

Eagles not Pelicans: Equipping Students with Skills through School Library Programs to Fly into Their Future Lives

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Abstract

Reading is a foundational skill for academic success. However, a wide range of other skills are also essential for equipping students for life in the 21st century. These skills are considered in relation to the school library and help inform teacher librarians of the qualities they are seeking to instil in their students. Two programs run through the school library at St Andrew's in collaboration with the English Faculty are explained: the Independent Research Project incorporating reading and guided inquiry, and Wide Reading Programs supported by well-designed activities to encourage reflection and development of information literacy skills; examples of the tasks and activities will be provided to attendees. Original research into students' reading is used to strengthen the program, and strategies to help reluctant students achieve and approaches incorporating Carol Dweck's Growth Mindset are employed to create a positive, supportive climate of high expectations in the classroom and to help the school library make a substantial difference within the school community.

Keywords: Reading, Inquiry, Growth Mindset, strategies

Paper

Reading is a foundational skill for academic success. However, a wide range of other skills are also essential for equipping students for life in the 21st century. The nature and work of the school library lends itself well to supporting the development of this multiplicity of complex skills. In this paper two collaborative programs are presented: firstly, the Independent Research Project (IRP) incorporating reading and guided inquiry, and secondly, Wide Reading Programs (WRP) supported by well-designed activities to encourage reflection and development of information literacy skills. St Andrew's Cathedral School (SACS) library staff carry out research into students' reading to help diagnose reading issues and also to help inform and improve the reading programs. Strategies are employed to help all students, including reluctant and struggling learners, achieve. A Growth Mindset approach is being developed to create a positive climate of high but realistic expectations in the classroom. Teacher librarians believe that reading will enrich and enlarge the life experiences of their students, expand their horizons and set them up for success in many other aspects of their lives; Sanderson (1995, 156) expresses it in these terms:

'Reading books is of paramount importance for [students], not simply in terms of school achievement, but because books and reading enhance their lives. Reading literature affects the way we think, what we understand about the world, and the way we 'nurture our soul'. Books can inspire us and expand our

horizons. [Students] need books for inspiration for images to think with. With books, [students] can explore the diversity, complexity and strangeness of human experience.'

Krashen succinctly expresses the fundamental importance of reading for academic success and how research validates this connection: 'Reading is good for you. The research supports a stronger conclusion, however: Reading is the only way... we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers' (1993, p. 23). Krashen (2012) has also analysed research into education to show how libraries have a spectacular role in mitigating some of the effects of poverty on literacy.

Reading is an essential lifelong skill which:

- can bring joy and entertainment, even healing.
- fosters personal growth and insight, opening options for choice and change.
- extends our experience of life, others and the world. It helps us develop empathy for others by allowing us to walk in their shoes through a story.
- helps develop our own imaginations.
- hones our skills in reading and language, helping us become proficient users.

Proficient readers do much better in school and in life.

'It is with words, by words, through words that we make sense of ourselves...

What we can do with ourselves is limited by what we can do with language...

Language is a condition of being human; literature is a birthright' (Chambers, 1985, p. 5,10).

In considering the skills students of the 21st century will require, as well as the ability to read competently, it is abundantly clear that they need well-honed and competent skills for negotiating the vast seas of information with which they will be flooded. Strong literacy and communication skills and competent interpersonal skills are also necessary as are technology skills. It is noteworthy that reading and literacy often seem to be assumed competencies in the lists of key skills needed in the 21st century (Table 1) unless they are regarded as a subset of communication skills.

