems, we intentionally purchased the printer from a local distributor who offers good aftermarket support. This was the driving force behind not being tempted to save dollars by purchasing overseas. The MakerBot Replicator 5th Generation was deemed the printer for us.

The printer arrived and there was an air of excitement in the library. Before it was even out of the box we already had our first printing enquiry from a medical student. A cabinet was commissioned so the printer could be publicly displayed, and so become its own advertisement. Information sessions were held for interested staff to come along and learn about the technology and its exciting applications. The attendees were invited to submit a request for a printed item, which helped us refine the requesting process for the time when the service would be open to the public. Interested staff were trained and acquired skills such as:

- understanding the working parts of the machine, including any health and safety concerns
- preparing the printer for printing and loading and unloading the printing material (PLA plastic)
- finding 3D models online and preparing them for printing
- adjusting the size, resolution and position of the model for best results
- troubleshooting failures – Was it the model? Was it the machine? Was it the user?
- completing the model with a post-print clean-up – even though this was originally going to be the responsibility of the customer.

We set up a team webpage, and staff were encouraged to add hints and tips to it.

By the time the service went live we had revised our costing model from the original \$5.00 setup fee plus 10 cents per gram of material used to a \$5.00 flat fee, with a build time of no longer than four hours. We are flexible with the build time if the item is for assignment work. Find more details on our webpage – go to [goo.gl/zHBL2Y](http://goo.gl/zHBL2Y).

To date, we have received 456 requests, of which 427 have been completed. We have also seen a move from creating amusing knick-knacks – such as figurines of an Easter Island head or *Star Wars* characters or skulls – to objects that actually help students in their courses, such as the copy of a fossil that was made for an anthropology student, or miniature prototypes of buildings for architecture students. Early in 2016, the UQ Library will open the Centre for Digital Scholarship, and in it there will be an expanded 3D service that includes 3D scanning. Implementing this service was well worth the effort, and both the library staff and our clients will benefit. 🌟

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A figurine of the Buddha and an Easter Island statue (moai) are just some of the countless items that the 3D printer can create.

# in·no· va·tion

(noun) the introduction  
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# Queering the Archive

at the Northern  
Territory library

A new and vibrant exhibition opened recently in the beautiful mezzanine exhibition space at the Northern Territory Library. But what began as a simple agreement to host an exhibition led to a unique collecting project in Australia's northern capital, as **HEATHER HOLT** reports.

The exhibition *PRIDE NT: Our Queer History* was created to mark the 30th anniversary of the 1985 Stonewall Gay Pride Festival in Darwin – the first public coming together and coming out of the city's queer community. The exhibition's fascinating and extensive narrative was developed by Dr Dino Hodge, historian and co-founder of the Pride Festival. Dr Hodge worked closely with Koulla Roussos, Matthew van Roden and the Library's Northern Territory Heritage Coordinator, Dr Sam Wells, to develop the exhibition. Historic materials – including archival records, ephemera, artefacts, oral histories and newspaper reports – supported the exhibition narrative. The exhibition was enriched by seven original artworks created by local queer artists in response to the themes of the exhibition.

The evening launch drew a large crowd to the Northern Territory Library – members of the queer community, social commentators, local historians, journalists and other supporters. The receptive crowd were invited to return to NTL two weeks later and to bring with them any of their own documentary items which recorded the stories, struggles, triumphs and celebrations of the queer community and its emerging identity.

On Saturday 10 October 2015, a small but highly engaged group attended an *Antiques Roadshow*-style of event – *Queering the Archive*. They brought along a number of fascinating items, which were shared and discussed, and their potential value as archival or library collection items was emphasised. This led to a lively discussion about collecting criteria for community archives

and the importance of context and provenance. A number of interesting articles were donated to NTL and they will form the nucleus of the new Queer Collection.


Dr Sam Wells oversaw the discussions and is championing this new collection. As an academic, she is interested in the challenges of writing queer history, a subject which has been taboo until fairly recently. Dr Wells is also interested in the duality of the role of collecting institutions and explained that overturning people's understanding of what a library is for was vital for creating and collecting meaningful community archives.

‘Another lesson we learned was that collaborations with community groups are a lot of work – they need a lot of support – but it’s also deeply rewarding when new links and partnerships are formed.’

‘People already understand the role of libraries in terms of looking back,’ she explained. ‘By asking them to look ahead and consider what the historians of the future will consider valuable, we begin to build archives

that have real significance to the society we are working in. Once Northern Territory Library started working with the queer community to build the exhibition, it became obvious that the next step was to create a queer community archive at NTL.

‘Another lesson we learned was that collaborations with community groups are a lot of work – they need a lot of support – but it’s also deeply rewarding when new links and partnerships are formed. The curatorial team behind the exhibition has now applied for funding to travel the exhibition and to continue to seek contributions to the community archive in other centres around the Northern Territory.

‘Library exhibitions have always been used to expose collection items, to form links with communities and to promote the use of library items in scholarship and artistic endeavours. This exhibition enabled the curators to broadcast the message that their community had to get behind building a collection within the library of materials that had relevance to their community now, so that queer history would not be so difficult to access and write in the future. This was essential in helping record a fuller, more complete story of the Northern Territory and its diverse population.’ 

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# TRANSFORMING RMIT'S SWANSTON LIBRARY

**R**MIT University Library in Melbourne has undergone a radical makeover to give students the library they want. This first-class facility will provide more study space, a new library service model, improved access to collections and it's designed to support on-site and online learning and teaching. CRAIG ANDERSON, University Librarian at RMIT, reports.

Many readers would be well acquainted with RMIT's libraries, especially the Swanston Library, formerly known as the Central Library. The library is now being swept up in the university's – and arguably Australia's – largest academic building project.

