



ASLA XXVI Biennial Conference

Leading Learning



14–16 April 2019
National Library of
Australia, Canberra





ASLA XXVI Conference *Leading Learning*

PRESIDENT'S WELCOME

Welcome to the Australian School Library Association's XXVI 2019 Conference.

Our theme *Leading Learning* celebrates ASLA's 50 years of supporting and promoting the work of teacher librarians and school library staff. We are thrilled to be here in Canberra — not coincidentally the same city that hosted ASLA's creation — and we thank the National Library of Australia for providing us with this magnificent venue for our celebrations.

ASLA strongly believes that teacher librarians are leaders in their school communities, developing school library programs and collections that enrich opportunities for their students, support teaching and learning, promote reading for pleasure, and engage their school communities with the wider world. The multifaceted role of school libraries and teacher librarians is reflected by the organisation of the breakout sessions into *Literacy, Technology* and *Discovery* strands.

This event would not be possible without the enormous dedication shown by the conference committee. I have no doubt you will be challenged, inspired and excited by the program that the conference team has

put together, and I ask you to join me in congratulating them on all that their hard work has achieved.

We acknowledge financial assistance from the Copyright Agency Cultural Fund in supporting the participation and contribution of a number of very special author guests, including two Australian Children's Laureates: Jackie French and Morris Gleitzman. We welcome our guest authors, who have excited, enlightened and entertained millions of children and adults all over the world, and their work promoting the importance of literacy and reading for fun, not grades, is invaluable.

We also thank our speakers, sponsors and trade fair participants — through their presentations, sponsorship and stands they enable us all to share expertise and examples of best practices in *Leading Learning*.

The key to a great conference experience is to connect with your peers. There is nothing more empowering than having a network of colleagues to turn to for advice, ideas and empathy for the peculiarities of working in school libraries. Say hello to each new person you sit next to (or queue with!) and share your story. You will finish



this conference with a wonderful increase in your professional learning community, and a terrific group of friends.

Lastly, I urge you to lead your own learning: buddy up with other attendees to share notes and ideas, follow the conversations on social media, make plans for one thing you will try out next term. Share reflections on your learning with your colleagues at school and with your online network.

Look ahead to the next 50 years, and help us lead the way.

Kate Reid
ASLA President

CONFERENCE THEMES

Our conference focusses on three themes:

Leading Literacy

Leading literacy addresses all literacies relevant to school libraries and education. For example, but not limited to: media, digital, traditional, critical and visual literacy.

Leading Technology

Leading technology focusses on sharing innovative ways that technology can be used, developed and promoted in school libraries.

Leading Discovery

Leading discovery focusses on the role of school libraries in supporting students to be learners for life through curiosity, wonder, investigation and exploration.

VENUES AND EVENTS

There are several venues within Canberra for our 50th Celebration Conference.

Literary Discovery tour:
Sunday 14 April 10 am – 3 pm
This event must be pre-booked

Lunch and tour at Jackie French's property at Araluen, near Braidwood.

Minibus leaves the National Library of Australia at 10 am and delegates will be taken straight to the Welcome Function to begin at 4 pm.

Welcome Function:
Sunday 14 April 4–6 pm
Included in conference registration

Amaroo School, 135 Katherine Avenue, Amaroo, ACT 2194.

Bus leaves the National Library of Australia at 3.30 pm, returning to the National Library of Australia by 6.30 pm.

Includes alcoholic/non-alcoholic drinks and canapés.

Conference welcome, book launch *Raising Readers* (UQP 2019) by Megan Daley, short address by Natalie Otten, teacher librarian, and viewing of the library.

Cover photo:
The National Library of Australia's collection.
Image number nla.obj-130957794
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Main program and breakout sessions:

Monday 15 – Tuesday 16 April

Registration begins at 8am

National Library of Australia
Parkes Place West, Canberra, ACT.

- Theatre: Lower Ground Floor
- Ferguson Room: First Floor
- Conference Room: Fourth Floor, accessible by lift or stairs
- Training Room: Fourth Floor, accessible by lift or stairs
- Meeting room: Fourth Floor, accessible by lift or stairs
- Lower Ground Floor 1: for catering and trade fair

Discovery Tours:

Monday 15 April, 2–4 pm

Included in conference registration

Please note: selections must be made at the time of registration; some car-pooling options may be available.

Locations are as follows:

Reconciliation Walk

MEETING PLACE: Steps of the National Library of Australia (walking distance)

Australian War Memorial

MEETING PLACE: Australian War Memorial, Treloar Crescent, Campbell, ACT

Film and Sound Museum

MEETING PLACE: Film and Sound Museum, McCoy Circuit, Acton, ACT (in the grounds of ANU)

National Centre for Children's Literature

MEETING PLACE: National Centre for Children's Literature, The Library, University of Canberra (allow 20 minutes to drive there)

Botanical Gardens

MEETING PLACE: Botanical Gardens, Clunies Ross Street, Acton, ACT

Questacon

MEETING PLACE: Questacon, King Edward Terrace, Parkes, ACT (within walking distance of the National Library)

National Gallery of Australia

MEETING PLACE: National Gallery of Australia, Parkes Place East, Parkes, ACT

50 Years Celebration Dinner:

Monday 15 April, 6.30–10 pm

This event must be pre-booked

Australian National Museum

10-minute drive/taxi ride from the National Library of Australia.

Drink and canapés on arrival, two-course meal and cash bar.

- Special guest speaker: Morris Gleitzman, Australian Children's Laureate.

- Reflections by Jackie French, 'Imitate the actions of a wombat: How to face the school library crisis with marsupial tenacity'.
- Presentation of the Australian Teacher Librarian of the Year award.

Acknowledgement

The guest authors at the conference, including Jackie French and Morris Gleitzman at the conference dinner, and Jack Heath, Bruce Pickworth and Shelly Unwin at the authors' session on Tuesday 16 April, are generously supported by the Copyright Agency's Cultural Fund. We are grateful for their financial assistance to enrich our 50 Years Celebration Conference.

PARKING/TRANSPORT

Parking

Parking near the National Library of Australia is \$14 per day in multi-storey car parks.

