

# Newsletter

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## Library design: library spaces to foster effective learning.

### A report on the Term 3 Professional Development - Part 1

On 15 September, I attended a professional development session at the Cambridge Library in Floreat. On reflection, the venue was an excellent one, particularly appropriate for a session titled "Library design: library spaces to foster effective learning". The Cambridge Library is well designed, with open, well lit stacks, natural lighting through large windows and effective utilisation of space. The meeting room used for the professional development session and meeting was designed to be multi-purpose, with in-floor cabling.

Lise Legg from St Stephen's School Carramar campus, whose P-12 Library

was built in 2002, started the session by sharing with us her reflections on the placement and spaces in her building. She shared some of the criteria laid out in the brief to the architect. It was interesting that the Teacher Librarians at the other campus (Duncraig) were asked to look at the proposed plans and comment on them, providing any changes they thought necessary. "Having no covered walkways and the nearest toilet block for staff and students being a good walk away, I remember that toilets were one of the first things we added. The other was classrooms attached to the library."

Lise reflected on good usage in her Library as well as some problems she had encountered. One of the problems, that of the Teacher Librarians' desks being in the workroom at the back corner of the Library, was countered by the creation of a Reference Librarian's desk,

staffed on a rostered basis by the three teacher Librarians. Some good ideas were the ramps leading to the library, useful for access of materials and equipment and the window seats which were a good use of space and had created a reading area.

The comment that the loss of a classroom to a teachers reference room with meeting space tied in well with Robin's examples of collaborative spaces. Lise reflected that the comfortable area they created has attracted staff to the library for meetings and to use the room. Another good use of space was the games room created in one of the class areas



during lunch breaks.  
Lise showed us the various small

## ‘With differentiated education, there is now a need for “breakout areas”, rather than large class areas’

group areas they have created and spoke of the “new way of learning”. With differentiated education, there is now a need for “breakout areas”, rather than large class areas (Robin’s research reflected this – her “learning commons” and “hypertext spaces”). The laptops (with their specialised storage cabinet) contributed to this flexibility, enabling students to work individually or in small groups and in any area of the Library.

Robin Wake of Hale School has done extensive research for the new Hale Library, travelling to the Eastern States and viewing many school, university and community libraries. Robin opened by sharing her experiences with the consultation process for the new buildings with us. She had surveyed her full clientele on their preferences and usage of the Library and

shared her findings with us.

Firstly, Robin spoke about what a Library should be like, students as learners and then reflected on her student clientele. Robin had canvassed her teachers’ views on their student body’s needs as learners and had also canvassed her student body on their preferred learning environment. I loved the “A library is like...” form she had used (good use of metaphor and thinking skills, Robin!). I found her comment that 90% of students study with some form of food and the need for provision of food interesting, as I was considering letting our students who sit in the lounge area to read eat their lunch as they read. I loved the boarder whose preferred lookout was a flock of sheep!

Robin spoke about “hypertext space”, spaces which offer the ability for learners to switch between different study modes. These spaces might have booths for privacy, a small group work area, and a “breakout” area. She had researched various user types and their preferred working spaces. Some spaces to support learning were shown. Wouldn’t we all love to study in a garden, by a stream with fish! How about writing on the walls? What a wonderfully free way for students to follow a stream of consciousness, not being limited to a small whiteboard or butchers paper...

Robin referred to Scott Bennett’s ([www.clir.org](http://www.clir.org)) “Learning commons”, flexible learning areas surrounded by “a richly comprehensive environment of print, electronic and human resources”. She showed examples of schools where innovative non-library operations were supported in the library, such as media production studios, auditoriums, games rooms, conferencing areas. I was reminded here of Lise’s comment about the creation of their teachers’ reference and meeting area.

We were given examples of the areas the library could connect to e.g. the school, café, grounds and areas within the library. Again I was reminded of Carramar’s placement at the centre of the campus and as part of the Administration block.

I’m sure I was not the only one who was interested to see other schools’ innovative creation of year 12 learning spaces and marvelled at the examples of Libraries with the “wow” factor.