The series of 'grey ghosts', as the RMIT buildings along Swanston Street are known, are being transformed by an innovative design from Lyons, one of Australia's leading architecture firms for educational buildings. The original buildings were constructed in the late 1960s and '70s to face away from Swanston Street, to avoid the noise and bustle of what was then Melbourne's busiest thoroughfare.

The closure of Swanston Street to vehicular traffic some years ago, along with the opening of the Swanston Academic Building in 2012, meant that the university had up to 10,000 students a day accessing core university services, such as the library and student support services, through a series of entrances that were unattractive and difficult to navigate.

The new design positions the Swanston Library as a core occupant in a stunning space that is integrated with other university services, as well as retail outlets.

The project, involving five buildings, provides a series of spaces that seamlessly connect the interior and exterior of the buildings. This will allow natural light to be brought into what are currently dark spaces.

'The project, involving five buildings, provides a series of spaces that seamlessly connect the interior and exterior of the buildings. This will allow natural light to be brought into what are currently dark spaces.'

The core of the project is a shared student hall to be used by the Academic Registrar's Group, which manages student administrative functions from admission to graduation. Others include the Students Group, a free service that supports both RMIT staff and students. Among the group's services are the Study and Learning Centre, the Disability Liaison Unit, and student counselling and wellbeing. This collocation will result in a more integrated service for students.

In addition, there are a number of 'mega-flex' rooms that can be divided into two smaller rooms or kept as one large room, seating over 60 people. These rooms





An architects computer graphic of RMIT University Library

are designed to be used for a wide variety of functions, including enrolment, careers fairs and teaching. And when not in use for a designated function, they can be configured for individual student study.

On the levels above the student hall there is a library collection area that can be closed at quieter times of the evening so that 24/7 study facilities can be provided without the need to manage collection access.

The reduction in the use of print material means there will be no circulation desk; loans will be managed by roving staff and self-loan kiosks. The reference function will be carried out at side-by-side desks, which provide a more informal and supportive environment. The new layout integrates the study areas into the collection zone, but some will be located in a separate area. One of the zones includes a series of innovative study pods, which provide a quiet environment without giving the impression of a series of glass boxes.

The development, which opens in stages starting in late 2015, will allow for better student services and maximise interaction between support groups. 🌱

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(Left to right) Deanne Verity, Kirsten Thorpe, Emma Darby, Hugh Rundle, Lucy Nuttall and Heather Davis

# INELI-OCEANIA

## — GROWING INNOVATION THROUGH NETWORKING

*In virtually every sphere of human endeavour in the changing world of the 21st century, debates and conversations about the kind of leadership needed for the future are focused on words and concepts such as innovation, networking, collaboration, agility, resilience, emergent change and unleashing creativity. LENEVE JAMIESON tells us more.*

For the past 18 months a small group of library professionals has been exploring these ideas in a regional program for emerging library leaders in Australia, New Zealand and the Pacific Islands. The INELI-Oceania program is based on the highly successful Global Libraries Initiative, the International Network of Emerging Library Innovators (INELI), which is designed to enhance leadership capability and foster innovation and networking in the public library field. The generous financial and in-kind support of local funders, as well as the Bill & Melinda Gates Foundation, is making the program possible for two cohorts of participants.

The Australian participants in the first cohort are Emma Darby, Northern Territory Library and Information Services; Lucy Nuttall, West Gippsland Regional Library Corporation; Hugh Rundle, Brimbank Libraries; Kirsten Thorpe, State Library of New South Wales; Heather Davis,



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Waverley Council Libraries; and Deanne Verity, Geelong Regional Library Corporation.

The vision of success for INELI-Oceania is that it will create a regional network of emerging library leaders, foster collaboration and partnerships among stakeholders in the region, and pilot a regional adaptation of the Global INELI Program model. The third objective is currently being implemented in six regions around the world.

INELI-Oceania started with a four-day convening (a series of workshops and discussions) in Melbourne in June 2014. Program outcomes were discussed and the participants visited some of Melbourne's most innovative public libraries. The program consists of two convenings over the two years – one at the beginning and one at the end – and online learning modules that cover the topics of innovation, risk management, change management, communication skills, advocacy and conflict management. The content involves a high level of interaction among the participants, mainly through the three Professional Development Teams that have been formed. These are led by highly experienced program mentors: Patti Manolis, CEO of Geelong Regional Library Corporation; Debra Rosenfeldt, Manager, Public Libraries & Community Engagement, State Library Victoria; and Jane Hill, Group Manager Community Networks and Chief Operating Officer, Wellington City Council, New Zealand. All have experience with the Global INELI program. The learning groups hold regular Skype conversations that provide valuable interaction, exchange and debate on the learning topics, as well as wider library and leadership issues.

‘... most innovations are created through networks – groups of people working in concert’

*Wall Street Journal ‘Together we innovate’  
15 September 2007*

At the halfway point for the first cohort, a one-day meeting brought the Australian innovators together again in Melbourne to discuss what they had learned and to examine their challenges around leadership and innovation. A similar session was held in Wellington for the New Zealand participants.

And what is the sweet spot in innovation for these future leaders? Their responses suggest that the value of networking and exploring ideas in association with others cannot be underestimated. This program is providing the opportunity for networking not only for the participants themselves, but also for the Steering Committee, the Library Associations of Australia and New Zealand, the mentors, the sponsors and the funders. Indeed, to achieve the vision, it is necessary to build collaborative relationships among the library associations in Australia, New Zealand and the South Pacific, as well as with national, state and public libraries along with government and aid agencies in the South Pacific area.

### *Here is some feedback from our participants:*

‘It’s very rewarding to be connected with a group of people who are actively involved in questioning, challenging and innovating in the library and information profession ...’

‘The most fun part of the program is meeting the other innovators, learning from the mentors and getting fully immersed in all things library. Learning about successes and challenges in other libraries in Australia, New Zealand and the Pacific Islands has been eye opening, humbling and inspiring ...’