Transport

All hotels listed are accessible by bus on a route that may require a short walk. Bus routes and timetables can be found on <https://www.transport.act.gov.au>

If required to and from venues, taxis may be booked through ACT CABS Phone: (02) 6280 0077.

Car-pooling may be an option to transfer to Discovery Tour venues on Monday afternoon.

HOTEL ACCOMMODATION

We have negotiated special conference rates for ASLA XXVI delegates at various hotels, whilst rooms are available. Information on how to access these rates will be emailed to

delegates on registration. A special code is required. Please contact the hotels directly to arrange accommodation for your stay. There are many options in Canberra. As it is school holidays, accommodation may be limited, and we encourage you to book early to avoid disappointment.

Please see the ASLA website for further information:

<http://www.asla.org.au/professional-learning/asla-conference-2019/accommodation.aspx>.

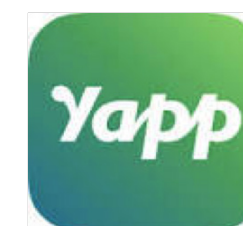
CATERING

Morning tea and lunch will be available in our Trade Fair area on Lower Ground Floor 1 of the National Library of Australia.

TECHNOLOGY/SOCIAL MEDIA/APP

The National Library of Australia has public wi-fi which can be used by ASLA XXVI Conference delegates.

Conference app



The ASLA XXVI Conference app is YAPP. Details about how to access the app will be emailed closer to the conference date.


NATIONAL LIBRARY BOOKSHOP

Show your conference lanyard to receive a **10% discount** on purchases at the National Library Bookshop. **This offer is valid on 15–16 April 2019.** No further discounts apply.

This offer does not include limited edition prints, discounted and remaindered stock, newspapers, stamps, copy cards, magazines and vouchers.

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MONDAY 15 APRIL	
Time	Event
8.00–8.30 am	Registration in Theatre foyer
8.30–9.15 am	Welcome in Theatre
9.15–10.30 am	KEYNOTE 1: Tracey Ezard, Leading 'The Buzz' in your school
10.30–11.00 am	Morning tea on Lower Ground Floor 1
11.00–11.45 am	BREAKOUT SESSION 1: A. Ezard, T, Building trust and leading strategically B. Daley, M & Child, J, Leading literacies through mindfulness and wellbeing C. Moloney, S & Lucas, A, Teacher librarians co-designing learning for effective digital literacy programs D. Lonard, J, Library websites — advocacy, promotion, teaching E. Barnes, C, Inquiry learning: beyond the school walls F. Guided tour of the National Library: Meet in the foyer
12.00–12.45 pm	BREAKOUT SESSION 2: A. Ezard, T, Building trust and leading strategically B. Stower, H & Gagen-Springs, K, Using evidence-based practice to inform school library programs C. McDonald, L, 'Literature response for deep understanding and connecting with the curriculum' D. McKenzie, D, Teaching through inquiry in the library context E. Guided tour of the National Library: Meet in the foyer
12.45–1.30 pm	Lunch on Lower Ground Floor 1
1.30–2.00 pm	Movement to Discovery Tours
2.00–4.00 pm	Discovery Tours: Select from seven of Canberra's iconic educational venues. Each will provide guided educational experiences catering for the professional needs of teacher librarians: <ul style="list-style-type: none"> • Reconciliation Walk • Australian War Memorial • Film and Sound Museum • National Centre for Children's Literature • Botanical Gardens • Questacon • National Gallery of Australia
6.30–10.00 pm	Dinner at the Australian National Museum Guest speakers: Morris Gleitzman Australian Children's Laureate 2018–2019 Jackie French, 'Imitate the actions of a wombat: how to face the school library crisis with marsupial tenacity' Presentation of the Teacher Librarian of the Year 2019 award

TUESDAY 16 APRIL	
Time	Event
8.00–8.30 am	Registration in Theatre foyer
8.30–9.15 am	Special ASLA 50th birthday presentation
9.15–10.15 am	KEYNOTE 2: Dr Margaret Kristen Merga Teacher librarian as literacy educator: what do we actually do?
10.15–11.00 am	Guest Author Sessions: Sponsored by the Copyright Agency's Cultural Fund. 
11.00–11.30 am	Morning tea on Lower Ground Floor 1
11.30 am – 12.30 pm	KEYNOTE 3: Tamara Sullivan, Next level learning ... think like an entrepreneur
12.30–1.15 pm	Lunch on Lower Ground Floor 1
1.15–2.00 pm	BREAKOUT SESSION 3: A. Wall, J, Leading change in school libraries ... one step at a time B. Finegan, A, Discovering Australia through Trove C. Freund, K, Anyone for coffee? Coffee courses and opening professional learning D. Korodaj, L & Cox, E, Embedding the Library and the teacher librarian in your school community E. Armstrong, M, Designing, Creating and Implementing an Inquiry, Research and Information Literacies Skills continuum F. Guided tour of the National Library: Meet in the foyer
2.15–3.00 pm	BREAKOUT SESSION 4: A. Derouet, L, Developing Year 8 boys to become adventurous readers through engagement with diverse stories B. Sheerman, A, Fitzgerald, L & Garrison, K, From Wiki to MS365 and everything in between: 10 years of Guided Inquiry in Australia and the technology that supported the journey C. Molloy, H, Using 3D printing in inquiry-based learning D. Coates, J, Copyright can dos — navigating the complex world of copyright to empower learning E. Astbury, A, Media and news literacies — free ABC resources critical for global citizens F. Guided tour of the National Library: Meet in the foyer
3.00–4.00 pm	KEYNOTE 4: Judy O'Connell, A splendour of letters: Communication across the generations Conference wrap-up
4.00–4.30 pm	Join us for afternoon tea



KEYNOTE SPEAKERS

KEYNOTE 1:

Tracey Ezard, Leading 'The Buzz' in your school



Abstract

Many schools are experiencing the extraordinary outcomes possible when they come together to problem solve, create new directions and challenge their thinking. As key staff members in our schools, teacher librarians are strategically well placed to create these thriving, collaborative learning cultures amongst staff, students and our wider school communities.