In conclusion, Robin challenged us to think about what constitutes an efficient and effective learning environment. She gave us food for thought by showing examples of small things we

‘Wouldn’t we all love to study in a garden, by a stream with fish! How about writing on the walls? What a wonderfully free way for students to follow a stream of consciousness, not being limited to a small whiteboard or butchers paper...’



can all start with, such as getting rid of cluttered corners and spaces, creating (or purchasing) professional, quality signage and improving accessibility in our Libraries.

In the Anne Clyde Memorial Lecture at the TILC conference, Dr Steffan Silcox spoke of Hedley Beare's "Angelika", the child of the future. I reflected on Robin's incredibly thorough research in order to ensure that her students of the future (although in her case, they should be called "Adam", not "Angelika"!)

will have the best possible Library spaces to foster effective learning.

When reading through my rather cumbersome first draft, I reflected on what a colleague had once told me on the way to professional development. She said that if she only took one or two things away from a session, then that session was worth attending. Both Robin and Lise certainly left me reflecting anew on the use of space at our Library. Although the Library at my campus is an old one and we will not be renovating or building a new Library, I reflected on Carramar's clever

use of the pillars in the middle of their library to place small hubs of computers. Lise commented that it was easy for small group to work. Well, we used to have our OPACs next to the pillars in our library and although they were removed about six years ago, the cabling is still there... (See what I mean!)

Thank you, Robin and Lise for a thought provoking session! I wonder how many of you noticed that the meeting room we used on that day was a good example of a flexible space. Did you notice the in-floor cabling points? The movable lounges, chairs, cabinets, tables of varying heights?

Robin Wake has kindly agreed to place the notes for her session on the AISWA Libraries website and I have taken the liberty of adding Lise's reflections to that. If you did not attend, I urge you to read through and reflect on your own Library, its spaces and usage.

Dee Cunninghame  
St Stephen's School

## Staff Changes

**Allison Schultz**, formally a library officer at Mercedes College, has a new position at **Thornlie Public Library** as the Young Peoples Services librarian. **Lyn Jordan** replaces Allison, working Wednesday to Friday. Lyn also works at Guildford Grammar School 3 evenings a week in the library.

a read and certainly made my job a lot easier.

Finally I'd like to thank everyone who has assisted me during the year with the production of this newsletter. I hope you have enjoyed reading it as much as I have enjoyed bringing it to you. I'd like to wish everyone a happy and safe Christmas and a restful well-deserved break.

## From the Editor

Hi Everyone

There's not long to go now until the end of the year and I can already hear many people heaving a sigh of relief. The 'Off the rack' reading list this issue, ties in with the theme of holidays and in particular summer holidays. This list is aimed more toward the middle years, with some picture books thrown in.

In this edition there are several important items to take note of. The first is the article on incorporating AISWA Libraries which explains what is happening, the reasons for the change and what impact it will have on us as an organisation. The major change will be

to the constitution. Everyone needs to make sure they read the proposed version (this can be found on the website) and then have their say at the AGM on the 17th November.

You'll also find a membership renewal form. Please be aware that the membership categories have changed and if you have any queries about this, please feel free to contact one of the committee members.

The other important piece is the register for intending to participate in the Online Database Consortium. Please fill this out and return it asap as the more schools involved the cheaper it is for everyone.

This issue, I'd like to thank Dee Cunninghame for her articles this issue. I'm sure you'll agree they were well worth

# Library design: library spaces to foster effective learning.

## A report on the Term 3 Professional Development - Part 2

Lise Legg of St Stephen's School in Carramar, gave an interesting and informative reflection on the changes her new, purpose built library had undergone since being built in 2002. The P-12 Library was built as the centre of the school, for easy access to all areas of the campus. All the Library staff at both campuses were originally asked to contribute to the brief given to the architects.