‘I went into INELI hoping to be inspired and to meet interesting people, passionate about working in libraries ... What I’ve found most powerful from the INELI experience is the confidence it has given me. INELI is better equipping me to seek out new ways of doing things, to connect with other professionals, to build partnerships and advocate within the community ...’

There will soon be a call for applications for the second cohort of INELI-Oceania, which will convene in Auckland, New Zealand, in July 2016. Further details are available on the INELI-Oceania website – [www.inelioceania.net](http://www.inelioceania.net) – or you can contact me at my email address below. ✱

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# INSPIRATIONAL. INNOVATIVE. ICONIC.

## THE NEW GEELONG LIBRARY & HERITAGE CENTRE

**F**rom all the main roads leading into Geelong, the dome shape of the new multilevel Geelong Library & Heritage Centre dominates the landscape. **TINEKE BARRY** tells us about the new library.

As you come closer to Geelong's cultural precinct, a trick of the eye causes Geelong Library & Heritage Centre to nestle almost inconspicuously among the other cultural buildings and historic Johnstone Park. But one enters into a soaring space dominated by a six-metre-high wall of books spanning the ground and mezzanine levels. Already you know that you have entered a great building where the iconic domed exterior is only the beginning; inside there is a fittingly bold interior and much to discover.

### *What does innovation mean in this new space?*

Technology-rich, the building is well resourced with large-screen technology throughout, from a 9-screen video wall on the ground floor to a 95-inch large screen TV in the youth area. The events space boasts high-end audiovisual technology and large-scale, dual-projector screens, more commonly seen in a conference facility than a public library. Information kiosks with touchscreens greet visitors on every level. Self-check-out stations are a given. What is not a given is the amazingly fast internet service. In a coup for a public library, ISP AARNET (Australian Academic and Research Network) is delivering download

speeds of 800 megabits per second and upload speeds of 500 megabits. Download speeds on wireless networks, both for staff and customers, is around 200 megabits. Technology makerspaces, which can pop up anywhere across the five library and heritage levels, include cruiser tables, Oculus Rift virtual reality and 3D printing. Programs and activities are ever evolving including LEGO MINDSTORMS EV3 robotics, basic programming, digital stories, OSMO, Makey Makeys, Little Bits electronics and Squishy Circuits.

But we all know that innovation in public libraries is about so much more than technology, and the new Geelong Library & Heritage Centre has tackled the full gamut of experiences that a contemporary world-class public library offers.

‘Already you know that you have entered a great building where the iconic domed exterior is only the beginning; inside there is a fittingly bold interior and much to discover.’

For the collection, innovation means quality, depth and breadth in its non-fiction books, which have a focus on art and culture, reflecting the library's location in the city's cultural heart and status as the central library of the Geelong region.

For the history and heritage of Geelong it means housing together – for the first time – the full collection, in a repository of 520 square metres with 4.2 km of mobile shelving, allowing same-day retrieval and a Heritage Reading Room that's decorated in sumptuous shades of red, which makes all who enter feel like VIPs.

Children and youth get a dedicated level of the building, a colourful, noisy and fun space with an activities area and family room. Looking out from within, there is a feeling of being amid the treetops of the park, and on the outside a sensory garden is planted on terraced outcrops.


Literary events are held on a top-floor space, where the ceiling echoes the dome structure in stunning ochre-coloured panels. A balcony offers panoramic views of Geelong's cityscape, Corio Bay and beyond to the hills of the You Yangs.

For our sense of connectedness to our local Aboriginal culture, we have named our five publicly accessible levels in consultation with the Wadawurrung people:

- Gathering place – Ki-kirri-ngitj – *We talk together*
- Reading nest – Ngawirring ngiyt – *Learn together* and Cave – Kanyul karrung – *Youth space*
- Inspiration space – Nyaal – *Open your eyes*
- The vault – Kim barne thaliyu – *Here yesterday*
- The high ground – Wurdi Youang – *Big hill in the middle of the plains*

A culture of innovation needs many supporters. For the Geelong Library & Heritage Centre this meant financial support from federal, state and local governments. It was a bold, ambitious plan that could be manifested only by bold designers – namely ARM Architecture. We also had a great project team led by the City of Greater Geelong, a supportive board led by Councillor Andy Richards and a visionary CEO, Patti Manolis.

Geelong residents almost can't believe that this beautiful building is here in their city. A visitor commented: 'If I had found this amazing building overseas I would have asked why we don't have something like this in Geelong. But now we do!'

During its opening weekend in November last year over 10,000 people walked through the doors and over 7,000 books were borrowed. The response was overwhelming; visitors were impressed by the spectacular and ambitious design, the vibrant colours, the engineering that went into the five-star environmentally sustainable design rating and the integration of the building with the park through its balconies and decks. One person referred to it as the 'People's Learning Palace'. We think that says it all. 

#### TINEKE BARRY

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## INNOVATION IN A CLOSED OFFICE




**B**eing part of the public service has its limitations.  
JACINTA ANDERSON

*shares her thoughts on what her library at the ATO can do to assist staff with their own innovation.*

I work in a sector that is crying out for innovative ideas that can be grown within a limited framework. Here's an idea – why not provide the resources to innovate the person rather than trying to change their job? What can a library offer workers to assist them in developing their skills?

Increasingly staff are looking for something to help them improve their everyday work situation. But a 3D printer, for example, isn't going to have much impact on their work, even if it's currently an exciting development with great potential. What they need is a space in which to work, and we can provide something that their cubicle can't. Libraries can give workers a space that lets ideas grow – along with the time and tools to relax their minds and allow them to reach their potential.