In today's decade of disruption, siloed and isolated practices are giving us a highway to mediocrity. Tapping into the genius of our collective thinking elevates us to the extraordinary. Schools that learn deeply together have a Buzz that is infectious. This Buzz is made up of challenge, stretch, motivation and enthusiasm and, most of all, growth.

In Tracey's session, participants will take away:

- what authentic collaboration really is
- the key pillars of a thriving culture
- the factors that hold us back from deeply learning together and how to overcome them.

Résumé

Thought leader in learning environments, leadership and visual facilitation.

Tracey is a keynote speaker, author and educator, who is dedicated to inspiring people to collaborate and thrive in the workplace. She is the author of two books, *The Buzz — Creating a Thriving and Collaborative Staff Learning Culture* and *Glue — The Stuff that Binds Us Together to do Extraordinary Work*.

Tracey speaks on collaboration, leadership and high performance cultures. Tracey works with leaders and teams who want to elevate above convention and create extraordinary outcomes. She works with people who understand that the world requires a new type of leadership — one that is focussed on collaboration, learning and relationships. She believes that our best selves are helped to shine when our work environment is full of connection, compassion and purposeful conversation.

KEYNOTE 2:

Dr Margaret Kristen Merga, Teacher librarians as literacy educators: what do they actually do?



Abstract

Literacy attainment shapes students' current and future academic, vocational and social opportunities. While the presence of qualified librarians in schools is positively associated with students' literacy outcomes, little is known about the specific practices that librarians may employ to achieve this advantage for their students. With concerns about Australian students' literacy attainment often articulated, and particularly the performance of struggling readers, it is essential that the role of teacher librarians as literacy educators be better understood.

This keynote reports on findings from the 2018 Teacher Librarians as Australian Literature Advocates in Schools project, funded by the Copyright Agency Cultural Fund, which collected data from teacher librarians at 30 schools. This project identified 40 recurring literacy-supportive practices that were being enacted to improve literacy learning. For the purposes of this presentation, 10 research-supported practices that can enhance the performance of struggling readers will be highlighted and explored, drawing on teacher librarians' experiences and views.

This address seeks to make visible the contribution of teacher librarians to our students' literacy learning, which is essential in light of the current issues facing the profession. It urges greater recognition

of teacher librarians' role as educators both in leadership and in the school community.

Learning objectives for the keynote address

With a view to supporting their professional role and advocacy, attendees will learn about:

- The relationship between literacy attainment and opportunity.
- Current research linking qualified librarians in schools and literacy attainment.
- Specific recurring strategies that teacher librarians may employ to support struggling literacy learners in schools.
- Barriers that teacher librarians may face that may inhibit recognition of their professional role and identity as educators.

Résumé

Dr Margaret Kristin Merga is a Senior Lecturer at Edith Cowan University in Western Australia.

Her research explores the social and environmental influences on literacy acquisition and the position of reading and books in the contemporary world. Her research findings in literacy explore the role that librarians, teachers and parents can play in supporting children, teenagers and adults to become lifelong readers.

She has written a substantial body of peer-reviewed research papers in this area, and she has led a range of mixed-methods research projects exploring these issues in local, national and international contexts.



She is the author of the new book, *Reading Engagement for Teens and Tweens: What Would Make Them Read More?* for Libraries Unlimited in the USA.

KEYNOTE 3:

Tamara Sullivan, Next level learning



Abstract

Today's world is increasingly complex and fast paced. This brings new and stimulating opportunities to enhance learning, while at the same time, it requires us to navigate the disruptions that come with phenomena such as globalisation, technological advancements and the changing nature of life and work.

Historically, most technologies in education have been aimed at enabling access to information. While knowledge has become more easily available, the challenge is how to retain the information and transfer this into new contexts.

In this session, come and explore new and emerging technologies such as mixed reality and how these technologies can be used in the learning process to enhance student engagement and transform the way content is delivered and created. Drawing on the initiatives that Ormiston College has implemented, this session will provide participants with practical strategies for delivering curriculum that is contemporary, explicitly develops students' 21st century skills, and incorporates good pedagogy which is accentuated by the use of new and emerging technologies to meet the diverse range of future learners.

Résumé

Tamara is the Head of Academics and Innovation at Ormiston College and facilitates the College's directions in 21st century teaching and learning.

She understands the new and changing demands of the teaching profession and believes that building capacity is the cornerstone of a contemporary school. She is an innovator who leads eLearning, blended learning, curriculum development and the meaningful use of technology across the profession.

Tamara coordinates the College's Learning Innovations Leadership Committee, which was created to lead innovation, improvement and transformational change across the campus. She supports members in sharing their findings with the wider community through online forums, conferences and publications.

She is a well-known member in the global educational community and regularly conducts keynote addresses, professional development workshops and online webinars. The presentations have a strong focus on shifting educators' understanding of student learning in 21st century environments, and practical strategies on how to build a culture of innovation.

In 2016, Tamara was awarded the Excellence in Educational Leadership Award by the Australian Council for Educational Leaders in Queensland, and the Australian College of Educators Fellowship Award for her demonstrated leadership in implementing educational initiatives to improve outcomes for students in 21st century environments. In 2017, she was also awarded the Australian

Council for Educational Leaders New Voice Scholarship for her contemporary leadership Australian education.

KEYNOTE 4:

Judy O'Connell, A splendour of letters: Communication across the generations



Abstract

The image of the uncertain voyage of the written word through the seas of time and imagination captures an extraordinary story that should empower the creative culture and scholarship of learning that underpins school libraries today. A great library cannot be constructed — it is the growth of ages and a place of inspiration for generations to come. Today teacher librarians are leading literacy, discovery and technology to empower culture and learning, yet it is the splendour of letters, that vast and storied landscape of communication across the generations, which can truly help school libraries achieve their current and future aims. The challenge before us is both humbling and exhilarating and deserves every scrap of our attention as we help shape the individual lives of children and youth today.

This presentation will draw connections between the subthemes of the conference, to celebrate the place of literacy, technology and discovery in 50 years of school librarianship and, at the same time, highlight the importance of remaining connected to literature and learning across the ages.