This was the list:

- As large as possible
- The central hub of the campus
- As many "breakout" areas as possible
- Access to toilets in building
- Computer cabling in the floor for future
- Circulation desk that works!
- Space for Teachers' Reference and storage
- Good natural lighting (now closed in!)

Lise then mentioned some design

problems and how they had been overcome. The first was the height of the circulation desk; it is too high for the Pre-Primary students. Although the workroom has a kitchen and eating area, the desk space for the three



Teacher Librarians is cramped (great for socialising, though!).

The Reference Desk:

Lise mentioned that in spite of the brief, one of the problems was a long distance from the workroom to the circulation desk. This has been overcome by creating a Reference Desk for the Teacher Librarians to work at (on a rostered basis), on the Library floor.

Teacher Reference room:

One of the classrooms attached to the Library has been converted into a well used Teacher Reference room in which teachers can preview resources (including AV) and hold meetings.

Some innovations Lise highlighted were the Laptop Storage and recharging unit, a games room for lunchtime board games (used by all ages), kitchen area in the workroom, good acoustics in the floorspace, resulting in low noise transference, window seats with cushions for reading (Lise mentioned that these could have been used for extra storage) and outside ramps for easy trolley access for resources.

It was interesting to note that Lise mentioned the "changing way of learning" when highlighting their small group learning areas. This tied in with Robin's "Learning Commons". Carramar Have used laptop computers for their portability. Lise showed proof positive of their usefulness and popularity – pictures of her "naughty boys" deep in concentration, totally absorbed in their work! They had also utilised the pillars in the library as mini hubs for PCs.

Dee Cunninghame  
St Stephen's School



The St Stephen's School Library

## Icebreakers and the like

This issue, the Untangled Web looks at Icebreakers and other games. Although these may not be as useful at this time of year, next year's school year is not that far away. These games can be used for those with new pastoral care groups or even camps and free time throughout the year.

### Active indoor and outdoor games

<http://www.kidwizard.com/ThingsToMake/ActiveGames.asp>

Includes basketball games, evening and after dark games and water games.

### Eldrbarry's group games guide

<http://www.eldrbarry.net/vbs/games.htm>

This is a really extensive site of information and games. It includes basic guidelines for Game Leaders/ Referees, basic equipment to have on hand and a games index featuring old favourites, get acquainted games, line games, circle games, chain games, tag and free form games, and indoor games

### Games for groups

<http://www.gamesforgroups.com/>

Although this site is promoting books for purchase, the site does include a number of activities from the series of books on topics like team building, self-esteem and communication.

### Icebreakers, games, and initiatives for groups

<http://mrc.spps.org/sites/6810d8a6-6d85-4ae6-aba1-a07df5a1d1cc/uploads/icebreakersinitiative.pdf>

### Scouting links games

<http://www.scoutinglinks.com/GSRC/games.asp>

# Incorporating AISWA Libraries

As you are probably aware, from Mary Hookey's Watnet posting earlier this week, AISWA Libraries is planning to incorporate. This move was prompted by a recommendation from the accountant who audited the books for the Association in 2004. By incorporating, AISWA Libraries will be recognised legally as an association and will have a 'distinct identity that continues regardless of changes to the membership'. (Associations, 2005)

Besides being recognised legally as an association, incorporation also provides a certain amount of protection for its members and the committee, which oversees the running of the organisation. For AISWA Libraries this will mean that a member or committee member cannot be held responsible for any debts or liabilities incurred by the group, during the course of its running, nor any costs associated with winding up, if the group chooses to dissolve.

## As a member, what am I required to do?

One of the requirements for incorporation is the creation of a constitution. AISWA Libraries currently has one but, in order to comply with *The Associations Incorporations Act (1987)*, it was necessary to revise and update the existing document so as to include those sections required by law. This new version will be presented at the AGM in November for approval from the members. **It is therefore important that all members read the proposed version prior to the AGM. This is available on the AISWA Libraries website at <http://www.apea.asn.au/~aiswaweb/>**

## How will this affect AISWA Libraries?

AISWA Libraries has been following most of the requirements and procedures of a legally recognised association for many years. Besides the amendments to the existing constitution, the only other noticeable change will be the inclusion of either the words 'Incorporated' or 'Inc.' at the end of our name.