One of the main reasons staff come into our library is to find an alternate workspace. But this is the one option we cannot easily offer because of restrictions on where they can access a computer and log in. The idea that we can provide an alternative space for staff to work in, away from their cubicle and colleagues, has preoccupied library staff and management for years. What is our role as a library? Are we here to just to provide text, or are we here to cater to other needs of our staff? By providing them with a change of environment, we can help them to work more effectively. Having room to spread out and access to scanners and printers can allow them to give their work the attention that it needs to be done to a higher level.

This is not a new idea. Google's offices are known for providing staff with work areas that inspire thought and creativity. Who doesn't feel re-energised when they move to a different environment? Not because the work they do there is necessarily different, but because a new vibe and energy in the new environment can help them to rethink the way that everyday tasks are performed. 

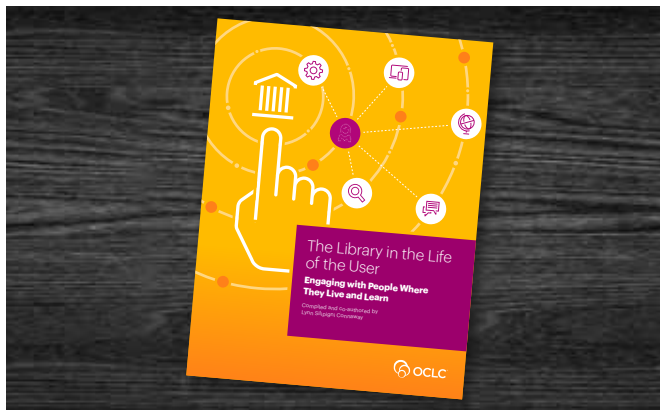
#### JACINTA ANDERSON

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## DELIVERING SUCCESSFUL INNOVATION DEPENDS ON CUSTOMER INSIGHTS

**T**he Australian Government is focusing on the development of an innovation culture to achieve economic transformation and future growth. ALIA is likewise emphasising the importance of innovation and associating it with leadership. Everyone can innovate, but not everyone does. How and where do you discover good ideas for creating improved processes and fashioning new products? JANINE SCHMIDT reports.

Some say the best ideas come from customers. The research arm of the Online Computer Library Center (OCLC) has, over many years, examined customer behaviour and identified trends on which to base new products and services. A recent compilation by Lynn Silipigni Connaway, 'The Library in the Life of the User: Engaging with People Where They Live and Learn (bit.ly/1M53Dwp)', summarises a decade of research that explored library-user behaviour undertaken by OCLC in partnership with others. Beginning with Indian librarian SR Ranganathan's 1931 directive '... to follow the reader from the moment he enters a library to the moment he leaves it ...', the work provides an extremely useful overview of methods and data collection approaches to understanding user behaviour as well as a summary of findings.



The behaviour of 'screenagers', millennials, baby boomers and school and university students is explored. The various studies Lynn cites all make similar findings: libraries are seen to be print- and book-based rather than places that provide online resources and reference services, even though access to wi-fi and the internet are available. Customers are not aware of the full range of services provided by libraries, so it is vital that libraries engage with their customers both to understand their needs and to provide appropriate services. Convenience is the major driver of information use.

Libraries are no longer simply focused on access to information and content. Innovative libraries need to place users at the centre of service delivery and embrace new technologies. Some libraries are personalising



Janine Schmidt offers useful tips on how to innovate.

their services and using social media such as Facebook, Twitter, Instagram, Pinterest and LibraryThing, but there is a long way to go in connecting and engaging with customers. Some examples of innovation include: doorstep libraries; delivery of items on demand directly to users either digitally or in person; links to career preparation; makerspaces; printing of books in libraries; pop-up libraries in airports, convention centres and shopping centres; libraries staffed with volunteers; support programs for entrepreneurs; links to legal advice; use of QR codes; embedded librarians; office spaces for independent workers; Wikimedians; streaming video; ebook recommendations; birthday messages; and digital exhibitions. The possibilities are endless.

Innovation begins with asking questions. Long-time blogger Stephen Abram poses some of the questions on his website (stephenslighthouse.com): What pain or gain is your service offering? Have you made the business case for your service? What resources and expertise are needed? Innovation comes to the fore when some of these answers are found and the activities of others explored. For example, follow those who use new techniques, such as the sales tool Sales Funnel. Innovation is realised when each library experiments for itself and takes action.

As Stephen Abrams says, '... come up with a service that really hits the spot with your users, one that they love and use ...' Creative, fearless, imaginative, passionate, visionary and reflective leaders are required to deliver the future destiny of libraries. 🌟

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# LIBRARIAN IN TRAINING

**L**ibrary assistant CATHERINE TRACEY recounts how short stints of volunteering can boost your LIS career when you're starting out.

For my 50th birthday present to myself I applied for a Bachelor of Information Studies course via distance education at Charles Sturt University. As I clicked the send button to accept the offer of study, little did I know – some 35 years after graduating from high school – that I was in for the ride of a lifetime. I have been working as a school library assistant for over 10 years and all that time I was quietly yet constantly prodded by my two teacher librarians to take the plunge and study for the qualifications I craved.

‘I went to this conference as a volunteer to meet and greet but I came away with future contacts and hands-on experience through the workshops.’

Now into my second year and surprising myself by successfully passing subjects – with the odd credit or distinction thrown in for good measure – I decided to venture out of my comfort zone and become a volunteer. First cab off the rank was the 8th International Evidence Based Library and Information Practice Conference (EBLIP8), to be held in Queensland in July 2015. I was to be a tour guide – to meet and greet and assist where needed. I was as eager as a school student on their first day at school and keen to chat to delegates and learn. What I wasn't aware of was just how much information and knowledge would be shared at such conferences and that I would be able to sit in on lectures, keynote addresses, chats, workshops and general mentoring. Knowledge was traded between the experienced, the novice and the well-travelled librarians.