Participants will:

1. Review the importance of literature and learning from earliest recorded history.

2. Explore the culture of learning that powers human endeavour.
3. Connect the history of books, libraries and learning to the role of school libraries.
4. Evaluate literacy, technology and discovery as participator forms of communication across the generations.
5. Celebrate the historic influences to plan for future impact of school libraries and teacher librarianship.

Résumé

Judy O'Connell is a Course Director in the School of Information Studies at Charles Sturt University. She takes a lead role in the Master of Education (Teacher Librarianship) and Master of Education (Knowledge Networks and Digital Innovation).

Judy is keenly involved with quality learning and teaching in online environments, and has also worked at CSU as Quality Learning and Teaching lead for the Faculty of Science.

Prior to employment at CSU, Judy worked as Head of Library and Information Services at St Joseph's College; Library and Web 2.0 Consultant with Catholic Education, Parramatta Diocese, Western Sydney; Head of Library and Information Services, Hills Grammar School; Director of Information Services, MLC School, and Curriculum Coordinator and Teacher Librarian at Bethlehem College.

Judy has published in the areas of digital learning environments and pedagogy; school libraries; virtual worlds; literature and reading. Her research has a focus on online learning, academic integrity and digital scholarship.



GUEST AUTHORS



Jackie French AM,
Imitate the actions of a
wombat: how to face the
school library crisis with
marsupial tenacity

Résumé

Australian author, historian, ecologist, 2014–2015 Australian Children's Laureate and 2015 Senior Australian of the Year. In 2016, Jackie became a Member of the Order of Australia for her contribution to children's literature and her advocacy for youth literacy. She is regarded as one of Australia's most popular children's authors and writes across all genres, from picture books, history, fantasy, ecology and sci-fi to her much-loved historical fiction for a variety of age groups.



Morris Gleitzman,
Australian Children's
Laureate, 2018–2019

Résumé

Morris Gleitzman is a bestselling Australian children's author, whose books explore serious and sometimes confronting subjects in funny and unexpected ways. His books are published in more than 20 countries. As the Australian Children's Laureate, Morris is currently roaming the land engaging young readers in a celebration of stories and all the precious things they get from them while at the same time encouraging adults to think more deeply and perceptively about the transformative qualities of good stories for young people and, if possible, read a few of them aloud.



Jack Heath, author
Abstract

In this session, Jack Heath will explore the advantages of books over other artistic mediums, and describe

how these advantages can be exploited by writers and educators to win over reluctant readers. He will also share the creative writing exercises he uses in schools to get kids excited about storytelling.

Résumé

Jack Heath is the bestselling author of more than 20 action-packed books. He wrote his first novel in high school, and it was published while he was still a teenager. Since then, his work has been translated into several languages, shortlisted for many awards and optioned for film and television. His enthusiastic presentations have got thousands of kids hooked on reading.

For further information, visit:

<http://jackheath.com.au>



Bruce Pickworth
Résumé

Bruce was trained at Newcastle University and taught in NSW public schools for 12 years before retraining as a teacher of the deaf. He taught as an itinerant teacher for hearing impairment and worked in special education units for over 20 years. He became principal of the special education units at Camden PS and Toongabbie West PS, before retiring in 2015.

Although Bruce has written numerous stories and poems for his pupils, *The Godwits* is his first published work.

Bruce is a keen bird watcher and committed conservationist. He is a member of Birdlife Australia and conducts regular surveys for this organisation. Bruce and his wife Margo are keen bush walkers and kayakers and have enjoyed multi-day trips on a number of continents.

Abstract

During his presentation, Bruce will discuss how *The Godwits* fits seamlessly into the recent Australian Geography curriculum for stages 2 and 3. He will demonstrate how the book covers Geographical Concepts and uses a range of geographical tools and inquiry skills. He will also explain how *The Godwits* relates to sustainability and Asia and Australia's interrelationships. Bruce will explain how the ideas in the book can be used to stimulate further research, to extend both scientific and geographical concepts and to develop more sophisticated ideas for older or gifted students.



Shelly Unwin, Interacting
with Picture Books:
bringing books to life to
develop a lifelong love of
literacy

Résumé

Shelly Unwin is a children's author with a focus on early childhood.

Shelly grew up in a tiny English village where she was surrounded by children, animals, and the occasional pixie fairy — a feast for her imagination.

She studied teaching and biology at university before moving to Australia in 2002. Shelly is the author of the *You're ...* series, illustrated by Katherine Battersby, and shortlisted for the Speech Pathology Early Childhood Book of the Year, and *Blast Off!*, a narrative non-fiction space adventure, illustrated by Ben Wood. Her latest release is *There's a Baddie Running Through this Book*, illustrated by Vivienne To.

Shelly lives in Canberra with her husband and two children.

Abstract

Shelly will demonstrate how she interacts with her books, bringing her stories to life during school visits to engage children and their imagination. She will talk about why she became an author, how the children in her life inspire her stories, and how she is driven to feed their imagination as much as they feed hers.





BREAKOUT SESSION PRESENTERS

BREAKOUT SESSION 1

A. Ezard, T, Building trust and leading strategically

STRAND: Leading Discovery

TYPE: Workshop

TARGETED AUDIENCE: Both

Abstract

No matter what initiatives we are driving, culture and strategy working together is critical to momentum. The factor that helps us do this work relies on the quality of our relational and organisational trust. This workshop will take the concepts of The Buzz highlighted in Tracey's keynote and focus us further on the all-important factor of trust.

Using the trust model from her book, *Glue*, and a strategic approach that can be applied to any initiative or program, Tracey will help us get traction in our work.

Participants will learn:

- the three spheres of organisational trust and their components: connection, compassion and conversation
- connecting the WHY, HOW and WHAT of our initiatives through collaborative co-creation
- how to link high-level strategy to the day-to-day work through the Strategy Compass model.

Résumé

See p. 8.