If you require any further information please contact either Ainsley Bakitch or Mary Hookey or visit the Department of Consumer and Employment Protection's association section at <http://www.docep.wa.gov.au/associations/>

### References

'Associations', *Department of Consumer and Employment Protection* [online], (2005), Retrieved October 24, 2005 from <http://www.docep.wa.gov.au/associations/>

Includes outdoor games, team building games and name games

**Wilderness Index to Group Activities, Games, Exercises & Initiatives**  
<http://www.wilderness.com/games/>

This site includes classic and novel group games, activities, exercises and initiative tasks.

For a more comprehensive list of sites try:  
<http://www.scoutinglinks.com/app-slp/default.asp?PID=r11&catid=152&cattitle=Games+%40>



## Term 3 Report

### Marcom Digital incorporating *unitedstreaming*<sup>TM</sup>

This presentation by Peter Walters, General Manager of Marcom Projects, gave attendees a brief look at this product and some of its many features.

Marcom Digital incorporating *unitedstreaming*<sup>TM</sup> is a browser-based multi-media delivery system. Whereas other solutions to video delivery require specific software, *unitedstreaming*<sup>TM</sup> relies solely on software standard on every machine, a web-browser. This product also stores files in a universal format so that users are not locked into a subscription simply because their file formats are not recognised by other systems in the future.

*unitedstreaming*<sup>TM</sup> features not only over 4,000 full videos and 40,000 video clips (these are small clips that have been taken from larger programs but centre around one topic or theme - this is to stop students needing to view a whole video just for one section), but also in excess of 2,500 royalty free images, available in two different resolutions depending on your need. Since Marcom Projects are the exclusive distributor for SBS and Discovery Channel, some titles they offer are not available with any other digital delivery product.

It also contains extra materials like:

- ❖ Calendar of events
- ❖ Clipart gallery
- ❖ Image library
  - scientific images
  - customized with Australian content
- ❖ Writing prompts
- ❖ Teacher feature
  - arranged according to courses of study with many different resources

- ❖ Lesson plans
- ❖ Quiz centre



There are different levels of subscription depending on the school's need, network capabilities and budget. Note: only some of the features are listed under each level. For more detailed information have a look at their information brochure at: <http://www.marcomdigital.com.au/pdf/subscriptionModels.pdf>

#### Level 1: Internet

- ❖ Can restrict streaming and downloading during peak periods.

#### Level 2: Network Manager

- ❖ Allows local storage of content

#### Level 3: Local host

- ❖ Includes Upload Manager Software which allows schools to schedule programs to record, record free-to-air programs, remove unwanted commercials and convert recorded programs to other formats like Quicktime automatically.



## Questions that were asked at the session

Q: Can *unitedstreaming*<sup>TM</sup> accommodate the addition of VHS recorded programs that individual schools may own e.g. free-to-air recordings?

A: Yes. The 'Local Host' subscription offer includes the ability for schools to include their own content; provided copyright permissions allow this e.g. screenrights and free-to-air programs.

Q: What happens to the material if a school chooses to end their subscription?

A: The school and teachers must remove all locally hosted programs that have been provided as part of the subscription. If students have included clips in PowerPoint presentations etc, they can remain within the document. Any free-to-air programs that were included in the database remain the property of the school.

Q: Is Marcom Projects actively seeking to include more Australian content?

A: Yes

Q: Are there any security features to limit access to programs more suitable for older students particularly in K-12 schools?

A: Yes. In the administration there is this ability.

Q: Is a school able to have more than one administration section per school e.g. 1 primary and 1 secondary?

A: Yes

Q: Are schools able to purchase the software for managing school owned-video separately?