UNICEF life skills (2003), national educational skills frameworks such as ACARA (Australian Curriculum, Assessment and Reporting Authority, 2011), ISTE skills (International Society for Technology in Education, 2012), 21st century skills framework (P21, Partnership for 21st Century Skills, 2011), Future Work 2020 (IFTF, Institute for the Future, 2011), and the International Baccalaureate Learner Profile (IBO, 2009), help inform classroom teachers and teacher librarians of the qualities they are seeking to instil and encourage in their students. With the possible exception of numeracy, these skills are an integral part of the educational programs of most school libraries. The need for students to have highly competent sense-making skills, to have the skills to negotiate and explore complex information terrains, to think critically and creatively, to develop strong collaborative and communication skills, to be informed digital citizens with sound ICT capabilities, is the understanding with which teacher librarians have worked for decades and these concepts have moved increasingly into the mainstream.

Table 1: Comparison of 21st century skills

UNICEF 2003	ACARA	ISTE	P21 SKILLS	Future Work Skills 2020	IB Learner Profile
Personal: Developing personal agency; managing oneself	Personal & social capability	Communication & collaboration	Communication & collaboration	Social intelligence	Open-minded Caring Balanced Reflective
Interpersonal: communicating & interacting effectively with others				Virtual collaboration	
	Ethical behaviour	Digital citizenship	Leadership & responsibility		Principled
			Productivity & accountability		
			Initiative & self-direction		Risk-takers
Adaptive & positive behaviour			Flexibility & adaptability		
	Intercultural understanding		Social & cross-cultural skills	Cross cultural competency	
Cognitive					
	Literacy			Sense making	
	Numeracy			Computational thinking	
Analysing & using information		Research & information fluency	Information literacy	New media literacy	Inquirers
			Media literacy		
			Problem identification, formulation & solution	Cognitive load management	
	Critical & creative thinking	Critical thinking, problem-solving & decision-making	Critical thinking & problem-solving	Trans-disciplinarity	Knowledgeable Thinkers
		Creativity & innovation	Creativity & intellectual curiosity	Design mindset Novel & adaptive thinking	
	ICT capability	Technology operations & concepts	ICT literacy		
<i>UNICEF, 2003</i>	<i>ACARA, 2011</i>	<i>ISTE, 2012</i>	<i>P21, 2011</i>	<i>IFTF, 2011</i>	<i>IBO, 2009</i>

Keeping in mind the ideas regarding Growth Mindset, based on recent brain research and the work of Carol Dweck, and the reading research accumulated and distilled by Stephen Krashen, helps the teacher librarian to develop a positive supportive climate of improvement in the classroom, an environment of high expectations, resilience and optimism. The school library can make a substantial difference within the school community by providing information literacy units across the curriculum and strong reading programs in collaboration with the English Faculty, supported by well-designed activities to encourage reflection and development of information literacy skills; these programs contribute to building the skills required for the 21st century in students. The research process requires students to apply and develop a wide range of these skills. This paper has a practical orientation and describes the evolution of two programs at St Andrew's Cathedral School and demonstrates how original research into students' reading informs the program and evaluation of programs improves the teaching and learning. Examples of the tasks and activities are provided and can be used as models for others to adapt. The paper suggests a range of intervention strategies which can be employed by the teacher librarian to help students achieve.

St Andrew's Cathedral School has a long tradition of collaboration with the school library. Good communication and collaborative action are vital dynamics in producing well-rounded students. For many years the school library has proactively sought and nurtured opportunities for collaboration with faculties. The programs change but the collaboration morphs into new forms. For example, a pilot program in Year 7, encompassing some of the ideals of project-based learning, eventually developed into an integral part of the Year 7 English teaching program through which many reading and research skills are explored and taught. The Wide Reading Program in Years 8 and 9 arose from Literature Circles (also run through the library for many years) and teachers started to feel the need for change. A four-week unit on Shakespeare and his World was birthed from a library research task which examined *The Mythology behind the Lord of the Rings* which in turn arose from a unit on Maori culture loosely based around the book *Whalerider*.