B. Daley, M & Child, J, Leading literacies through mindfulness and wellbeing

STRAND: Leading Literacy

TYPE: Presentation

TARGETED AUDIENCE: Primary

Abstract

The Personal and social capabilities, as outlined in the Australian Curriculum, and addressing the area of wellbeing, are embedded in the work that Jackie Child and Megan Daley do in their school library with reading and mindfulness, their makerspace and their work in the areas of coding and robotics. Their planning and teaching also addresses both the English Curriculum and Digital Technologies Curriculum. Their presentation will focus on the school library and makerspace as a centre for wellbeing and mindfulness as well as practical ways to achieve this in your own school library and enjoy the outcomes for the entire school community. Megan and Jackie see the school library as the hub of the school. It is a place for students to come and be free from the expectations of time, home, playground and classroom. It is a safe place where students can come to chill out, meet, talk, study, make and play. For many students, school libraries have always been a place of refuge from the playground or extreme weather.

Résumés

Megan Daley is passionate about children's literature and sharing it with young and old alike. Megan is a teacher librarian at St Aidan's Anglican Girls' School in Queensland and was recently awarded the Queensland

Teacher Librarian of the Year by the School Library Association of Queensland, as well as the national Dromkeen Librarians Award. A former national President of the Children's Book Council of Australia, she is currently on the Queensland chapter of the board of the Australian Children's Laureate, a judge for the Queensland Literary Awards and on the Publications Committee of the National Library of Australia. She blogs about all things literary, library and tech at childrensbooksdaily.com.

Jackie Child is a part-time teacher librarian/Junior School Technologies Coordinator at St Aidan's Anglican Girls' School in Brisbane and author of *TinkeringChild* blog. Jackie has over 40 years' teaching experience and is a seasonal tutor for pre-service teachers using technology to enhance their teaching and learning at Griffith University. Jackie doesn't believe in standing still; there is always plenty 'to do' and learn!

C. Moloney, S & Lucas, A, Teacher librarians co-designing learning for effective digital literacy programs

STRAND: Leading Literacy

TYPE: Presentation

TARGETED AUDIENCE: Secondary

Abstract

Walton Library at Methodist Ladies' College, Victoria, is implementing a comprehensive and collegial digital literacy program that is positively impacting learning and teaching.

The presentation will introduce a program design for junior secondary and middle secondary school contexts that combines professional partnerships with teachers and school library expertise to enable

effective integration of digital literacy skills into curriculum. The major components of the program will be described in detail, with particular reference to the collaboration with teachers in the design and field testing of curriculum tasks, and to the digital literacy skill sequences and guiding frameworks. Practical examples of these components will be provided, together with samples of learning tasks that incorporate digital literacy skills.

Findings from the program will also be shared, particularly in relation to the characteristics of effective collaboration between teachers and teacher librarians as well as the processes and tools that contribute to the practical design of learning task that address digital literacy.

The flexibility of the program design will also be discussed. This includes the ability to:

- scale the program up or down to suit student numbers and staffing levels
- transfer the program to other school settings
- stage the programs introduction.

Résumés

Sue Moloney is currently the Director of Methodist Ladies' College (MLC) Libraries. She joined MLC, Victoria, in 2015, excited about leading an experienced library team in realising the community's vision of their libraries as learning laboratories. Before joining MLC, Sue enjoyed an extended period working in state and independent school libraries in rural and metropolitan Queensland, as well as in TAFE libraries.



Prior to this, Sue spent some years writing press and radio copy for a Melbourne advertising agency, followed by a brief period working in Victorian schools. Sue has a Graduate Diploma in Librarianship and a Master of Applied Science (Teacher Librarianship).

Amanda Lucas is currently the Deputy Director of Methodist Ladies College Libraries. She has also worked as a History/English teacher and teacher librarian in the Victorian state system. Amanda's qualifications include a Graduate Diploma of Information Management and Master of Education (Teacher Librarianship).

D. Lonard, J, Library websites — advocacy, promotion, teaching

STRAND: Leading Technology

TYPE: Workshop

TARGETED AUDIENCE: Both

Abstract

Do you want to create a new website to promote your school library? Or are you unhappy with the website you currently have?

Valenza (2014) shares 'the importance of curation as a critical-thinking and learning activity and the value of creating a connected learning environment', in her journal article 'Curation in school libraries'.

Websites are a great tool to promote your school library. They offer both students and staff a window into what you offer to support teaching and learning within your school. They also offer you the ability to curate digital resources for your school community. This practical workshop will show how to best create websites to support

teaching and learning in your school.

Advocacy, promotion, teaching: These three things form the basis of what we can offer as teacher librarians. With the advent of technology, we are able to do all of these things more than ever. Contemporary website creators are very user-friendly and allow people with even minimal experience in content creation to make very polished websites. We will discuss what the best website maker is for your school context, and how you can get started. We will also address issues that may arise, or issues that you are currently facing that have prevented you from moving forward with your website. The aim of this workshop is for you to leave feeling confident in creating a website for your school library, or to improve a library website that you currently have.

Résumé

Jessica is the Head of Information Services at Saint Ignatius' College, Riverview. She has a passion for books, coffee, education, library, pop culture and technology and can often be found tweeting about all of these subjects. Jessica has worked in school libraries for the past 10 years and within that capacity has been involved in a wide range of teaching and learning experiences — many centred around her love of technology. Jessica is the co-founder of ed/it women co, a community that supports and encourages more women into the educational technology sector. They provide opportunities for women to engage in new and innovative learning initiatives to collaborate, network and build their confidence with using technology in their education communities.

E. Barnes, C, Inquiry learning: beyond the school walls

STRAND: Leading Discovery

TYPE: Presentation

TARGETED AUDIENCE: Secondary

Abstract

School libraries are traditionally places of curiosity, wonder, investigation and exploration. This presentation will show how to apply these facets to accessing opportunities in the local community, enabling the Inquiry Learning to move beyond the school walls. This provides the ability for students to become true learners for life as they engage and interact after graduation.

Inquiry Learning has been a key aspect of schools and their libraries for some time now, but how often do we actually allow students to inquire beyond the school walls?

How can we collaborate with our school communities, local communities, tertiary institutions, and organisations to create lifelong learning links for our students?

School libraries and staff have the ability to work beyond the constraints of an individual subject to see links and opportunities in the curriculum. Engaging with organisations and professionals outside of the school enables students to create links during their time at the school that can be continued once they graduate.

This presentation will look at Inquiry Learning in the classroom and ways we can apply it to how students engage with the real world through access to the local community, university and organisations.

