



INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP'S NEWSLETTER

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The newsletter editor would like to thank Ms. Alexandra Krus for her help and support in the making of this issue of IASL Newsletter!

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**Get ready for the
2017 Conference!**

**Long Beach, California
August 4–8, 2017**

PRESIDENT'S MESSAGE

Howdy from the Piney Woods of east Texas, USA! After many interesting presentations and valuable conversations at the IASL Annual Conference in Tokyo, I'm home for cooler autumn weather, amid all the hopes of our new school year.

What are your hopes - for school libraries in your area, for the students who live near you, for your own personal and professional learning?

Hope should be more than wishful thinking! In the coming months, I will set out actions that we can each accomplish on the road to great school libraries and better school librarians for all the world's children.

Every action-phrase will begin with "each one, reach one" as we challenge ourselves to improve our own practice, our profession's viability, and our own communities.

Here's the first - "each one, reach one" colleague on another campus between now and the many holidays in the latter part of 2016.

Too often, we are the only teacher-librarian in our building or the only professor

of school librarianship in our institution.

Help erase that "alone" feeling by sharing an interesting research study, an insight from IASL 2016, a great set of links to support new curriculum, or an invitation to a seminar.

Whether it's a friend of long standing or someone whose email address you've just learned, take this opportunity to "reach one" and build connections. Of course, introduce IASL in the conversations, y'all (Texas talk for "you all"), and let me know how it goes!

Continuing conversations from IASL 2016, I thank Dr. Diljit Singh once again for solidifying a wonderful foundation for our Association's future during his years as President.

Which colleague will be your "each one reach one" this time?

Yours in school librarianship,

Katy Manck
President,
International Association of School Librarianship



Image provided by B. Schultz-Jones

DEVELOPING INTO THE IDEAL LIBRARIAN

Back when I was in library school... I was told that it was a terminal degree. We had all the tools we needed for the job. To an extent, that premise was accurate in that we knew how to conduct research and had the basic ground-

ings for library science. But the learning curve has never flattened since I graduated.

Now I tell my students that their teacher librarian credential program opens doors to the profession, but that they need to walk

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DEVELOPING INTO THE IDEAL LIBRARIAN(*CONT.*)

through those doors and keep walking and opening up more doors to the field. Learning from other professionals is probably the most effective method since each one of these people can share their best learning.

Just as we teach our students to be information literate, we too need to model those processes as we consume, interact with, transform, and generate knowledge so that we can become IDEAL teacher librarians. We can approach this lifelong task on several levels: being aware of the loop, being in the loop, being part of the loop, and making the loop.

Being Aware of the Loop

Education remains a hot topic with national standards and policies, new content and information literacy frameworks, evidence-based practice, 21st skills, and so on. The news comes from the government, society, professional organizations, districts, even your students. The news comes in the form of newspapers, TV, blogs, magazines, meetings, conferences, and conversations in the hall. The hardest part may be parsing that information to determine what is relevant and authoritative.

IASL produces several publications to update its members: the newsletter, the journal, its website with its SIGs, and professional library. Other professional associations, both in the library world and affiliated domains, also provide valuable reading. Consider the American Library Association and its divisions, ENSIL, International Society for Technology in Education, Special Library Association, Association of Educational Communications and Technology, Association for Supervision and Curriculum Development, and so on. Even if you are not a member of all these groups, you can usually access some of the information online on their websites. You can keep a folder of them among your bookmarks, and check them out monthly (schedule it in). You can also subscribe to their RSS feeds, alert services, and listservs (which is where I get most of my information about current research). Reading professional materials continues to be the number one way that librarians keep current, as knowledgeable people share their insights, which you can read at your convenience. Nevertheless, such information is usually one-way and so it is somewhat limited in matching your exact needs.

Being in the Loop

Professional associations are obviously excellent ways to learn actively: by participating in professional development events, attending conferences, serving on committees, and assuming leadership roles (sometimes a trial-by-fire learning experience). The key word is *interacting*. Increasingly, professional associations provide free or low-cost webinars on current topics, some of which are available to non-members as well. However, membership is a valuable investment. Not only do you have more access to their resources and services, but you have access to the membership itself. Especially when you

have a specific problem, it's great to be able to personally contact an expert in that issue who can give you just-in-time advice.

Being Part of the Loop

The next level of professional development (PD) engagement is contributing to professional work; you can become a link in the PD chain. IASL has many opportunities for participatory contributions: SIG efforts, committee work, conference planning and volunteering, regional representation, and offices. Committee members do meaningful projects and create useful documents, which are published by IASL; for instance, the IASL/IFLA joint committee is gathering citations to resources to help teacher librarians implement the new school library guidelines. Advocacy is another piece of IASL, and you can pass on information to your school/district community as well as legislators; as you become more informed, you can make more effective messages to decision-makers. You can also participate in local and state legislative days, where you get training at the same time that you are spreading the message about the importance of libraries and literacies.

Making the Loop

You can see how professional development can start by dipping your toe into the profession, and can lead to your making waves for others to follow. While I have been focusing on IASL library education's SIG, I want to emphasize the need for making a difference in your own educational setting. That is the ultimate goal of professional development: to improve your own practice so that others can succeed. You are practicing reflective professionalism. As an IDEAL teacher librarian, you can help the school library become IDEAL.

The most obvious way to make your professional development purposeful is to identify a need in your own setting, gather baseline data about the need, read the professional literature and contact experts in the field, analyze all your findings, make an action plan (ideally in collaboration with others), test it out, evaluate its effectiveness, and share your experiences with the profession. That process actually closes the loop: from becoming aware of issues, to addressing and solving them, and making others aware of those issues and solutions. For more details about action research, check out the International Federation of Library Association's 2011 report [Using Research to Promote Literacy and Reading](#). Not only will your school community benefit, but so will your professional community.

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21ST CENTURY SCHOOL LIBRARIES

Creating an Impact on National Curriculum and Learning Methodology

"To show the possibilities of school libraries creating 21st Century learning space through: increase in reading habit, curriculum based researches, collaborative learning and growing, and improving presentation and communication skills of students along with the awareness on national curriculum."