Year 7 Independent Research Project

SACS Library runs a full year program for students new to high school, in collaboration with the English Faculty. The Independent Research Project (IRP) is the library's largest focus of work with Year 7 students. This program begins with acquainting students with the concept of genre, particularly historical fiction, through a PowerPoint presentation and immersion in historical picture books also involving group discussions. Students are organised into small Literature Circles groups and discuss and analyse multiple copies of mostly Australian picture books: *Queen Victoria's Underpants* by Jackie French, *Rebel* by Allan Baillie, *The Dog on the Tuckerbox* by Corinne Fenton, *Rose Blanche* by Roberto Innocenti, *Stolen Girl* by Trina Saffioti, and *In Flanders Fields* by Norman Jorgensen. Students identify the time, place, and main characters and create a bibliography of the book. A wide range of historical picture books are made available for the next lesson for sustained silent reading. Borrowing of historical novels also occurs and students are expected to read at least 15 minutes per night to help them develop a habit of sustained silent reading. This year our school has changed to using iPads and so all the activities and scaffolds have been recreated for an online environment.

In the first term of the IRP the focus is on the reading and online discussion on the school's learning management system, Schoology; these online comments partly act as peer recommendations, which are very powerful in reading. In the second term the research phase commences; this includes explicit teaching using the Guided Inquiry process. The first lesson introduces Bloom's Taxonomy and levels of thinking and questioning using Anthony Browne's *Piggybook* as the platform for discussion; this also provides a strong introduction to visual literacy, decoding meaning from the images and looking at their relationship to the text. This is followed by discussion about formulating one's own question and asking students to develop a focus area for the next session; this will be refined later into a "strong",

higher order question. Students are given a research scaffold to record their developing questions and body of information. They explore their individually selected topics on Britannica Online to get an overview or they may use a print encyclopedia. In the next lesson students learn how to search the web effectively using Advanced Searching and evaluate a relevant website. In a subsequent lesson students use the Inspiration app to construct a mindmap on their topic to which they can add more points and information as their research expands. If time permits students may also be introduced to the online database ProQuest ELibrary. The IRP task is only distributed at the start of Term 3 so that students have time to explore and research their topic before choosing a method for presentation. There is a wide range of possibilities for presenting their research, including Web 2.0 technologies such as blogs, wikis, multimedia (Prezi, VoiceThread, and iMovie) or print forms such as a graphic story, play or film script, a short story or poem sequence, creating a picture book, or developing a board game. Explicit teaching on how to construct a bibliography also occurs to help students become more aware of the need for academic honesty and how to cite the work of others correctly. The whole program involves communication skills in speaking, listening and communicating information. Assessment occurs in two ways: an annotated bibliography of sources used for their task, marked by the teacher librarians, and a viva voce, in which the English teacher discusses with the student their research and process. We endeavour to hold a public presentation to parents and other members of the school community of some of the work generated through the IRP. We expect that students' skills in locating, using and transforming information as well as citing sources are enhanced through the program. An evaluation of student learning is carried out and the program is refined and adjusted for the next year.

In 2011 (pilot program with two classes – see Table 2) and in 2012 (all classes – see Table 3), student feedback demonstrated an increase in knowledge in all aspects covered by the IRP.

Table 2: IRP evaluation results 2011

During this year I have improved in my understanding/ use/ practice of...	YES	NO
Reading	92%	8%
Historical fiction	95%	5%
Different types of questions	90%	10%
Mind maps	80%	20%
How to research	95%	5%
Making notes	86%	14%
Encyclopedias	60%	40%
How to create a bibliography	75%	25%
How to search better on the internet	75%	25%
How to evaluate websites	67%	33%
How to use presentation tools	85%	15%
How to use Web 2.0 tools – glogs, blogs, wikis	90%	10%

Sample response comments

Reading and Historical Fiction

Historical Fiction has informed me about historical periods and it has caused me to research more.

My reading skills have really improved.

I can read a lot more now.

Through reading Historical Fiction I learned a lot more about my interests.

I've read some more advanced books.

I read a book I wouldn't normally read.

I am reading different books than I used to.

I learned a lot of new words [through reading].

Questions and Blooms Taxonomy

I found [learning about different types of questions] very handy.