Résumé

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

As a lecturer in Information Technologies, Metadata and Cataloguing in the Master in Information Management at the University of South Australia, I educate the next generation of information professionals.

BREAKOUT SESSION 2

A. Ezard, T, Building trust and leading strategically (repeat session)

STRAND: Leading Discovery

TYPE: Workshop

TARGETED AUDIENCE: Both

Abstract

No matter what initiatives we are driving, culture and strategy working together is critical to momentum. The factor that helps us do this work relies on the quality of our relational and organisational trust. This workshop will take the concepts of The Buzz highlighted in Tracey's keynote and focus us further on the all-important factor of trust.

Using the trust model from her book, *Glue*, and a strategic approach that can be applied to any initiative or program, Tracey will help us get traction in our work.

Participants will learn:

- the three spheres of organisational trust and their components: connection, compassion and conversation



- connecting the WHY, HOW and WHAT of our initiatives through collaborative co-creation
- how to link high-level strategy to the day-to-day work through the Strategy Compass model.

Résumé

See p. 8.

B. Stower, H & Gagen-Springs, K, Using evidence-based practice to inform school library programs

STRAND: Leading Literacy

TYPE: Presentation

TARGETED AUDIENCE: Both

Abstract

In 2011, the Parliament of the Commonwealth of Australia concluded their inquiry into the role, adequacy and resourcing of school libraries and teacher librarians in Australia's public and private school. One of the findings of this inquiry was that there was a need for teacher librarians to establish evidence-based practices that collated hard-data 'to extrapolate the links between library programs, literacy (especially digital literacy, which is as important as regular literacy and numeracy skills), and student achievement' (Commonwealth of Australia, 2011, p. 118).

This presentation will share the story of a school library which has embraced evidence-based practice as one avenue to assess programs offered and inform further practice. In 2018, Mount Alvernia iCentre teacher librarians worked with Lyn Hay to establish the processes needed for continued evidence-based practice.

This presentation will explore the project the team embarked on and share the lessons learned during this process, including:

- The goals of the project.
- The steps taken throughout the project.
- The results of the project.
- The challenges encountered during the project.
- The benefits of working with a consultant (Lyn Hay) to inform and assist the executing of the process.
- Future directions.

Participants can expect to leave the session with:

- An overview of how evidence-based practice can support school library services and extrapolate the links between library programs, literacy and students' achievement.
- Examples of strategies that can be used to gather evidence in school libraries, focussing on evidence to inform:
 - o reading and literature programs
 - o library space design
 - o information literacy.
- An outline of the benefits of evidence-based practice for the school students and staff.
- Tips for developing evidence-based practice projects.
- Learning from the teacher librarians involved in the process.

Résumés

Helen is the Program Leader of the iCentre at Mount Alvernia College. Helen is a passionate advocate of school libraries and the opportunities they offer students and the communities they serve. She loves stories in every form — telling stories, reading stories, listening to stories and watching stories. Reading and talking about books is a much-loved pastime — Australian YA literature is a particular favourite. Digital and Learning Networks are also of interest to Helen who completed a Master in Education (Knowledge Networks and Innovation) in 2016.

Krystal Gagen-Springs originally started as a music teacher, but has always loved reading. She was delighted to learn that there was a Master of Education, majoring in Teacher Librarianship at the Queensland University of Technology. After completing the degree, Krystal took her first high school teacher librarian job at Mount Alvernia College. She is passionate about empowering young women through access to literature, resources, both physical and digital, and industry professionals.

C. McDonald, L 'Literature response for deep understanding and connecting with the curriculum'

STRAND: Leading Literacy

TYPE: Presentation

TARGETED AUDIENCE: Both

Abstract

This presentation will demonstrate ways of guiding students to make personal and critical text connections. These connections link to inferential and analytic higher order comprehension skills. Three 2018 CBCA

award winning texts are the resource for the presentation. Literacy curriculum content descriptors will be included.

Résumé

Dr Lorraine McDonald is an Honorary Fellow, School of Education, at the Australian Catholic University, Sydney. Lorraine, a former classroom teacher, has taught pre- and postgraduate teachers in Literacy Education, Linguistics, ESL and Literature for Children and Young Adults.

Lorraine is the author of the new second edition, *A Literature Companion for Teachers*, published by PETAA (2018) and contributed to the multi-modal and literary teaching learning experiences within the Global Words online resource as a content editor. She is a regular presenter at international conferences and currently is teaching at ACU and the University of New England, NSW

D. McKenzie, D, Teaching through inquiry in the library context

STRAND: Leading Discovery

TYPE: Workshop

TARGETED AUDIENCE: Both

Abstract

Curiosity and self-direction have been found to be the best way for learners to move forward and deepen their learning. This session will look at how inquiry teaching and learning can be utilised in the school library setting to transform lessons and deepen understanding through provocation, questioning and considering the best way to learn something, rather than the best way to teach something.



Résumé

Dianne McKenzie is a passionate educator and teacher librarian who strives to make professional learning meaningful and thought-provoking. She was a teacher librarian for over 15 years in Hong Kong and is now based in Australia as a full-time professional development provider for teachers and librarians globally through her company, School Library Connection.

Dianne has presented at a number of conferences and seminars worldwide since 2012 and is an experienced International Baccalaureate workshop leader and site visitor. As moderator of the International School Library Connection Facebook group and through her blog, *Library Grits*, she mentors and learns from educators everywhere.

BREAKOUT SESSION 3

A. Wall, J, Leading change in school libraries ... one step at a time

STRAND: Leading Discovery
TYPE: Presentation
TARGETED AUDIENCE: Both

Abstract

This presentation will outline the process that one system is undertaking to develop teacher librarians as leaders of innovation and learning. It includes approaches to information fluency, digital literacy and professional learning as part of a change process that each teacher librarian in a NSW department school has access to. The process is in the beginning stages and was launched at the NSW state conference on 19 October 2018.

Résumé

June Wall is the Library Coordinator for the NSW Department of Education and an Adjunct Lecturer, School of Information Studies, Charles Sturt University. She was previously an independent Consultant, eLearning and Libraries and a Teacher Quality Consultant for the Association of Independent Schools, NSW. She has been a teacher at primary and secondary levels, a lecturer, a professional development and education consultant, Head of Department, special librarian, teacher librarian, President of ASLA, President of SLANSW and computer coordinator in the government and non-government sectors for over 35 years.