What is the importance of breaking the traditional concepts and creating a living library with maximum use of resources?

Most institutions and librarians are always supportive for wealthy stock and the implementation of various reading activities in the library because traditionally, a key role for school librarians has been the development of reading. They ensure the collection has leisure reading material and initiate a number of reading promotional activities to raise awareness of books and authors, such as author visits and various reading programs. No doubt, Book Fairs and authors' visit do help the students to get motivation to read books. However, what is observed is that there is no opportunity for students to participate in the selection of library books through their suggestions! Why don't librarians consider the users' participation in the stock acquisition? Why don't the librarians think about new activities in the library with the support of multimedia? A modern librarian will face a lot of these kind of questions and he/she has to take initiatives to break the monotonous techniques and try to overcome the traditional clichés.

What impact do school libraries have on students' attitudes to confidence in learning?

The identification of research undertaken on the impact of school libraries on learning is a broad topic – as it could include attitudes and enrichment as well as achievement and attainment in the form of progress in learning and test results. The main focus of the review is on evidence in relation to secondary school libraries but key resources relating to all age groups have been included where they provide findings relevant to secondary education. That is how they are part of the significant body of impact studies. The criteria used to identify "effective" school libraries are carefully selected in consultation with research advisory groups and generally follow national standards for school libraries. The criteria will be focused on various library standards- finding information, using information, help of Information & Communication Technology (ICT), knowledge construction, reading, collaborative and independent learning.

How to develop a 21st Century Learning Centre?

The main and primary objective of a school library is to support the students in developing reading habits and attain the curriculum knowledge. The 21st Century is the era of knowledge explosion, so the library should be the place to provide the right and latest information to its users. The li-

brarian has to carry out his or her role more effectively and efficiently to provide his resource and service. This is not a discussion on technical methods in the library service, but the library should be better equipped to ensure the best possible service. A school library has to provide a model of enquiry-based learning and build up knowledge with high level confidence in seeking and processing information.

'Enquiry Learning' requires students to develop a range of critical multi-literate skills to work in authentic, problem solving situations, decision making skills, cross-curricular approach and consideration of Multiple Intelligences. The library has to consistently collect and give organized access to information from multiple view points over various ranges of disciplines and knowledge systems, presented in a range of formats.

Can a link be made between school libraries and enrichment of the curriculum?

The school library is pivotal to develop 21st century learners. A 21st century librarian should be a collaborator, teacher, moderator, facilitator, and research guide. The library should be a place to conduct various curriculum-based research activities along with reading activities. Students can do research in the library as a team and prepare a project on their curriculum. It has to cover the 21st Century Learning Skill processes like Collaboration, Knowledge construction, Self-regulation, Problem solving and innovation skills, Use of ICT for learning, and Skilled communication.

The Project Based Learning approach has shown how students should work collaboratively to achieve 21st century learning skills. It creates a more convivial atmosphere to learn and develop self-regulation, problem solving and innovation skills and much more. The PBL activities will help in developing the most essential 4 Cs of 21st Century skills- *Communication, Creativity, Critical thinking and Collaborative learning*- among students. To ensure the 21st Century learning skills, the library should support the learning pathways where they provide positive, reflective and supportive learning environments for students who have a range of practical research experiences, and cultural backgrounds. The library has to consistently collect and give organized access to information from multiple viewpoints over various ranges of disciplines and knowledge systems, presented in a range of formats. The use of inquiry approach in the student's interaction is highly important.

Online research through various search engines is very common in academic libraries. The students are required to use ICT or can use ICT directly to complete the learning activities. Pupils can access information of various types such as online database, e-journals, and e-books through networked systems. An ICT section in the library has a major role to support the curriculum based research, online project preparation, blogging, etc. The applications of

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21ST CENTURY SCHOOL LIBRARIES (CONT.)

Cross Curriculum, Multiple Intelligence, Collaborative Leadership and Team work will be done through each subject projects. These Multiple Intelligence based learning approach will lead the students to get the team spirit and peer learning skills.

A school library should be a student-centered learning place like the 21st century classroom. Students can do the research for their curriculum based projects and present its outcome during their regular library period. The librarian should provide an activity plan and team structure for the same. The collaboration and partnership between the library staff and the teachers have a keen role in the present academic structure. Here, the librarian will act as a facilitator and should cooperate with teachers in proper collaboration during the school hours.

The role of school librarians cannot be underestimated. As a Project Based Learning Coordinator, the librarian has to create the plan and performance criteria for the activities and he/she has to provide the proper guidance to the students. The implementation of the Multiple Intelligence based Projects in the library will support the students to achieve their curriculum knowledge. The involvement of senior students also can bring in continuous evaluation of performance score sheets as part of the student leadership and also promoting community service skill. It molds the library as a students' driven place, resulting in the maximum utilization of resources. A guideline aims to streamline particular processes according to a set routine or sound practice.

Importance of Cross-curricular skill

Students will work together to produce the final product or outcome in their project presentation in the library. The Cross-Curricular process has to assess how effectively students complete the task collaboratively. The Cross-Curricular activities have to be planned in accordance to the smartness of the team members. The main object of cross-curricular learning is to make thinking skills more explicit in teaching and learning. It also seems to help them to see the transferability of such skills across their learning in a range of subjects. This could lead to a greater awareness of themselves as learners, and how they learn. Students have to connect their project task with other subject areas and apply various skills (including music, pictures, illustrations, numbering, etc.) from the same that leads to deeper understanding.

The cross-curricular responsibilities have to be planned and shared in accordance to the smartness of the team members. It has to explore if students can adapt their use of thinking skills to different learning contexts and break down subject barriers. This process has to assess how effectively students complete this work collaboratively. This activity suggests that the greatest benefits were experienced when there was dedicated time to 'thinking skills.' Also when it is given discrete curriculum time, and undertaken in an explicitly collaborative

setting. This enquiry has opened many possibilities to develop students' thinking skills practice. The approach has encouraged students to see how thinking skills like sorting and classifying can enable them to approach a topic from a different angle. It also seems to help them to see the transferability of such skills across their learning in a range of subjects. This could lead to a greater awareness of themselves as learners, and how they learn. Ultimately, the students are engaged and totally focused on the tasks at hand on that particular day.