Mindmaps

I learned how to make a proper mindmap.

Mindmaps are really convenient.

Effective internet searching and website evaluation

The handouts were very informative and the lesson on internet searching helped me complete my project.

I learned how to use the Advanced Search.

I learned how to PROPERLY look at websites.

I learned how to assess websites.

[In evaluating websites] I know how to recognise the main information.

[The importance of] using keywords.

Note-making

I learned how to make notes.

Compiling a bibliography

I learned how to write a bibliography properly

I nearly know [the bibliography proforma] off by heart.

I have used my diary a great deal for knowing how to write bibliographies.

Using Web 2.0 and presentation tools

[I learned] to know what to trust and what not and how to use [Web 2.0 tools].

It was great learning about all the programs like Prezi.

I did a great Prezi and I did a great deal of exploring and found many handy and interesting tools.

Table 3: IRP evaluation results 2012

In 2012, where all seven Year 7 English classes completed the IRP, the responses were:

During this year I have improved in my understanding/ use/ practice of...	YES	NO
Reading	72%	28%
Historical fiction	89%	11%
Different types of questions	62%	38%
Mind maps	62%	38%
How to research	77%	23%
Making notes	72%	28%
Encyclopedias	59%	41%
How to create a bibliography	83%	17%
How to search better on the internet	64%	36%
How to evaluate websites	70%	30%
How to use presentation tools	36%	64%
How to use Web 2.0 tools	36%	64%

Worksheets and proformas relating to the IRP are available on the SACS Library website

<http://library.sacs.nsw.edu.au/sacslibraryunits/>

Years 8 and 9 Wide Reading Programs

A Wide Reading Program in the library continues in all classes in Years 8 and 9 once a fortnight to encourage the habit of daily reading for enjoyment, using attractive contemporary well-written books with a strong story, carefully selected by the teacher librarian and known to interest students. These lessons are regular English classes held in the library with the same team of teacher librarian and classroom teacher for the year with a collaborative

commitment by both to improving student reading. These programs rely on the library staff sourcing and selecting engaging titles for students and creating book lists, and are supported by a process for tracking students' reading. At the start of each year every student fills in a questionnaire about their reading and the library staff discusses the students' reading with them, makes recommendations, and students set a reading goal for themselves. The knowledge gained is recorded and students' reading tracked during their Middle School years. The program has now become a Head of School's Reading Challenge. In the past few months the Wide Reading Program has also been adapted for delivery using iPads in the classroom and to incorporate ebooks. Engaging activities, designed to help students share and reflect on their reading and to refine information literacy skills, have been modified for an online environment. These activities include writing a book review on the Destiny library system, commenting on the books they are reading in their online classroom on Schoology and a range of other activities, like:

- creating a multimedia presentation on an aspect of their book or on the author;
- "Sell your book!" which involves creating a poster to encourage others to read the book;
- an oral presentation in which the student can dress up or represent a character;
- a brief research task using a website, encyclopedia or database article;
- creating a Showbag with some elements linked to the book;
- creating a sociogram using Inspiration to show the main relationships within the book;
- creating an image booklet using the Book Creator app.

These tasks and the Wide Reading overview are available on the SACS Library website <http://library.sacs.nsw.edu.au/sacslibraryunits/>

Research into Student Reading

In the 2013 sample, there were 284 students, aged 13 to 16 years, of whom 63 were female, who answered a questionnaire about their reading. Some of the areas covered by this research were:

- Self-perception in terms of reading
- Influences on their reading
- The best books they had read
- Elements in the story which appeal most
- Favourite authors
- Aspects of reading which create difficulty / barriers
- Preference for fiction/non-fiction and formats that appeal most, including E-books.