B. Finegan, A, Discovering Australia through TROVE

STRAND: Leading Discovery
TYPE: Workshop
TARGETED AUDIENCE: Both

Abstract

Trove is a place for students and teachers to discover, engage with and learn from the many voices that make up our Australian community. Since its launch in 2009, Trove has led the world in providing digital discovery of Australian newspapers, journals, books and pictures.

Gathering collections from community, cultural and research organisations, Trove hosts a growing corpus of content digitised in partnership with over 150 libraries, historical societies, universities, schools, businesses, local councils, and faith, cultural and community groups. The collective knowledge of these organisations is at your fingertips through Trove. The

National Library of Australia has embarked on a program to renew and revitalised Trove to best meet the needs of all Australians. Trove can open Australia's people and past to your students. This session will focus on the fully digitised primary source material in Trove. It will also explore the practical tools within Trove to foster good information literacy practices in your students. Through Trove you will find, and be inspired by, the people, places and events that have created this nation.

Résumé

Andrew Finegan is a qualified librarian, with over 10 years' experience working in school, government and public libraries in Australia. He has also worked in a number of roles in the international development sector.

Andrew has recently commenced working in the Trove branch after two years working as a reference librarian at the National Library of Australia.

C. Freund, K, Anyone for coffee? Coffee courses and opening professional learning

STRAND: Leading Technology
TYPE: Workshop
TARGETED AUDIENCE: Both

Abstract

Providing training to staff is a major challenge for any institution. Staff are often busy and unable to attend face-to-face training at set times but require 'on-demand' support when they need help. This presentation will share how training can be adapted for online environments in a way that makes them more accessible for all

staff, using the example of the ANU Coffee Courses. These coffee courses are delivered in 15-minute chunks using a public blog over the course of one week and have radically changed how staff across the Australian National University approach professional learning on technology.

This session will explore how to adapt training materials into bite-sized learning and deliver using blogs. Participants in this session will discuss the benefits of offering training in the open, where anyone can access it, and published using a Creative Commons licence for reuse. Attending this session will give you practical strategies to improve access and engagement in professional development for your staff, and how to build effective communities of practice.

Résumé

Dr Katie Freund is a Senior Learning Designer in ANU Online at the Australian National University and a researcher in education technology and digital communication. She leads professional learning for academics on online learning, advises on educational design initiatives, and researches innovative solutions in education technology. Katie is also the lead editor and facilitator of the *ANU Online Coffee Courses* blog.

D. Korodaj, L & Cox E, Embedding the library and the teacher librarian in your school community

STRAND: Leading Discovery
TYPE: Workshop
TARGETED AUDIENCE: Both

Abstract

This workshop will examine the role of the



teacher librarian as a driver of positive student outcomes in school communities — at a leadership level, a classroom level, and working alongside students and families. Case study examples of how this looks in a primary and senior secondary school will be shared.

Participants will have the opportunity to learn about and discuss effective practical strategies and work with current 21st century learning documents (Australian and international) to inform their ongoing practice as leaders in their schools.

****A device and own school strategic plans/ school library documents will be useful to those who participate in this workshop.**

Résumés

Lori is a TL practitioner with over 20 years' experience in Australia and overseas, in school (K–12) and public libraries. Lori is currently teacher librarian at an ACT senior secondary college (Yr 11–12) and adjunct lecturer for the School of Information Studies, Charles Sturt University. She has represented her profession as President of ASLA ACT, as director on the ASLA National Board, and as a member of ASLA's *ACCESS* Editorial project team. Lori has written for *Australian Teacher Magazine* and *ACCESS* and has delivered professional learning at ASLA conferences and via webinar. Professional passions: providing professional learning to colleagues, advocacy for the importance of teacher librarians in schools, educational technology, and mentoring up-and-coming teacher librarians.

Emma is a newly qualified teacher librarian, having completed her studies through Charles Sturt University, and currently

works as the teacher librarian at an ACT public primary school. She has 15 years' teaching experience as a classroom teacher and International Baccalaureate Primary Years Programme educator in independent and public schools, both in Australia and Toronto, Canada.

Emma's professional interests include children's picture book literature, development of global perspectives and future skills, and the use of technology to transform teaching and learning.

E. Armstrong, M, Designing, creating and implementing an inquiry, research and information literacies skills continuum

STRAND: Leading Literacy

TYPE: Presentation

TARGETED AUDIENCE: Both

Abstract

This session will showcase the development and implementation of an inquiry, research and information literacies continuum for Years 7–12. This continuum aims to document and specify the development of student inquiry, research, literature and digital literacy skills and knowledge to inform a range of learning experiences led by teacher librarians. This continuum has enabled collaboration with subject teachers and classes to develop student inquiry, research, literature, and digital literacy skills and knowledge, whilst completing authentic tasks across the secondary school curricula.

The presentation will provide participants with strategies to develop a similar continuum for their own school. The session

will include reasons why developing a continuum and learning program is important as a physical demonstration of the work of school libraries as well as tracking student skill development with the broader secondary outcomes and indicators and goals. It will highlight the importance of collaboration and community to ensure library work equips students with relevant information and digital literacy skills.

Résumé

Megan is currently the Senior School Librarian at Kambala, Rose Bay, NSW. She has recently completed a postgraduate certificate of Applied Educational Leadership and Management from the University of London. Teaching is Megan's second career after working for 20 years as a communications specialist in both corporate and public sectors. She has been working in schools in both the public and independents sectors since 2009 and in school libraries in since completing her Master of Education (Teacher Librarian) in 2012. Megan's interests include curriculum development, reading, walking and singing.

BREAKOUT SESSION 4

A. Derouet, L, Developing Year 8 boys to become adventurous readers through engagement with diverse stories

STRAND: Leading Literacy

TYPE: Presentation

TARGETED AUDIENCE: Secondary

Abstract

The benefits of recreational reading of fiction have been the topic of much recent research, as outlined by Merga and Moon (2016).