How to develop a cross-curricular link with the National Curriculum?

Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. The main object of Cross-curricular learning is to make thinking skills more explicit in teaching and learning. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers and librarians opportunities to encourage active enquiry, taking the initiative, and discussion and debate by children. Students can connect their subject topic with national issues as part of the cross-curricular learning process. They can inquire the possibilities of science with the current situations in the field of science and technology, importance of technologies in their daily life, availability and cost of the technologies in the nation, how the science and technology link with national culture and heritage, etc.

In all cross-curricular processes, the experience provides an ideal context for extending children's literacy, in speaking and listening, reading and writing. Students will use and apply the subject knowledge in the course of a cross-curricular topic and tackling substantive concepts, knowledge or skills in all the subjects included in the topic. Cross-curricular learning method increase students' motivation for learning and their level of engagement. In the Cross-curricular activity, students make true progress in each subject through involving in the real world problem solving and facing the social realities. Cross-curricular learning method will provide the awareness about the society along with their own curriculum learning.

This framework provides opportunities for school librarians to become proactive in providing support across the cross curricular responsibilities. Their understanding of various learning styles and collaboration with teaching colleagues enables them to act as a bridge between students, teachers, information and the curriculum. Their potential contribution towards the approach is meeting the national priorities for education.

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WINDOW OF THE WORLD: SCHOOL LIBRARY COUNTRY PROFILES

Window on the World (WOW) is an IASL global project, completed in 2016 after three years' work and made available online in September; it offers profiles of 230 countries with information of relevance in building a global perspective on school libraries. These profiles are focused around the school library situation in each country, acquired through contacts with local informed people and/or through research. It is designed as a means of advocacy for school libraries and for IASL, an evolving repository for the information IASL gathers about the state of school libraries across the world, a resource for information and connection, a starting point for further research and a framework to centralise this information and make it available.

This project arose from the same source as the PD Library Project, an international Survey Monkey questionnaire conducted in 2011 for the International Development SIG. The IASL Board gave permission in 2013 to establish an Ad Hoc Committee to bring to realisation some of the recommendations from this survey coordinated by the IASL Vice President Advocacy and Promotion. In helping me decide on the fields to include, the advice of Dr. Dianne Oberg was very helpful.

Each profile offers:

- Some statistical data about the country mostly drawn from the *CIA World Factbook*, relating to population, literacy levels, languages spoken and issues facing the country
- An overview of the education system, largely summarised from *Classbase*
- An overview of the school library situation in the country
- Links to important associations and contacts – a starting point for further connection
- Links to literature of the country and the names of some famous authors
- Links to school library programs and advocacy tools
- Links to news and reports
- A link to the information literacy resources related to the country from the *UNESCO Overview of information literacy resources*, 2nd ed. if available.

More fields could be added at a later date such as historical data, more in-depth information on the training of teacher librarians in each country, links to national or state school library journals and links to IASL conference papers on school libraries in each country, providing a rich historical resource.

While some of the profiles are of better quality and offer more detail than others, it is hoped that in time this will evolve into an even more substantial, valuable and accurate resource. Consideration has been given to the best format for

presenting this information; so many options exist– a wiki, Google Docs, a database. Currently it is organised in PDF documents by country but it is hoped that sponsorship may eventually enable open access and in an alternative form.

The process of getting such a large global project to the point of completion has not been without its issues; these include getting useful responses from people contacted, trying to enlist others in the vision for this resource and moving it along to the point of uploading to the website. It appeared that many people were more willing to critique a draft rather than create a profile and so suggested improvements are welcome to the existing profiles. Let's improve them further!

There are many people to thank for their efforts in making Window on the World (WOW) come to fruition. Some of the IASL Regional Directors did a significant amount of work to assist. People from the following countries participated directly in creating or critiquing WOW profiles:

There are also others whose information was channeled through Regional Directors; further information is still ex-

- | | | |
|--------------|---------------|----------------|
| • Australia | • Ireland | • Portugal |
| • Bangladesh | • Italy | • Serbia |
| • Brazil | • Jamaica | • South Africa |
| • Canada | • Macau | • Turkey |
| • Croatia | • Malta | • UK |
| • France | • Malaysia | • USA |
| • Hong Kong | • Netherlands | • Vietnam |
| • India | • Nigeria | • Zimbabwe |
| • Indonesia | • Philippines | |

pected from a few countries.

The IASL Board hopes that this WOW Project will be a useful contribution to the school library community and the field of school librarianship. The website for the Public Access profiles can be found [here](#), and the main body of profiles is available on the [IASL Members' page](#).

Elizabeth Greef

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WOW Project Coordinator
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IASL Members: Please feel free to adapt this article for your own purposes to draw attention to some of the benefits of membership of IASL.

BOOKS SHARED AT IASL 2016 CONFERENCE

Tables full and overflowing with books! Attendees donated 273 books for the International Book Exhibit in Tokyo, in response to the call by the Children's and Young Adult Literature SIG, via IASL 2016 Conference Events Committee.

These 273 books from six continents and numerous countries will find new readers in two locations:

- Japanese-language books (103 picture books and nine story books) are being donated to schools damaged or destroyed by the April 2016 earthquakes in Kumamoto Prefecture.
- Foreign-language books (144 picture books and 17 story books) are being sent to the International Library of Children's Literature in Tokyo, for use by readers and researchers at this special collection of the National Diet Library.

Many thanks to all who brought books and enjoyed seeing



Image provided by A. Yuksei-Durukan

the variety of wonderful children's literature from around the world!

A list of recipients from previous conferences is found at IASL's [Book Exhibit page](#) in the association's website.

WHAT EFFECT IS DIGITAL READING HAVING IN SCHOOLS?