If some of our students think of themselves as 'dumb', we need to work out the stumbling blocks in their understanding and any strategies they may need to develop (Dweck, 2006, 212). In the research carried out with our classes, some of the issues that block students' reading development are that it can be hard to:

- Visualise what they read
- Make sense of the words together
- Understand the vocabulary
- Read because they read too slowly
- Read because it's not active enough
- Follow the line changes correctly
- Read without getting headaches
- Focus on reading when they are easily distracted.

While these factors figured as potential difficulties for some students, being easily distracted was by far the most significant factor to get in the way of reading (see Figure 1). The other two factors which stood out were the fact that some students feel they read too slowly and

that reading is not active enough. For this reason it is particularly important to help students practise sustained silent reading at school so that they have a dedicated time to give to reading. Students improve in their ability to immerse themselves in reading when this time is provided consistently. There are also apps for the iPad which help train students to read at a faster pace if they are keen to try this and we can target students who have indicated that reading slowly is an issue for them.

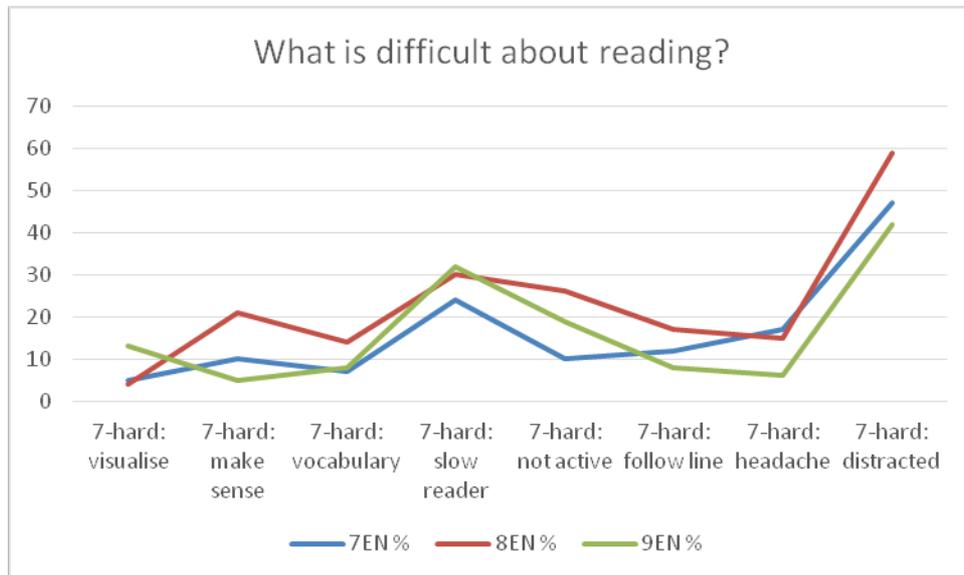


Figure 1: Student Difficulties in Reading at SACS

Providing a collection of high interest books and other materials (including ebooks if possible) is essential to encouraging reading; seeking absorbing reading material to develop the collection for students becomes a quest. Multiple copies of popular titles are a good investment and provide opportunity for students to read the same book at the same time and discuss them with each other. Our reading research also informs us about types of material in which students are most interested (see Figure 2) as well as what elements they enjoy most in these books (see Figure 3).