I witnessed empathy between author and publisher in conversations that revealed the promise of more support and understanding for each other in the submission process. I heard the passion of keynote speakers for literacy and the importance of research. I listened to the chatter over coffee at morning tea and lunch about how important these conferences are and how the sharing of ideas promotes confidence and eagerness to get back to one's own library to start putting new ideas into practice. Twitter further enabled the



*Catherine Tracey gained valuable experience and knowledge by volunteering at a conference.*

sharing of ideas and #EBLIP8 ran hot. This excitement about collaboration became infectious, even for the volunteers. We were all so eager to listen and learn. We took notes, photographs and, like sponges, soaked up as much information as possible.

Even though I had worked in libraries for 10 years, I came to the conference as a novice university student, wondering what the world of libraries, literacy and learning could offer me. I paid attention and revelled in the knowledge that I had chosen the right path. While the future of libraries can sometimes seem bleak, I believe that the enthusiasm of the people at this conference will only support and communicate the importance of libraries to anyone who is willing to listen. Libraries are not just important to community, school or collegial environments – they're a necessity.

I went to this conference as a volunteer to meet and greet but I came away with future contacts and hands-on experience through the workshops. I discovered a joy in research and a knowledge bank that increased through exciting collaboration. I am keen to continue volunteering, but more importantly, I am eager to become the librarian in me and fulfil my desire to make literacy available, accessible and enjoyable for all. 🌟

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## A ROYAL VISIT

A recent visit by the Duchess of Cornwall to the State Library of Western Australia highlighted her support of the importance of literacy.


The State Library of Western Australia had a very special visitor late last year – Her Royal Highness the Duchess of Cornwall. During her 45-minute visit to the library, the Duchess joined in a Learning English Through Storytelling (LETS) group activity, heard from a group of West Australians about how the Storylines program assists with exploring family history (Storylines is an online archive for the library's digitised heritage collections relating to Aboriginal history in Western Australia) and viewed the Lynley Dodd Story exhibition, which showcases the ever-popular books and illustrations of the bestselling author of the 'Hairy Maclary' books.

The Duchess is an avid reader herself. Her father frequently read to her when she was young, and she regularly read books aloud to her own children. As visitors



The Duchess of Cornwall with Margaret Allen, CEO and State Librarian at the State Library of Western Australia.

to the exhibition will see, the Duchess read the Lynley Dodd books to her grandchildren as they were growing up.

The library told the Duchess about their programs that encourage parents to read to their children, such as Better Beginnings. This program 'supports parents in reading to their children so that they build the early literacy skills they need to become better readers and to succeed at school'. 

## AND THE WINNERS ARE

The 2015 ALIA Excellence Awards were held on 18 November 2015 at the State Library of New South Wales. ANGUS DALTON sums up a night of celebrations.

Holger Aman, the first prize-winner honoured on the night, was presented with the Metcalfe Award, which recognises outstanding contribution by an ALIA Member in their first five years of practice. ALIA Vice-President Patricia Genat introduced Holger as 'an active member of ALIA from the start of his career'. Holger was working as a bartender and postman before his master's degree, and was spurred to study librarianship after reading Audrey Niffenegger's 2003 novel *The Time Traveler's Wife*, which features a librarian who involuntarily travels through time. Holger currently works as the reference librarian in the Law Courts Library, a position that he described as initially 'terrifying'.

'It's both incredibly humbling and incredibly inspiring,' he said of winning the Metcalfe Award. 'It's meant a lot to me in terms of professional recognition.'


The HCL Anderson Award is given in recognition of an Associate Member of ALIA who has provided outstanding service to the library and information sector in Australia. It was presented to NSW State Librarian and Chief Executive Dr Alex Byrne, who for the night was an honoured guest in his own library.

Jackie French, author of more than 140 books, was presented with the Redmond Barry Award, ALIA's



ALIA Excellence Awards winners (from left to right) Holger Aman, Jackie French and Dr Alex Byrne

highest honour for an individual outside the library profession who acts as an outstanding advocate for library and information services.

'This award either means everything or nothing to people, but to me it means everything. It is most important because of you, the custodians of the written heritage of humanity. In today's increasingly shredded world, where none of us are really quite sure who the enemy is or who the friends are, where it is too easy not to see the faces of who we might classify as enemies, the greatest weapon against that is giving books to children. When we give our children books, we are teaching them to look at the faces of their fellows in the world. This matters more than anything else. We will fight with books of complexity, which make our children think. We will fight with books of imagination, that will make them create a future. We will fight with books that show them compassion. And we will never surrender. Because these, the libraries, are the heart of the future of humanity.' 

# QULOC WEBINAR SERIES

makes a **BIG  
DIFFERENCE**

**L**iaison librarians need to develop their research support skills, and a series of webinars in Queensland, run by Queensland University Libraries Office of Cooperation (QULOC) has made it easier than ever to do that.

The need for liaison librarians (also known as subject or discipline librarians) to develop research support skills has been identified in many publications. Two prominent examples are the Research Libraries UK (RLUK) 2012 report by Mary Auckland, 'Re-skilling for Research', and the Association of Research Libraries (ARL) 2013 report by Janice Jaguszewski and Karen Williams, 'New Roles for New Times: Transforming liaison roles in research libraries'. Liaison librarians are using these skills to support researchers as well as extending the depth of support they can provide to undergraduates.

To assist with preparing liaison librarians for these new roles, the QULOC Research Support (RS) and Learning and Information Services (LIS) working parties organised a series of 12 webinars. The topics of these webinars were developed around:

1. the kinds of issues that research support librarians are currently dealing with
2. input from librarians who are interested in taking on library research support roles
3. feedback from the QULOC LIS event in 2013, 'The changing role of library liaison'.