There is no doubt that digital technologies have become embedded in our society. We use smart phones, tablets and computers almost every day in our lives, but how are these technologies being used in schools?

Electronic texts are playing an increasingly important role in students' learning, with a growing number of children reported to be reading on digital devices year on year. In 2012, children reported reading more on computers and electronic devices than in print form for the first time. Children who read are shown to make more progress in mathematics, vocabulary and spelling, and in adult life are significantly more likely to attain a managerial position than those who do not read from an early age. It is, then, crucial to highlight the important role that technology can play in supporting and encouraging literacy in children.

In 2015, the National Literacy Trust, a charity dedicated to raising literary levels in the UK, published a study, which outlined the impact of digital reading in schools. They found that pupils who used digital devices to read more made more progress, and that boys made significantly greater progress than girls. Boys also demonstrated pronounced levels of reading enjoyment, and positive attitudinal changes towards reading. More pupils also considered reading to be cool after the project, and fewer reported finding reading difficult. The study also impacted pupils from lower income backgrounds, with fewer pupils eligible for free school meals reporting finding reading difficult.

A pupil involved in the study commented: "I like reading now, it's more simple, it's easier to use – I read a lot more at home even. I'm more comfortable reading online, I'm not

sure why. I read at home on my phone, my iPad, my brother's game console... A lot more people should give it a try."

It is perhaps of no surprise that children indicate a preference for reading on a screen. Almost all (97%) of the children in the study had access to electronic devices such as computers, tablets or smartphones, and the same number had access to the internet at home. When asked why they preferred reading digitally, the schoolchildren highlighted practical benefits, such as being able to make the text bigger and to zoom in on the letters they struggled identifying, being able to adjust the screen's brightness (if reading in the dark), and easy access to an online dictionary.

[Exact Editions](#), a company which makes magazines and books accessible on the web, strongly believes that technology can be used to encourage learning and literacy in schools. The company has recently launched a collection of ten educational magazines for schools, which can be used as supplements to lessons, and a way of encouraging informal and independent reading. Features like the advanced search make it easy for pupils to browse for a particular topic, and interactive linking allows pupils to click through to websites as they read. The collection covers topics from Geography and History to Politics and Philosophy, and IP authenticated access means that pupils can access any magazine instantly on a tablet or mobile device.

Daryl Rayner, Managing Director of [Exact Editions](#), said "Digital Magazines are a great way to bring learning and fun to the classroom. We have packaged together a range of magazines that are both entertaining and educational for pupils."

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WHAT EFFECT IS DIGITAL READING HAVING IN SCHOOLS? (CONT.)

Digital magazines sit alongside other electronic texts as resources to promote literacy in schools. It is important for schools to recognize that many children indicate a preference for reading on a screen, and that electronic texts may provide an alternate route into reading. Technology can play a vital role in engaging and motivating young people, and electronic texts are a great way to help children reach their learning potentials and, crucially, to encourage reading for enjoyment.

Emily Fitzgerald

Digital Producer

Exact Editions

emily.fitzgerald@exacteditions.com

Sources:

[‘The Impact of Ebooks on the Reading Motivation and Reading Skills of Children and Young People’](#): A Rapid Literature Review, Irene Picton, The National Literacy Trust, September 2014.

[‘The Impact of Ebooks on the Reading Motivation and Reading Skills of Children and Young People’](#): Final Report, Irene Picton & Christina Clark, The National Literacy Trust, December 2015.

MONEY MATTERS: AUCTION SUCCESS!

Thanks to the generosity of conference attendees, the Auctions at the IASL Annual Conference 2016 in Tokyo raised \$3,651 US dollars through the pay and take, silent auction, and Grand Auction at the Gala Dinner!

This money supports IASL's Award funds, with 10% going to the Books For Children Award, and the remaining 90% divided equally between the **Takeshi Murofushi Research Award**, the **Margot Nilson Memorial Award in Literature for Young People**, and the **L. Anne Clyde Memorial Research Award**.

Your support of these and other IASL Award funds is welcome at any time of the year, as we seek to encourage research in all aspects of school librarianship and allow deserving

libraries to purchase needed books in local languages.

Also at the Annual Conference in Tokyo, the 2017 Budgets for Operations and Awards were approved at the AGM on 25 August 2016. See them by logging in at www.iasl-online.org and navigating to [Annual Finances](#) (also accessible through the About tab - IASL Organizational Documents whenever you are logged-in). Please remember that these financial statements are confidential for IASL members' information only.

If you have any questions, please contact former IASL Treasurer (now President) Katy Manck at Katy.Manck@gmail.com or IASL Executive Director Jill Hancock at jill@penman-winton.com.

NEW! YOUNG ADULT FICTION AWARD

The School Library Association in the Republic of Ireland (SLARI) is inaugurating a new Award for Young Adult Fiction: the Great Reads Award!

The award, a YA book award judged by readers, shortlisted by school librarians, is for a debut fiction book for young adults and the winners of the junior and senior categories will be decided by student reader votes.

The shortlist is:

Junior

- The Best Medicine by Christine Hamill (Little Island 2016)
- The Knights of the Borrowed Dark by Dave Rudden (Puffin 2016)
- The Accident Season by Moira Fowley-Doyle (Corgi 2015)
- Anna and the Swallow Man by Gavriel Savit (A. Knopf 2016)

Senior

- The Art of Being Normal/by Lisa Williamson (David Flick-

ing 2015)

- Weightless by Sarah Bannan (Bloomsbury 2015)
- The Serpent King by Jeff Zentner (Random House 2016)
- Orangeboy by Patrice Lawrence (Hachette 2016)

SLARI is currently getting the reading phase off the ground and inviting schools to register and to get started on the discussion which will lead to the winners being decided. The Award is to be presented early in 2017.