A: Yes

For more information visit <http://www.marcomdigital.com.au/>



**Name**  
Glenda Crothers

**School**

Guildford Grammar Preparatory School

**Position**

Teacher Librarian / Information Technology Specialist

**Originally from...**

Geraldton (I lived there for 30 years)

**Family**

Husband (David), Children: Samantha ( practising Veterinarian): Amy (Studying Chiropractic at Murdoch)

**Best bit about my job**

The children , getting to know them, reading to them, watching them enjoying listening to the stories I read, learning new computing skills,

**Favourite book**

too many to choose!

**Favourite Movie**

The last one I saw was “In My Shoes”. Loved it! Can’t wait to see the latest “Pride and Prejudice”

**Favourite time of the year**

Summer time – at Dunsborough and Rottnest relaxing with friends





**Hobbies / Interests**

reading, movies, a good wine, exercising at the gym, running, walking, being with friends, my family, travel, life in general!

## AISWA Libraries AGM

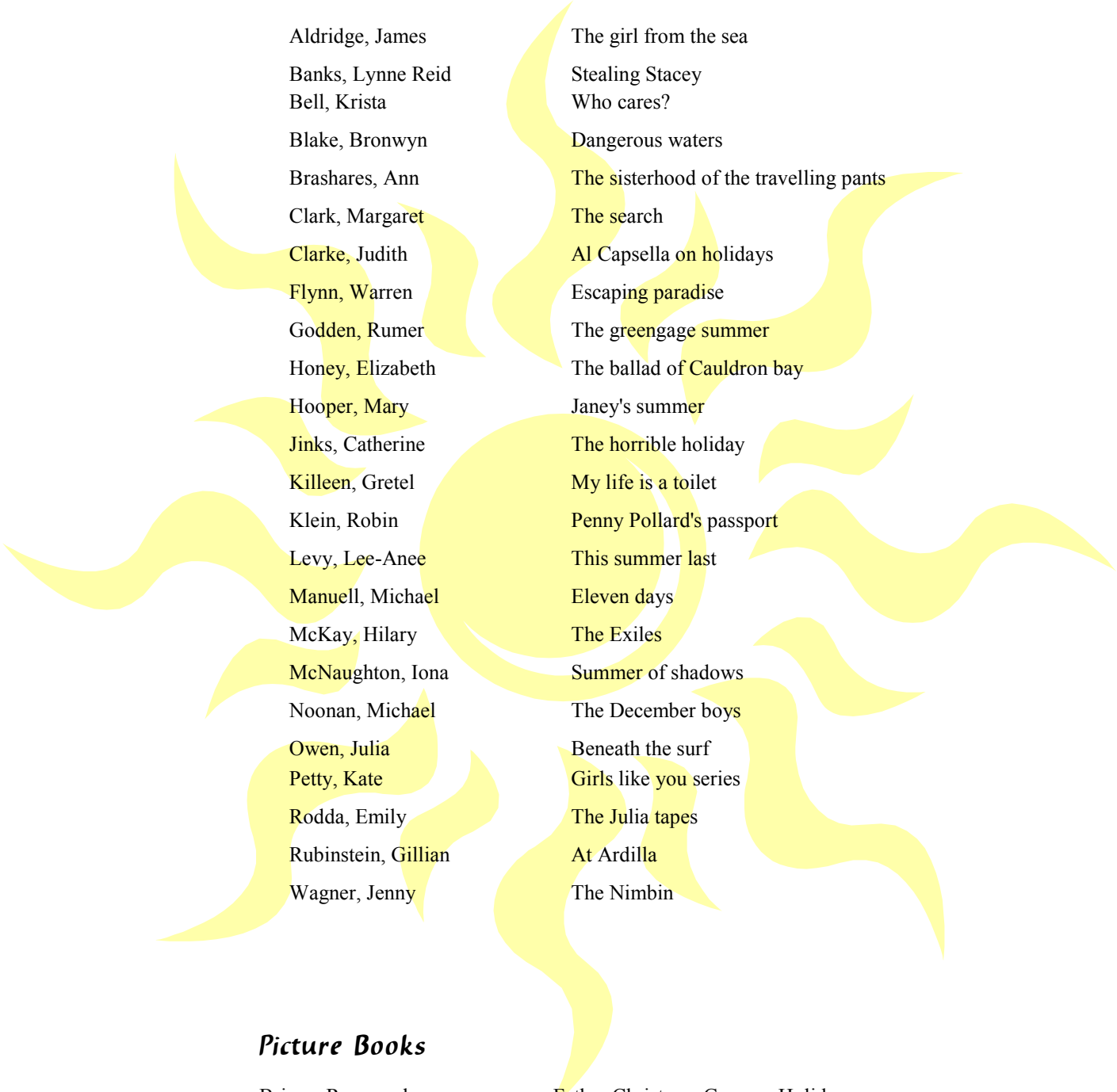
**Date:** Thursday 17th November  
**Venue:** Mercedes College, Victoria Square, Perth  
**Time:** 4pm Afternoon tea in the College Staff Room  
 4.30pm Meeting in the College Library  
**RSVP:** Anne Bourke  
 Phone: 9323 1323  
 Email : [abourke@mercedes.wa.edu.au](mailto:abourke@mercedes.wa.edu.au)