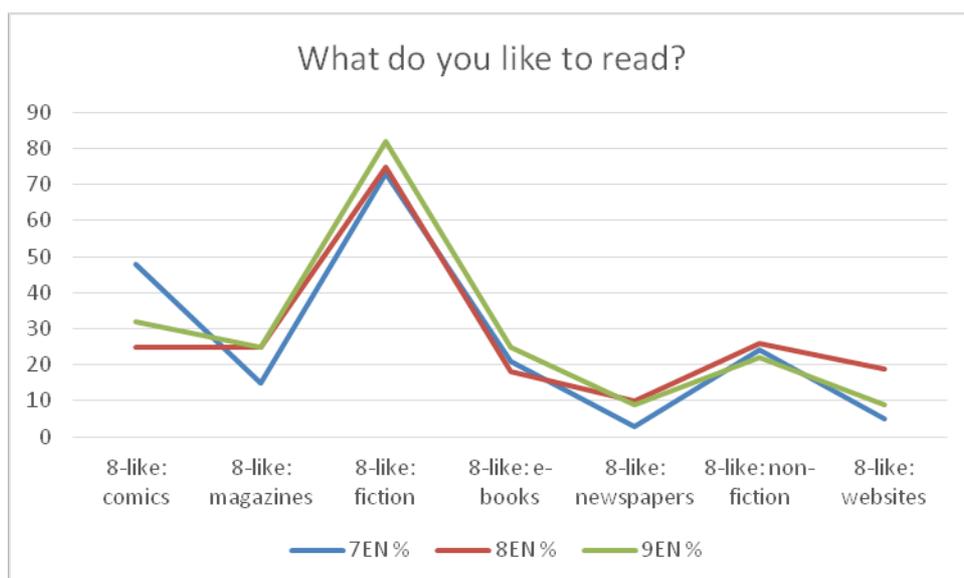


Figure 2: What Do You Like to Read?

In all three year groups the preference for fiction was strong by a high percentage. However, many less keen readers indicated other favoured forms of reading. The interest in e-books is on the rise from previous years; this is not surprising considering these students all have an iPad.

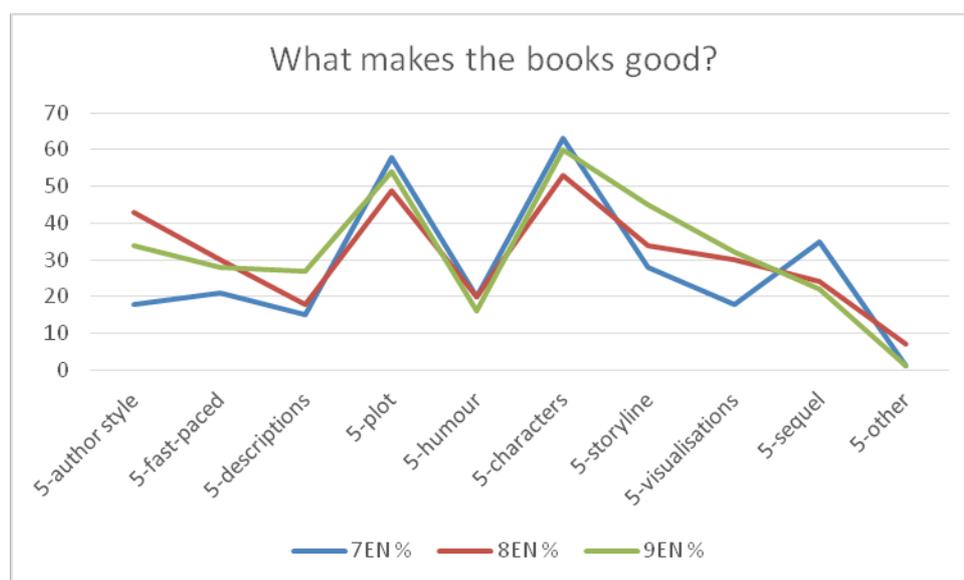


Figure 3: What Makes the Books Good?

Students were asked to circle the three main aspects which made the books they liked the best. Choosing from the author's writing style, fast-paced action, great descriptions, an interesting plot, humour, great characters, an imaginative storyline, ease of visualization, sequels to continue on with, the highest votes in all classes were for an interesting plot and great characters. Students are also very welcome to make suggestions for titles to add to the collection.