For more information, visit www.slari.ie. On Twitter: #GRAIRI, [@SLARI2016](https://twitter.com/SLARI2016)

Breege O'Brien

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IASL 2017 CONFERENCE CALL FOR PAPERS NOW OPEN

The next IASL conference will be held 4—8 August, 2017, in Long Beach, California. The conference planners kindly invite school/teacher librarians, researchers in the field of school librarianship, educators, teachers, principals, school administrators, educational technologists, and all interested in the field of education, libraries, (media and information) literacy to submit a proposal for a paper, poster or workshop linked to our general theme and / or one of the subthemes of “*Learning Without Borders*.”

- School library programs transcend the four walls
- School library programs cross school borders
- School library resources cross media
- School library instruction crosses curricula and literacies
- School library programs serve all students

- Learning occurs anywhere, any time

Proposals should provide the following information:

- Presenter/s name, affiliation, contact information
- Brief biographical information of presenters

- Proposal title and 25-30 word description for program
- 300 word abstract describing the research and/or best practice
- Copyright and plagiarism statement
- Language of presentation (we can probably accommodate English, Spanish, French, Chinese, Arabic)
- Designation as to proposal type: research, practice

Abstracts will be selected by a double, blind-review process. Papers will be published in the IASL website’s conference proceedings.

Email abstracts to IASLconf2017@gmail.com by **January 15, 2017**.

Important Dates:

- First Call For Proposals: **September 1, 2016**
- Closing date for Proposals: **January 15, 2017**
- Authors informed: **March 15, 2017**
- Full papers due: **May 15, 2017**

READ MY BUDDY: A COLLABORATIVE PEER READING PROGRAM

Read my Buddy (RmB) is a collaborative reading program launched by the Library of Kendriya Vidyalaya Pattom, Thiruvananthapuram, Kerala, India, aimed at transforming moderate readers into fervent readers and helping them to become better learners, through mentoring by peers and teachers.

Objectives

1. To transform moderate readers into fervent readers through a guided and collaborative reading approach.
2. To understand and assess the reading habit and skills of a student through creating a reading profile.
3. To find and apply strategies to improve the reading and learning skills of a moderate reader who also may be a slow learner.
4. To provide personalized learning support to all participants by seamlessly giving access to required information resources available in and outside the library.
5. To collaborate with teachers for mentoring the participants and make them perform better in scholastic and non-scholastic areas.
6. To promote collaborative learning in a library oriented learning environment.

7. To make reading an enjoyable and lifelong activity by connecting two likeminded people.

Team: Reading Buddies: 25 pairs (50 students)

Teacher Mentors: 10 Teachers

Project Planning: Stage I, INITIATION

1. Online registration for the reading companion program, ‘Read my Buddy’ will start on 1st July 2016. Any student can submit a nomination for a team comprising of two members (Buddy 1 and 2), of which one must be a moderate reader. Being a pilot project, the membership is limited to 25 pairs only. Final selection from the nominations received will be done by the language/subject teachers and the RmB Team.
2. A meeting of the team members will be conducted to give awareness and orientation.

Details of the participants will be recorded and displayed on the project’s Blog with photographs. Each participant will be honored with a RmB badge.

Stage 2, PERSONALIZATION

1. A reading and learning skill assessment form is given to all Reading Buddies to collect data for creating the Reading Profile.

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READ MY BUDDY: A COLLABORATIVE PEER READING PROGRAM(CONT.)

2. The scholastic and non-scholastic scores of all second buddies will be assessed.
3. The language/subject teachers of the Second Buddies will be consulted to understand the nature of his/her reading/ learning difficulties and identifying specific difficult areas.
4. A meeting of the Team RmB with all first buddies will be convened to device the strategies to improve the reading and learning skills of all second buddies.
5. The strategies to be implemented will be discussed with the first buddies at a personal level. An action plan for each pair will be prepared.

Stage 3, ENGAGEMENT

1. The personalized action plans with activities will be implemented in collaboration with the Teacher Mentors.
2. Reading list for each Second Buddy will be prepared.
3. A Reading Chart will be prepared to record the activities undertaken.
4. The library resources will be open to the buddies at their convenience.
5. The participants shall share their experience (Buddy Sto-

ries) on the project blog.

Stage 4, EVALUATION

1. The progress of the program will be assessed after three months (October) by the RmB Team and changes if necessary will be incorporated.
2. A survey will be conducted among the Buddies to assess the impact of the project.
3. Pre & Post project Academic scoring will be compared and evaluated.
4. The findings will be published on the project blog.

Stage 5, APPRECIATION

Best performed Buddy pairs will be honored with certificates and prizes.

For details, visit the [RmB project blog](#).

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SCHOOL LIBRARY IDEAS

[School Library Ideas \(SLI\) Blog](#) tries to compile workable ideas which are useful for school library professionals around the world.

You are welcome to share your ideas, activities, tips, tricks or anything related to school libraries on this blog. You may post your ideas directly, if you have a WordPress account. If not, contribute your ideas using the contact form available on the blog



Images provided by S. L. Faisal

FROM REGION 2: ASIA

Seminar Report from Kazakhstan

Autonomous Educational Organization "Nazarbayev Intellectual Schools" has conducted a three- day Seminar on August 1 through 3, 2016. The seminar was held in Nazarbayev Intellectual School in Astana and conducted by Ranjendra Munoo and Hanna Chaterina George from APISI. The seminar and workshop was designed, developed and delivered over three days covering the theme of Research Skills and Reading Programs in Nazarbayev Intellectual Schools (NIS). There were 29 NIS teacher librarians (TL) who participated and successfully completed in this seminar. Congratulations to Aida Agadil & Anar Aliakbarova and all

NIS colleagues who have worked hard to make this seminar a success!



(continued on page 10)

FROM REGION 2: ASIA (CONT.)

2. Sharing sessions - 'Presents' from IASL Conference 2016, Tokyo (Indonesia)

Eko Wiyanti and Rachma Wati (ATPUSI) and Susanthi Candra Dewi (Japan Foundation) have kindly initiated a free sessions for 30 school librarians who are keen to attend their sharing sessions at The Japan Foundation Jakarta, Indonesia. They chose a topic about the School Library Trends. Eko Wiyanti has thoroughly analyzed all the presentations that cover the topics such as literacy, information literacy, learning, research, school library improvement, networking and collaboration. They also appointed the uniqueness of Japan's children literature, local stories and works also on how they deal with the natural disasters such as tsunami or earthquake.