Featuring:

-  The presentation of the new AISWA Libraries Constitution to members for passing
-  Launch of the AISWA Libraries website
-  Announcement of the winner of the Jean Rhodes Memorial Award for Excellence 2005
-  Book talk by the Lane Bookshop

Be there or be square!

# HOLIDAY CAPERS



Aldridge, James	The girl from the sea
Banks, Lynne Reid	Stealing Stacey
Bell, Krista	Who cares?
Blake, Bronwyn	Dangerous waters
Brashares, Ann	The sisterhood of the travelling pants
Clark, Margaret	The search
Clarke, Judith	Al Capsella on holidays
Flynn, Warren	Escaping paradise
Godden, Rumer	The greengage summer
Honey, Elizabeth	The ballad of Cauldron bay
Hooper, Mary	Janey's summer
Jinks, Catherine	The horrible holiday
Killeen, Gretel	My life is a toilet
Klein, Robin	Penny Pollard's passport
Levy, Lee-Anee	This summer last
Manuell, Michael	Eleven days
McKay, Hilary	The Exiles
McNaughton, Iona	Summer of shadows
Noonan, Michael	The December boys
Owen, Julia	Beneath the surf
Petty, Kate	Girls like you series
Rodda, Emily	The Julia tapes
Rubinstein, Gillian	At Ardilla
Wagner, Jenny	The Nimbin

## *Picture Books*

Briggs, Raymond	Father Christmas Goes on Holiday
Graham, Bob	Greeting from Sandy Beach
Harvey, Roland	At the beach: postcards from Crabby Spit
Hobbs, Leigh	Old Tom's holiday
Lester, Alison	Are We There Yet?
Whatley, Bruce	Looking for crabs
Wheatley, Nadia	Highway

## RENEWAL OF MEMBERSHIP 2006

Our membership is in keeping with our financial reporting period October 1 to September 30. The main objective of AISWA Libraries is to promote consultation and co-operation amongst independent school libraries. Membership provides you with newsletters and notice of professional development activities and free attendance at all AISWA Libraries activities.

**PLEASE COMPLETE ALL SECTIONS, keep a copy for your records, then forward with a cheque to: AISWA Libraries Membership PO Box 943 NEDLANDS WA 6909**

School \_\_\_\_\_

Contact Name \_\_\_\_\_

Email address \_\_\_\_\_

Postal Address \_\_\_\_\_

Suburb \_\_\_\_\_

Postcode \_\_\_\_\_

Work Phone \_\_\_\_\_

Work Fax \_\_\_\_\_

### MEMBERSHIP TYPES (Select one)

- |   |      |
|---|------|
| <input type="checkbox"/> Metropolitan (only available to independent school libraries within a 100km radius of Perth GPO) | \$25 |
| <input type="checkbox"/> Country (only available to independent school libraries beyond a 100km radius of Perth GPO)      | \$10 |
| <input type="checkbox"/> Metropolitan Associate   | \$20 |
| <input type="checkbox"/> Country Associate  | \$15 |
| <input type="checkbox"/> Concessional (only available to persons not in paid employment in a school library)              | \$10 |