Strategies for Supporting Struggling Learners and Reluctant Readers

It is vital to have high expectations of our students even if they struggle but it is also important to show them how they can reach these standards. There are examples of the extraordinary possibilities if teachers do this, such as the work of Maria Montessori with supposedly slow learners and the recent work of Marva Collins, a Chicago teacher of students 'discarded' by the system (Dweck, 2006, 194-6). Benjamin Bloom, after studying 120 outstanding achievers, drew these conclusions: 'After forty years of intensive research on school learning in the United States as well as abroad, my major conclusion is: What any person in the world can learn, *almost* all persons can learn, *if* provided with the appropriate prior and current conditions of learning.' (Quoted in Dweck, 2006, p. 65-6). He also found that most of the teachers of these achievers were 'incredibly warm and accepting' (Dweck, 2006, p. 197). The conclusion seems to be that if we are warm and accepting of our students with high expectations of them and providing appropriate and timely learning interventions for them, we can help them succeed more effectively.

Graphic novels, quick reads (under 150 pages), scaffolding of notes, peer book reviews, opportunities to discuss and share our thinking, activities to reflect on the text, can all be helpful strategies for all students but especially those who struggle with reading. Making and keeping the reading experience positive is one of the most important aspects. A very useful article by Pam Allyn offered a list of ten strategies to 'help the struggling reader become, fierce, unafraid and strong' (Allyn, 2012). The main points were to:

- Never judge or label the reader – it is damaging to call children ‘non-readers’; see them as not yet having found a book they like
- Provide a range of materials, including non-fiction, ebooks, graphic novels and magazines
- Ensure there is time for formal and informal dialogue
- Provide students with a reading toolkit: word lists, reading apps, alphabet charts
- Allow students to read at their own comfort level, even if these are easier books than a teacher might approve of
- ‘Dive deep’ – provide opportunities for students to ‘discuss books deeply with dignity’
- Recognise the value of browsing and re-reading
- ‘Build stamina’ – read within their ‘passion zone’; try ‘quick reads’; practise reading fast
- ‘Teach students to curate their own reading lives’ – allow choice; keep a record of their reading
- A critical point: ‘joy matters’; help students to see books come alive and find joy in them. (Allyn, 2012, 17-21).

The role and attitude of staff are crucial: a respectful, positive, and warm manner, which demonstrates a willingness to listen and assist and, when necessary, to be firm, is the most successful. We need to be open-minded to students’ interests and accept all their reading as valid and help them to do this for themselves too (Myers, 2002). Gwenda Sanderson describes her role in helping students read as ‘a mediator for learning about literature and becoming literate. If you like, I am their stockbroker.’ (Sanderson, 1995, p. 165).

Strategies for Developing a Growth Mindset in Students

An area in which the SACS Library staff wishes to strengthen their programs is thinking through how the concept of mindset impacts on student learning. Carol Dweck is a psychologist at Stanford University, who has conducted substantial research in the areas of social and developmental psychology. Essentially the Growth Mindset is a wellspring for motivation. Mindsets are powerful beliefs which guide how we interpret the world especially in the areas of risk and effort (Dweck, 2006, pp. 10, 16, 215). The following table (Table 4) shows a snapshot of the two opposing mindsets and demonstrates why a Growth Mindset is more positive for learning and perseverance in effort:

Table 4: Characteristics of Fixed Mindset and Growth Mindset
Distilled from Carol Dweck’s thinking on Growth Mindset (Dweck, 2006)

Fixed Mindset	Growth Mindset
Focus on judging	Focus on learning and constructive action
Qualities carved in stone	Qualities can be cultivated & developed
Look smart but exert little effort	Intellect cultivated through effort
Failure makes them feel powerless	Not discouraged by failure, part of learning
Afraid of challenges	Want to stretch themselves; learning a priority
Self-talk in face of failure: I’m a loser/a reject/an idiot. I have no life.	Self-talk in face of failure: Try harder; deal with things directly
Coping mechanisms: Do nothing, stay in bed, eat	Coping mechanisms: Feedback from mistakes to alter strategies
Proving yourself	Stretching and developing yourself
Teacher message: <i>You have permanent traits and I’m judging them</i>	Teacher message: <i>You’re a developing person and I’m interested in your development.</i>
Framework: <i>judge-and-be-judged</i>	Framework: <i>learn-and-help-learn</i>