3. The Second Regional Workshop on School Libraries in ASEAN Countries: a Joint Workshop IASL – Faculty of Humanities University of Indonesia (FIB – UI)- INDONESIA

The workshop will be held on Tuesday and Wednesday, October 18 – 19th, 2016 and co-organized by Department of Library & Information Science, Faculty of Humanities University of Indonesia and International Association of School Librarianship.

Title: The 2nd Regional Workshop on School Libraries in ASEAN Countries at University of Indonesia

Objectives:

- To sustain the networking of school librarians in ASEAN countries

- To explore, learn and discuss and share from each other the best practices, knowledge and experience in developing school libraries among ASEAN Countries.
- To foster opportunities to collaborate school libraries programs among ASEAN Countries.
- To create and sustain a communication and networking platform for school librarians, LIS professionals, Ministries of Education, National Libraries, Library Associations, School Library Associations, Universities, other interested people.

4. APISI (Association of Indonesian School Information Professional) is celebrating its 10th anniversary this year.

APISI is an independent and non-profit professional organization and has already registered in the Ministry of Justice and Human Right. With full support from IFLA BSLA in 2015, APISI has appointed 8 out of 34 provinces coordinators. In 2016, APISI has developed some provinces to become a full team of APISI Province committee which are Sulawesi Selatan, North Sumatra, Aceh. Banten is taking place for its inauguration on October 6, 2016. It is our expectation to make APISI growing stronger to support CPD for school librarians and school library's role in Indonesia. More information in www.apisi.org.

Hanna C. George

Director of Region 2 - Asia

hanna@apisi.org

“FEATURED LIBRARIAN” HONOR

Do you know any school librarian who tirelessly advocates for his or her students? A librarian who deserves to be recognized for his or her outstanding efforts?

IASL's Social Media has a new event and honor called **“Featured Librarian”** which will run quarterly, where a member of the Association will be highlighted on the Association's Facebook and Twitter.

Here are the general guidelines for nomination:

- ⌘ Members can only nominate other members, not self. **Non-IASL members are not eligible**
- ⌘ Candidates' must have a valid e-mail and mailing address
- ⌘ Those who wish to nominate a librarian must send an email to the Information Coordinator, Mrs. Carol Youssif, for review
- ⌘ Only the Information Coordinator will contact the nominees

Once a “Featured Librarian” has been chosen, Mrs. Youssif will send a short questionnaire to the nominee. He or she will receive a certificate and his or her photo and story will be shared across IASL's Social Media platforms. There is no monetary gift involved in this honor.

We want to see the faces of IASL members, learn more about their libraries and projects, and be inspired by their actions. **This is in no way a competition**, but a much needed opportunity to recognize those who do so much for others.

Nominations for October's “Featured Librarian” can now be sent to the Information Coordinator. For any questions, please get in touch with her.

Carol Youssif

IASL Information Coordinator
Taipei American School, Middle School Library
youssifc@tas.tw

OCTOBER'S FEATURED LIBRARIAN: FADEKEMI OYEWUSI

Please tell us your full name, place of work, and job title

My name is Dr. Fadekemi Omobola Oyewusi, and I am a Senior Lecturer at the Centre for Educational Media Resource Studies, at the University of Ibadan.



Can you tell us your city and country of work?

I work in Ibadan, in south east Nigeria.

Tell us about your job.

I work as a lecturer at Centre for Educational Media Resource Studies (CEMRS), University of Ibadan. The Centre is the only one of its kind in Africa that caters to training and research solely into school librarianship in Nigeria. The Centre also provides a model school library for children of preschool, primary and secondary schools. The school library attached to the Centre serves as a research laboratory for our students. The Centre organizes workshops, seminar and conferences for training of school libraries/teacher-librarians and engages in consultancy services for development of school libraries in Nigeria.

So I am a lecturer, researcher, trainer of school librarians/teacher librarians at CEMRS and a school librarian (mind you, a school library is attached to the Centre). I coordinated the school library services and the academic programs of the Centre when I was the Director of the Centre from February 2012 to August 2016.

What is your favorite part of being a librarian?

I enjoy teaching and training school librarians in Nigeria and seeing the impact of topics from different courses I teach being practiced by most of the students in their schools. For example, I taught (and still am teaching) a course on Children's Literature and some of our students were encouraged to write and published their own original indigenous African story books. I was so excited when a student also encouraged her 10 years old daughter to write and publish a story book for children!

I also enjoy seeing the impact of the CEMRS children's li-

brary on the academic achievement of children that make use of the library. Inviting Nigerian literary giant and Nobel Laureate Prize winner, Prof. Wole Soyinka to the reading seminar held for children during 2014 ISLM at University of Ibadan was a program that I will not forget in a long while. This was because several people within the university community came to appreciate what CEMRS was doing in regards to school library within the University and Nigeria. I love going on advocacy drive to bring a change in the traditional school library services and embracing the school library as a learning space where we can include traditional African flavor (like the talking drum) in the school library.

What made you become a librarian?

I became a librarian just because I loved reading books, so I felt the profession would afford me the opportunity to read a lot of books without buying them. In addition, I thought working with in an international agricultural institution in the city I grew up in wasn't a bad idea because it is an environment I felt looked like "London" in Ibadan, Nigeria. So, I dreamt working with the Agricultural Institute.

Tell us about a special project you have undertaken in your work that has had a positive impact on our field.

When I was the Director of CEMRS, I was able to convince the authorities at the University of Ibadan to rebuild the age long children's library at the Centre. I initiated the story hour at the CEMRS Children's library which holds every Saturday with a library staff and a student anchoring the program while I also adopted a community children's library at Akingbola Village, Ibadan which also enjoys a story hour every Saturday. Our students at the Centre alternate attending the story hour between the libraries.