*Please note that as a non profit organisation with an annual turnover below \$50,000 we are not required to register for an ABN or GST. However, in order to meet the administrative requirements of some schools we have the following ABN - 85539177619*

**Privacy statement:** Please be aware that the above contact details may also be provided to the School Library Conference (WA) committee so that information about PD sessions and the conference can be disseminated efficiently.

In accordance with a request to archive our AISWA Libraries newsletter in an electronic facility called PANDORA (Preserving and Accessing Networked Documentary Resources of Australia), we grant LISWA a licence under the Copyright Act 1968, to copy our publication into the Archive and to provide public online access to it via the Internet. All contributors to our newsletter should understand that by submitting their work they accept that it will be archived by the Battye Library.

Please return to [rlw@hale.wa.edu.au](mailto:rlw@hale.wa.edu.au) before Friday 25 November, 2005

## AISWA Libraries Online Database Consortium, 2006.

### REGISTERING INTENTION TO PARTICIPATE 2006.

Consortium membership is open to all Western Australian School Libraries who are members or associate members of AISWA Libraries.

To join the Consortium, simply –

- a. Join AISWA Libraries... <http://www.apea.asn.au/~aiswaweb/joining.htm>  
Membership of AISWA Libraries is open to all non- government schools and all other WA schools are invited to join as associate members.
- b. Complete and return this *Registering Intention to Participate 2006*

School .....

Student #s(total)..... Student #s(not including Years 1-3) .....

Mail address .....

Contact person..... Email .....

Phone .....

Please tick those products to which school intends to subscribe.

<p><b>EBSCO</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Australia/NZ Reference Centre</li><li><input type="checkbox"/> POP</li><li><input type="checkbox"/> Australia/NZ Reference Centre and POP</li></ul> <p><b>Encyclopaedia Britannica</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Online School Ed.</li></ul> <p><b>Elibrary</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1 user</li><li><input type="checkbox"/> 5 user</li><li><input type="checkbox"/> 10 user</li><li><input type="checkbox"/> Unlimited</li></ul> <p><b>Grolier ( Select at least 2)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> New Book of Knowledge</li><li><input type="checkbox"/> Grolier Multimedia</li><li><input type="checkbox"/> Encyclopedia Americana</li><li><input type="checkbox"/> Lands and People</li><li><input type="checkbox"/> New Book of Popular Science</li></ul>	<p><b>Macquarie Net (Please give student #s)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Used only by Yr 4 up Student #s 4 up.....</li><li><input type="checkbox"/> Used below Yr 3 Student #s 1 up.....</li></ul> <p><b>Marcom</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Digital Video Library</b></li></ul> <p><b>Thomson Gale</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Biography 2user 5user 15user 30user Unlimited?</li><li><input type="checkbox"/> History 2user 5user 15user 30user Unlimited?</li><li><input type="checkbox"/> Literature 2user 5user 15user 30user Unlimited?</li><li><input type="checkbox"/> Opposing Viewpoints 2user 5user 15user 30user Unlimited?</li><li><input type="checkbox"/> Science 2user 5user 15user 30user Unlimited?</li><li><input type="checkbox"/> Student - College ed. 2user 5user 15user 30user Unlimited?</li></ul> <p><input type="checkbox"/> <b>WebLinks</b></p> <p><input type="checkbox"/> <b>WebsterWorld</b></p>
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Final pricing will be confirmed early December with registered schools.

Invoicing and subscription start will be late January 2006. Suppliers should contact you.

Please return to [rlw@hale.wa.edu.au](mailto:rlw@hale.wa.edu.au) before Friday 25 November, 2005  
Or Robin Wake, Hale School, Hale Road, WEMBLEY DOWNS 6019