A range of factors contributed to the success of the webinars, which were packaged as a series, giving listeners an overview of important and current topics in library research support. Each webinar was presented by a practitioner with substantial experience on the topic, enabling them to back up their discussion with

real-life examples. The presentations assumed no prior knowledge, opening up the event to library staff with little previous exposure to research support. The usefulness of the webinars was also enhanced by library staff who have experience in research support, as their participation in the Q&A session that followed each webinar enriched the experience for all. The online and one-hour format meant that participants were able to join the webinar from their choice of location and then later view it from QULOC's YouTube channel if they wished to reinforce their learning. For those who could not participate live, the recorded sessions can be easily accessed and viewed. The link to the YouTube channel appears at the end of this article in the red box.

Feedback on the webinars has been extremely positive. Many respondents highlighted the relevance of the topics to their learning needs:


'Some of the best and most practical professional development that I have come across in recent years.'

'I have recently moved from a public library to an academic library. These seminars are invaluable for professional development, particularly for remote area librarians like me.'

'I have added information and new links into my library guides. The webinars were all topical and relevant to our work and I will be actively including some of the actions (one-minute surveys, for instance) and info into the HDR program.'

'Thank you so much for the webinar series. I think people would have learned a lot from them. I know, through discussion, that we did here at my campus.'

'I've encouraged our faculty librarians to attend and will also now suggest they watch the recordings. The sessions were really useful for newer librarians to get up to speed with these topics.'

'It's a fantastic initiative and it's great that I can access the ones I missed once semester is over. Thanks to everyone who organised this!' 

Check out the webinars on QULOC's YouTube channel at [bit.ly/1Ha3NE0](https://bit.ly/1Ha3NE0).

JACKIE WOLSTENHOLME, AALIA

Research Services Librarian, James Cook University, Qld

SUE HICKSON

Library Services Manager, Griffith University, Qld

JUSTINE CAWLEY

Executive Officer, QULOC

LYNETTE WO

Information Literacy Librarian, Griffith University, Qld

JENNY CAMPAGNOLO

Librarian (Health), Griffith University, Qld

SANDY RAE

Librarian (Business), Griffith University, Qld



# THE ACCIDENTAL LIBRARIAN



**T**OBIE GARRICK, Liaison Librarian at UNSW Canberra at the Australian Defence Force Academy, talks about how she became a librarian and why she loves her work.

## WHAT HAVE YOU LEARNED FROM YOUR PAST AND CURRENT ROLES?

I've had some spectacular opportunities to do some pretty exciting things. While working as a library assistant at the Idaho State Historical Society Public Archives and Research Library in the US, I ended up co-writing a significant grant application to fund a digitisation project. Despite being well beyond my remit, this came about because I was there, I was capable and I was keen to get involved in the digital space. When the grant was funded, I became the project lead. Although I learned a lot by making some bad decisions (as well as some good ones) and not being entirely equipped at that point in my career to take this on, I did a pretty good job. I've learned that if you are in the right place at the right time and an opportunity arises that you want to take, you should seize it.

## WHO HAS INFLUENCED YOU MOST IN YOUR CAREER?

Dave, a uni friend of mine, gets the initial credit. While studying for my undergraduate degree he mentioned that he wanted to do a Master of Library and Information Science. At the time I was perplexed, but a few years

*Tobie Garrick likes empowering library users*

later I decided that it sounded like such a good idea that I'd do it myself. So wherever you are, Dave, thanks. After Dave, some incredible women in the profession who were mentors and examples to me and who were eternally supportive.

## WHAT SATISFIES YOU MOST ABOUT YOUR JOB?

I had a great moment earlier this year when I worked with an undergraduate student who had done poorly on an assignment for one of his classes and decided he wanted to do better. He came to the reference desk asking how he should go about finding information for his next assignment. He had also been to the Academic Language and Learning Unit on campus – he was genuinely trying to take control of his own learning. I worked with him for quite some time, and he really took on board the things I had to share. He came back at the end of the semester to tell me that he got a distinction and was going into his final exam with a pass in the class. But the day I worked with him, I said to one of my colleagues: 'If I could do that, all day long, every day, I would love it'. Helping to empower someone to effectively seek, find and use information is core to why I became a librarian. It's such a big pay-off to me.

## WHAT ADVICE WOULD YOU GIVE TO SOMEONE WHO IS JUST STARTING OUT AS A LIS PROFESSIONAL AND WHO WANTS TO WORK IN THE SAME FIELD AS YOU?

I still have a lot to learn. But a few things that have made a difference for me include working in a variety of jobs

to better understand how libraries work (even if you want to become an academic liaison librarian, knowing how to catalogue and circulate a book and having done those things is really useful). I'd also suggest participating on committees that help you to better understand the sector and – even more importantly – the organisations in which your library operates. And have confidence in your ability to do whatever job you are in, acquire the skills to justify that confidence and develop the self-awareness to acknowledge when you need to improve your skills.

### WHAT IS THE MOST COMMON QUESTION YOU GET ASKED ABOUT YOUR ROLE WHEN YOU TELL PEOPLE WHAT YOUR JOB IS?

'So you work for Defence?' (The answer to that: Not directly. My employer is UNSW Canberra).

'Helping to empower someone to effectively seek, find and use information is core to why I became a librarian. It's such a big pay-off to me.'

### IF YOU WERE STUCK ON A DESERT ISLAND, WHICH THREE BOOKS WOULD YOU MOST LIKE TO HAVE WITH YOU?

Having formerly been a youth services librarian and now enjoying reading with my daughter at least as much – but probably more – than she does, I'd have to go with a

really complex *I Spy* book and something by Mo Willems (probably featuring Piggie and Gerald, because they are so funny). And for my inner teen, either a Sarah Dessen novel or the John Green and David Levithan novel *Will Grayson, Will Grayson*.

Those are my answers in the spirit of the question. But honestly and more practically, I'd probably rather have some kind of island survival manual, a blank but very thick notebook (assuming there are pens or pencils on this island with me), and a photo album with pics of my family and friends.