I started the readership campaign seminar for children at University of Ibadan which has hosted Naomi Moland (a Yoruba student from New York State University), Nobel Prize winner Prof. Wole Soyinka and Prof. Femi Osofisan who are internationally renowned literary giants in Nigeria, among others.

I created a WhatsApp group for *(continued on page 12)*

OCTOBER'S FEATURED LIBRARIAN: FADEKEMI OYEWUSI (CONT.)

school librarians in Nigeria where they shared their success stories and disappointments; this allows them to encourage each other on matters pertaining to school library matters. And we are also able to disseminate information from our Centre and NSLA to them.

I initiated the celebration of World Book Day and International School Library Month at CEMRS Children's library at University of Ibadan. After four years of celebration, I started sharing the idea with other school librarians using the platform of Nigeria School Library Association where I am an executive member and CEMRS where school librarians are trained at the University of Ibadan. I also disseminate information on social media platforms so that information from Nigeria will be disseminated to the whole world.

I coordinate our students to produce indigenous library posters annually for school libraries, these posters are distributed to school librarians and schools in any program I attend within and outside Nigeria. In addition, I do a lot of radio and TV media chats advocating school library matters in different states in my country.

I have attended IASL conference in Qatar and Maastricht. Enjoying, learning, and networking with other IASL members encouraged me to register my Centre and the Nigeria School Library Association with IASL. I loved mentoring school librarians and encouraging them to move on and work hard on the face of difficult financial constraints.

I collaborated with my colleagues at CEMRS University of Ibadan where we made efforts to get the Nigeria School Library Journal indexed with African Journal Online (AJOL). Also, we visited the Oyo State Commissioner of Education to discuss issues pertaining to school libraries in the state and it was accepted in principle after several deliberations that the state would include a library period on their time table, although the government is yet implement this.

Can you tell us something interesting about you (things you like, hobbies, etc.)

I have always loved working with young people. In Nigeria, there is the National Youth Corps program after university education. This is a mandatory program done for one year where a young university graduate will go to a different state to work. So, when I went to Katsina State in 1991, while there a children Christian organization came to camp looking for volunteers that were willing to work with children for a year and I volunteered to work with them despite the fact that most of my friends went to work for companies and banks. In addition, I had organized a readership campaign seminar for secondary school students while working with a University Library. This experience assisted me when finally I started work with CEMRS.

I love the Lord; hence I get involved with a lot of church activities. I love listening to Christian music, reading crime stories (especially John Grisham), love reading several home making and fashion magazines from abroad and Nigeria.

I love gardening (I have a small tomatoes and vegetable farm at my house!). I love watching Yoruba (Nigerian) and Telemundo (Mexican) Films. I also love watching American films that have lot of seasons and go to the cinema occasionally.



All images provided by Dr. Oyewusi

OCTOBER IS INTERNATIONAL SCHOOL LIBRARY MONTH!

Now that it is October, the IASL's International School Library Month is well under way. Schools and libraries around the world are busy celebrating books, reading and school libraries. This year's theme is "Learn to Decode Your World;" it is chosen to tie in with the 2016 conference theme in Japan.

Activities for ISLM are coordinated by a small but hardworking online Committee group: Marie O'Brien, Chairperson (Australia), Breege O'Brien (Ireland), Hosea Tokwe (Zimbabwe), Sunita Malekar (India) and its newest



member Linda Thiebaud (USA).

Committee members exchange ideas and help and support each other through online discussion. Marie leads and coordinates the work to be done for ISLM and develops the resource materials that are made available each year. Sunita and Hosea are focusing on promotion of ISLM in their respective regions.

The Bookmark Exchange Project (coordinated by Breege) and the Skype Project (coordinated by Linda) are the two main ISLM activities organized by the

(continued on page 13)

OCTOBER IS INTERNATIONAL SCHOOL LIBRARY MONTH! (CONT.)

Committee. In addition, schools and library groups worldwide organize their own colorful, imaginative celebrations for ISLM.

By the end of September, 26, 462 students from ages 3 to 20 and from almost 400 schools and libraries all around the world had registered to take part in the **Bookmark Exchange Project** and 39 schools had registered for the **Skype Project**. Whereas groups are assigned partners for the Bookmark Exchange Project, the Skype project involves librarians/teachers contacting a participant on the list of registered schools to skype with. They will arrange times to skype and will discuss in advance what the students will be talking about and to have all questions ready for a successful session! The Skype Project is a wonderful opportunity for students around the world to talk in real time during International School Library Media month about great books they are reading.

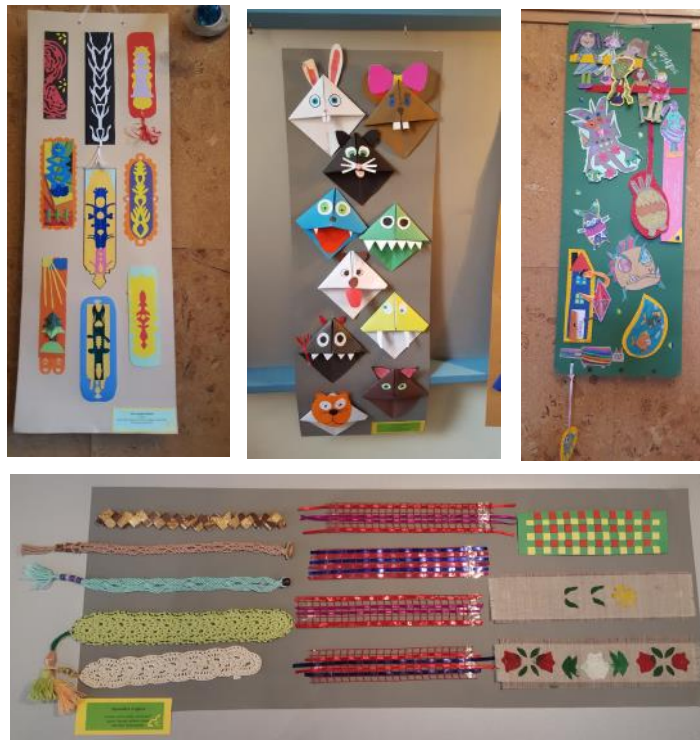
If you are involved in a school undertaking activities for ISLM it is planned that you will be able to let us all know about them by uploading details to the "What People Are Doing for ISLM 2016" section of the [ISLM page](#). Keep an eye out for link coming soon!