Everything is about the outcome	Love what you are doing in the face of difficulties and regardless of the outcome
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A variety of strategies is suggested throughout Dweck's work to help students develop a Growth Mindset:

- Convey the message: "NO ONE has to be dumb" (Dweck, 2006, 212)
- Don't praise intellect or talent, ONLY EFFORT (Dweck, 2006, 177-8, 211)
- Ask questions to encourage a Growth Mindset perspective; for example, "What did you learn today? What mistake did you make that taught you something? What did you try hard at today?" If everything is easy, "Oh, that's too bad; you're not learning. Can you find something harder so that you can learn more?" and the critical question, "Did I make my best effort?" (Dweck, 2006, 207, 235)
- Discuss the skills students are developing.
- Make a plan with a growth orientation: opportunities for growth and development ; plan and visualise the specifics (Dweck, 2006, 228)
- Use challenge and high expectations (Dweck, 2006, 198)
- Show students HOW to reach high standards (Dweck, 2006, 198)
- Demonstrate love and care for students (Dweck, 2006, 198)
- Be honest about the work involved and results (Dweck, 2006, 200)
- See effort as a positive and constructive force (Dweck, 2006, 54)
- Do not give up on students or allow them to give up on themselves (Dweck, 2006, 200)
- Convey the following messages: we develop our skills through exploration and practice; encourage perseverance; when a student is finding learning hard, tell them to picture their brain forming new connections and developing (Dweck, 2006, 10,
- Emphasise that character also grows out of mindset (Dweck, 2006, 93).

Teachers and teacher librarians can relatively easily incorporate this approach into the way they deal with students and their effort and motivation.

Project-based Learning

St Andrew's Cathedral School is moving towards more project-based learning and the library is in a sound position to support these ventures. This form of learning tends to engage students and fosters the development of a wide range of skills like collaboration, time management, problem-solving and the application of digital technology (Patton, 2012, 13). Three components which are common to project-based learning are public exhibition or presentation, the development of multiple drafts and peer critique (Patton, 2012, 24). While the Independent Research Project aims to incorporate these aspects, there are some areas in which it does not fit all the criteria, such as Adria Steinberg's 'six As' of project-based learning: Authenticity (real world context), Academic Rigour, Applied Learning, Active Exploration (connecting to field-based investigations), Adult Relationships (mentors from the community), and Assessment (Patton, 2012, 40-41). The IRP for some students may incorporate most or all of these aspects, but in some cases field work and mentoring from people external to the school may not occur.

As teacher librarians we continue to seek ways for our school libraries to serve our students better and to make a vital difference in their lives, equipping them for the future. Programs which can be demonstrated to make a difference through evidence-based practice are a worthwhile investment of our time. The reward is to see our students learn to fly with skill. An Aboriginal elder of the Yolngu people, who live in Yirrkala, Arnhem Land in Australia's Northern Territory, made the statement below in response to the question about what she considered to be the first priority of young Yolngu people; this statement both expresses deep wisdom and encapsulates what we desire for all our students.

'Many of our young people are like pelicans, floating on the water, clumsy in flight, forever circling, but not able to reach the heights. Occasionally we see one that is an eagle, able to soar, to dip and weave and dive, to play with air currents. We want all our boys and girls to be eagles. Education can make them eagles.'
(Palmer, 2004).

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Biographical note

Elizabeth Greef is the Head Librarian of St Andrew's Cathedral School in Sydney, Australia, a Kindergarten to Year 12 library serving 1200 staff and students alongside an excellent library team. She is Australian but has lived in Africa, the Middle East and Europe. She previously served IASL as Director for Oceania for five years and is currently Vice President Advocacy and Promotion. She has presented at several conferences and written for professional journals. Elizabeth was NSW Teacher Librarian of the Year in 2010. Elizabeth enjoys reading, genealogy and travelling and likes to share good food and conversation with friends and family.