### WHAT DOES IT MEAN FOR YOU TO BE A MEMBER OF ALIA?

I've only recently become a Member of ALIA, so I am still figuring out what it means to me to be a Member. I certainly feel that the Association is an advocate for me, my profession and libraries in general, and in turn, I believe that we as individuals should be our own advocates for these things. The professional development and networking opportunities through ALIA are beneficial. The reason you have a professional association is to help steer the direction of the profession into the future, and being a member of that association is one of the many ways to help you do that. 🌟

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#### TOBIE GARRICK

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# JOIN THE ASSOCIATION

**J**oining your local ALIA group not only shows commitment and interest but is also great for networking, building rapport and creating opportunities. EMILY WILSON and LAUREN STRATTON tell us about a good-news story from Adelaide.

In April 2015, an email with the subject 'Kickstart our ALIA SA Group' was sent to our usual library mailing lists. From there, a rookie group began. It has since been meeting monthly and is organising a range of events for 2016.

*'All who attended this event left with more knowledge and confidence to build their library career ...'*

The most successful event of 2015 was held on 4 November in the Barr Smith Library at the University of Adelaide. 'Ask an Expert: Skills and Careers in Libraries and Archives' was promoted as 'skills, tips and advice on how to land your dream job'. The panel Q&A and networking session was for everyone wanting to succeed in the information management sector. TAFE students were given the opportunity to submit questions beforehand, which gave the panel time to prepare talking points.

Sue Dowling, a member of the group was MC. The others on the panel were:

- Kylie Percival, Archivist and Librarian at the University of Adelaide and President of the Australian Society of Archivists
- Jenni Jeremy, Librarian and Knowledge Officer at Lipman Karas, a global law firm based in Adelaide
- Megan Skapin, Information and Records Management Team Leader at Santos
- Anastasia Kuusk, lecturer in Project Management at Torrens University in Adelaide.


The panel discussed their information management careers and how librarianship evolved from last century's

methods to present-day approaches. A very manual job has become one that can be done with our fingertips on a keyboard. It is therefore vital that we learn the language of IT, challenge ourselves, develop our skills for the 21st century and have a passion for information.

Employment in the library and information management field will not always have the job title of 'Librarian'. It is therefore necessary to keep an open mind, stay relevant, reinterpret skills and knowledge, and increase the breadth of knowledge through lifelong learning. We also need to be open to feedback from other library professionals and know our strengths and weaknesses. Get out of your comfort zone and grab new opportunities!

A good resume is essential and the experts passed on some key tips: spell check (bad spelling and grammar immediately send a resume to the reject pile); keep it concise; make sure your relevant abilities are immediately obvious; learn the terminology of the sector, as the same skills are often called something different.

All who attended this event left with more knowledge and confidence to build their library career – not to mention having enjoyed gourmet cheeses, pastries and a drink. More events will be held by the ALIA SA Group in 2016 and we hope to see you there.

The ALIA SA Group welcomes new members from across the LIS sector. Meetings are held monthly in varying locations around the Adelaide CBD. For further information contact ALIA State Manager Lauren Gobbett, [lauren.gobbett@alia.org.au](mailto:lauren.gobbett@alia.org.au). 

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With thanks to LACHLAN YOUNG, University of South Australia Library, for the photos.



# SIZZLING SUMMER READS

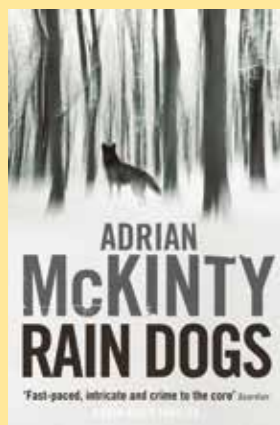
Looking to recommend some page-turning reads to your members to kick off 2016? Here's five fabulous crime reads of thrillers to get you started.



## **Coffin Road**

Peter May

A man is washed up on a deserted beach on the Hebridean Isle of Harris, barely alive and borderline hypothermic. He has no idea who he is or how he got there. The only clue to his identity is a map tracing a track called the Coffin Road. He does not know where it will lead him, but filled with dread, fear and uncertainty he knows he must follow it.

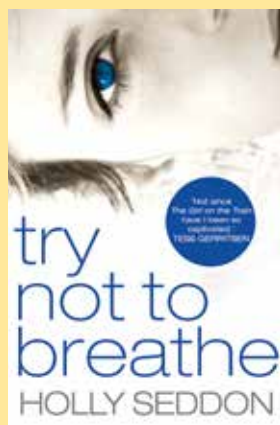


## **Rain Dogs**

Adrian McKinty

It's just the same things over and over again for Sean Duffy. Riot duty. Heartbreak. Cases he can solve but never get to court. But what detective gets two locked-room mysteries in one career? When journalist Lily Bigelow is found dead in the courtyard of Carrickfergus Castle, it looks like a suicide. But there are just a few things that bother Duffy enough

to keep the case file open. Which is how he finds out that she was working on a devastating investigation of corruption and abuse at the highest levels of power in the UK and beyond. And so Duffy has two impossible problems on his desk: who killed Lily Bigelow? And what were they trying to hide?

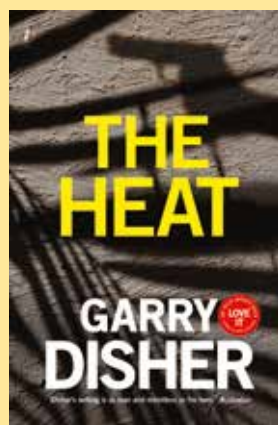


## **Try Not To Breathe**

Holly Seddon

Alex is sinking. Slowly but surely, she's cut herself off from everything but her one true love - drink. Until she's forced to write a piece about a coma ward, where she meets Amy, who is lost. When she was 15, Amy was attacked and left for dead in a park not far from her house. Her attacker was never found. Since then, she

has drifted in a lonely, timeless place. She's as good as dead, but not even her doctors are sure how much she understands ... Alex and Amy grew up in the same suburbs, played the same music, flirted with the same boys. And as Alex begins to investigate the attack, she opens the door to the same danger that has left Amy in a coma ...