We wish everybody participating in ISLM a wonderful month of fun learning experiences and many opportunities to share a love of books and reading and of the fabulous places school libraries are.

- The 2016 ISLM Team

Bookmarks being exchanged this year by a group in Lithuania

Photos courtesy of: Rasma Raudonienė



KASIGA SCHOOL LIBRARY IS A KNOWLEDGE HUB

The Kasiga library, with its excellent collection of books and periodicals, acts as a support and inspiration to the teaching and learning community of the school. The school library equips students with lifelong learning skills and enables them to live as responsible citizens.

The Kasiga school library is central to learning and plays a key role as a place for motivation, innovation, curiosity, and problem solving. The school library is a catalyst for literacy and reading, and for inquiry learning. School libraries make a difference to students' understanding and provide support for teaching and learning throughout the school. It is an important part of the school community, and plays a key role in the cultural and social life of the school. It can be a central point for all kinds of reading, access to information, knowledge building, deep thinking, and lively discussion.

The vision and management of a school library reflects the school's vision for learning and underpins the library's services and organization.

The school library provides a model for learning and building knowledge, and confidence in seeking and processing in-

formation. There is a large and growing body of evidence showing the impact of the school library on student achievement. It is a fundamental resource for supporting students' learning, and a key support for teaching staff. The school library reflects and encourages collaborative learning and sharing of ideas.

School library programs

School libraries are places for learning and thinking, and play a key role in supporting and developing enjoyment of reading and multiple literacies.

"A sanctuary, a mine of treasure, a house of maps to secret lives in secret worlds... - the library became my other home."
Joy Cowley.

Information Literacy Program

Library class meets once each week as a required part of the Information literacy program. During the library period we not only discuss library books and the periodicals but the students also research and learn methods of citing sources of information. We learn about the books beyond the text-book. Most importantly, our goal is for the students to develop a love of read-

(continued on page 14)

KASIGA SCHOOL LIBRARY IS A KNOWLEDGE HUB (CONT.)

ing and research beyond the textbook.

The word *literacy* refers to being *able to read and write...* beyond the text books. Information literacy is all about *being literate with a strong ethos of information*. Remember: here, information need not be imparted through reading exclusively. The Kasiga Library provides informative written pieces, informative videos, informative slides, etc., and something you all have not studied in the normal classes. Bring an interesting object to the class... Talk about it... Take them along the corridors and show them something interesting / informative.

The different ways to manage information

- Reflection: Think... Examine...
- Article: Maintain YOUR version of the piece...
- Data: Keep a record of the KEY points...
- Research: Ask the students to find out other articles related to the same...and then come up with THEIR final analysis...

Competencies to be established

- HOW to FIND INFORMATION...
- HOW to SHARE their FEELINGS about a particular piece of information...
- HOW to MANAGE information (apply the information to their own lives)...

Reading Program

Reading **builds vocabulary**. While reading books, you will find yourself exposed to many new words you wouldn't be exposed to otherwise. It **helps self esteem**, the key reading benefits is that the more you read, the more knowledgeable you become. With more knowledge comes more confidence. More confidence builds self-esteem. So it's a chain reaction. Reading **improves creativity**; reading about the diversity of life and exposing yourself to new ideas and more information helps to develop the creative side of the brain as it imbibes innovation into your thinking process, perhaps the best reading benefit of all. Reading also helps to **build concentration and attention skills**. No matter what you're wanting to do or become, you can't do it without more knowledge.

Kasiga School Library has been awarding the "Reader of the Month" award. We are very pleased to see the response and the kind of enthusiasm that students have shown in reading books.

The [official blog](#) of the Kasiga School Library launched in April 2015. Explore the site, and you will get a complete picture of all library events.

This institution organizes a book cover design competition, poster making competition and bookmark making competi-

tion.

The theme of the book cover design competition is story book cover design for Junior, magazine cover design for middle and biography for the senior school.

The theme of the poster making are Swachh Bharat and "Education is Top of the World."

The theme for the bookmark making competition are "Indian culture," "music," and "open imagination."



Kasiga students participating in the above competition were at their best creative. Different mediums of art were used to create and innovate. The students used oil and water colors and an interesting variation was sponge painting. The students, especially those who enjoy reading, crafted some interesting and thought provoking designs and were excited at that thought of their designs!



Story narration competition

Chingakham Leibaklotpi Devi (Ranjana)

Librarian

Kasiga School, Dehradun

chinglei24@gmail.com



What's it like where you live?" students ask about other kids' experiences around the globe. ways for your library to creatively work with academic subjects at your school, view the [IASL 2016 Workshop](#) presented in Tokyo by the GigggleIT Project Team.

IASL's [GigggleIT Project](#) for global student writing through school libraries gives your students a cyber-safe opportunity to creatively share their everyday sights and sounds as internationally published authors - free!

Looking at "[The Colors of My World](#)" the 2016 Spotlight Projects, ask your whole class group to re-envision Snow White and the Seven Dwarfs in your unique cultural setting and encourage small groups or individuals to craft a haiku poem celebrating the special colors, sights, and sounds that they experience through their favorite window.

For a guided walkthrough of how GigggleIT works with samples of these Spotlight Projects, plus more

It's always free for teacher-librarians to register their school, use GigggleIT writing and teamwork resources, submit their students' work for publication on their school's free webpage on the IASL website, and read what other students around the world have written!

Questions? Please email the GigggleIT Project Team at IASL.Gigggle.IT@gmail.com so we can help you get started.

**Special GigggleCriter
designed for the IASL
2017 Conference in
Long Beach, California**



**Get ready for the
2017 Conference!
Long Beach, California
August 4—8, 2017**