## **The Heat**

Garry Disher

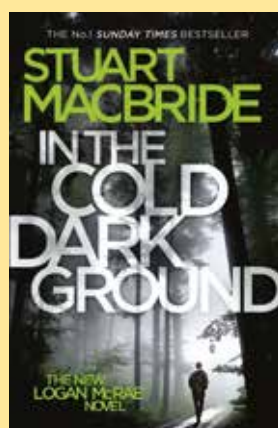
Wyatt needs a job.

A bank job would be nice, or a security van hold-up. As long as he doesn't have to work with cocky idiots and strung-out meth-heads like the Pepper brothers. That's the sort of miscalculation that buys you the wrong kind of time.

So he contacts a man who in the past put him on the right kind of heist. And finds himself in Noosa, stealing a painting for Hannah Sten.

He knows how it's done: case the premises, set up escape routes and fail-safes, get in and get out with the goods unrecognised. Make a good plan; back it up with another. And be very, very careful.


But who is his client? Who else wants that painting? Sometimes, being very careful is not enough.



## **In the Cold Dark Ground**

Stuart MacBride

Sergeant Logan McRae is in trouble. His missing-persons investigation has just turned up a body in the woods – naked, hands tied behind its back, and a bin bag duct-taped over its head. The Major Investigation Team charges up from Aberdeen, under the beady eye of Logan's ex-boss Detective Chief Inspector Steel.

And, as usual, she wants him to do her job for her. But it's not going to be easy: a new superintendent is on her way up from the Serious Organised Crime Task Force, hell-bent on making Logan's life miserable; Professional Standards are gunning for Steel; and Wee Hamish Mowat, head of Aberdeen's criminal underbelly, is dying – leaving rival gangs from all over the UK eyeing his territory. There's a war brewing and Logan's trapped right in the middle, whether he likes it or not. 

# A SCHOOL LIBRARY FOR KIDS WITH DISABILITIES

**L**ocated in the Sydney suburb of Wahroonga, St Edmund's College is a high school for students with cognitive impairment and, in many cases, other disabilities such as sensory impairment, Down syndrome and autism. The college has 130 students and the curriculum is all Life Skills from years 7 to 12. The school's aim is to prepare students for life beyond the school gates. CATHY D'APICE, teacher librarian at the school, tells us more.

The library at St Edmund's (also known as Eddie's) College is always a hive of activity, from before school starts until students go home. It has a small, diverse collection with both fiction and non-fiction sections, including monographs, graphic novels, picture books, DVDs, magazines and an online magazine. In 2015, an ebook collection was added. The library uses Oliver library management software for its OPAC.

Set up so that up to three classes can use the space comfortably at the same time, the library also has a class set of PCs and iPads. Many of the activities incorporate blended learning along with differentiation for specific student needs, including voice output software.

'Our collection includes braille, large print and audio books, either as part of class tasks or for leisure reading.'

In collaboration with the classroom teacher, students are taught how to locate, organise and present information for small projects and class tasks. The library program also encourages students to enjoy literature, which is essential for the development of literacy skills.

Students engage in leisure and social activities and, where necessary, are encouraged to use their communication devices – Proloquo2go, NOVA chat and Vantage Lite. It's a library that encourages chat over silence! There is also a space where they can enjoy downtime, before school or during their lunch hour.

The library can be seen as a hybrid of junior and senior school libraries. As the school doesn't offer the mainstream HSC, there is no need for a large reference section, online databases or more demanding non-fiction monographs.



Cathy d'Apice, Teacher Librarian at St Edmund's College, and students Sean and Joe

Our collection includes braille, large print and audio books, either as part of class tasks or for leisure reading. The school has a staff member who specialises in converting books to braille format. Students also have access to the State Braille and Large Print service, and some students qualify for DAISY readers and audio files from Vision Australia. The library also houses some realia for these students for things such as games and maps that are made for sensory use.

One of the greatest challenges the library faces is finding books that are attention-grabbing and interesting but are pitched at a lower literacy level. The books that are marketed as such mostly have less text, but less text per se – without paying attention to vocabulary – won't necessarily make a book more suitable for those with lower literacy levels. Reading programs are often very prescriptive and, for the most part, uninteresting to teenagers. Graphic novels are another genre that our students quite enjoy but there is often too much happening on the page for students to comprehend.

Every student has the right to have access to information and to expect that the school will provide them with the skills needed for lifelong learning. 'The soft bigotry of low expectations,' as lawyer and former Disability Discrimination Commissioner Graeme Innes has described it, is not acceptable at Eddie's. A suitable library for students with special needs is one way of ensuring success in their education. It is also hoped that they will be inspired to use libraries for their leisure and community access beyond their schooldays. 🌟

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ALIA Conferences are a vital part of a library and information professional's professional development. Here is some feedback our attendees chose to share...



"Getting away from the everyday and thinking outside the square. This is why attending conferences in real time is still relevant."



"The information gained at the symposium will help me with searching for a new position and maintaining future jobs. The symposium also gave me a lot of pointers and ideas to use in future employment positions."

"Learning of the amazing new developments in the industry, talking with other librarians and the issues facing everyone."

"Hearing accounts of projects, successes and future directions from librarians in my sector. Great tips, great opportunity for benchmarking and for feeling my institution, colleagues and I are also contributing in meaningful and creative ways."



"Meeting such amazing people, who so freely gave of their knowledge and experiences."



"It inspired me and made me sharpen my focus. I need to ensure I don't fade into the background; I need to make the library vital and relevant. I'm also going to look at changing my management skills — can I do better — do I need to adjust my thinking?"

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