Broadly, these include an improvement in literacy skills, 'cognitive resilience, attention and empathy' (p. 123). Engaging with a diverse range of texts during recreational reading can increase these benefits through experiencing others' lives and cultural understanding. This presentation will report on an action research project undertaken under the guidance of the International Boys' School Coalition.

I have witnessed the benefits of regular recreational reading over recent years as students in my reading classes have developed the habit of reading and, in turn, have noticed an improvement in literacy and reading skills. Witnessing this change, I was interested in learning more about our students' recreational reading habits and preferences. I know that many of our students reread series, or stay with the same author, genre and topic. While I am not disapproving of this, I am interested in measuring how engagement in a diverse range of texts influences our readers.

The project, conducted during Terms 3 and 4 in 2018, involved a group of 14 Year 8 boys at Toowoomba Grammar School. They were invited to take part in a reading challenge, reading books from themes, or formats they had not read before. Data, collected through surveys, video and written journal entries and interviews, were analysed to determine if reading diverse stories encouraged the boys to be more adventurous in their reading choices.

Merga, MK & Moon, B 2016, 'The impact of social influences on high school students' recreational reading', *The High School Journal*, vol. 99, no. 2, pp. 122–140. Retrieved from <https://search.proquest.com/docview/1760238978?accountid=14366>



Résumé

Liz, currently Head of Library and Information Services at Toowoomba Grammar School, has worked as a teacher and teacher librarian in New South Wales and Queensland in primary and secondary schools. For a period of time, Liz enjoyed her role as Young People's Librarian in a council library. She has taught and marked literature courses at undergraduate and postgraduate level. Liz was the Queensland judge on the Children's Book Council of Australia Book of the Year Awards in 2007 and 2008, and has a Master of Education (Teacher Librarian), and a Master of Art (Children's Literature) degrees. She has reviewed for Magpies and Reading Time and blogs at <https://lizderouet.wordpress.com/>

B. Sheerman, A Fitzgerald, L & Garrison, K, From Wiki to MS365 and everything in between: 10 years of Guided Inquiry in Australia and the technology that supported the journey

STRAND: Leading Discovery
TYPE: Presentation
TARGETED AUDIENCE: Both

Abstract

In 2007, visiting Australia to present at a Syba Signs conference, Dr Ross Todd initiated the conversation about the use of evidence-based practice and Guided Inquiry to personalise student learning, using this to develop information literacy skills. He expanded on Dr Carol Kuhlthau's original 20 years of research into the practice of student inquiry. Using her initial information search process and the inspiration of Ross Todd's examples of student learning, Guided Inquiry began in Australia. Two of the initial

teacher librarians to take up the pedagogical use of Guided inquiry were Lee Fitzgerald and Alinda Sheerman. They initiated this in their schools and have worked separately and together to improve practice in their schools and to share experiences.

Constant cycles of action research and a formal Charles Sturt University research study have played a role in moulding what the pedagogy has become. In 2017, Lee Fitzgerald and Kasey Garrison conducted a study into a group of students undertaking two units of work using Guided inquiry in different subject areas in different terms. The findings have been published in *School Library Research* this year.

Lee and Alinda reflected together on their 10-year journey recording the conversation which will be shared via publication. From this they became aware of the incredible variety of tools and mediums used over the years and how Guided inquiry was also used to extend students' ICT skills.

Throughout the journey, many tools have been utilised for content management, assessment, presentation and shared learning. Over the years, some have been superseded and others have stood the test of time.

In this presentation, Lee, Kasey and Alinda will discuss research findings, share reminiscences of the 10 years of learning they have undertaken themselves and share the technologies incorporated into their practice.

Résumés

Alinda has been teaching in primary and secondary schools for 43 years; 18 of these

years managing K–12 school libraries. She initiated the use of Guided Inquiry with teaching teams and students at her school, both primary and secondary, in 2008 and since then has been conducting Action Research into using Guided Inquiry to assist in changing pedagogy at her school.

Lee Fitzgerald is an adjunct lecturer to the Master of Teacher Librarianship program at Charles Sturt University. She has had a long career as a teacher librarian in primary and secondary school libraries, both independent and public. She has a passion for Guided Inquiry, and is a longtime advocate of the teaching role of the teacher librarian, especially as it is facilitated by inquiry learning.

Lee is also interested in applying evidence-based practice to confirm the growth of deep learning through inquiry. Her book, *Guided Inquiry Goes Global: Evidence-Based Practice in Action* was published in December 2018. Lee Fitzgerald and Alinda continue to train and support Australian teacher librarians in using Guided Inquiry through a blog in which programs of work, scaffolds for learning and teaching experiences are shared. <http://guidedinquiryoz.edublogs.org>

Kasey Garrison joined the team to conduct a study at Broughton in 2017. Kasey is a lecturer-researcher in children's services and teacher librarianship at Charles Sturt University. Her research interests include diversity and social justice issues in children's and young adult literature and inquiry learning in school libraries.

C. Molloy, H, Using 3D printing in inquiry-based learning

STRAND: Leading Technology
TYPE: Presentation
TARGETED AUDIENCE: Both

Abstract

Hajnalka will be sharing of examples of inquiry units of work using the Guided Inquiry by Design framework and embedding Makers Empire (a primary student-friendly CAD program) and 3D printing at the 'create' stage of the units. Examples include units of work that were undertaken with Reception (Foundation) to Year 7 classes.

Résumé

Hajnalka Molloy is a passionate teacher librarian who loves to find new ways to engage her students with inquiry learning and literature and any excuse to play with and explore new technologies. She is a Nationally Certified Highly Accomplished Teacher, Leader of Aberfoyle Park Primary School Campus Library and Information Services, a member of the leadership team for the advocacy campaign, Students Need School Libraries for the National School Libraries Coalition, and President of the School Library Association of South Australia.

D. Coates, J, Copyright can dos — navigating the complex world of copyright to empower learning

STRAND: Leading Literacy
TYPE: Workshop
TARGETED AUDIENCE: Both

Abstract

Copyright is central to the daily practice



of schools around Australia, and can often seem like a barrier, or at best a confusing pile of paperwork. But teacher librarians actually have many rights and exceptions under the *Australian Copyright Act* that can help you navigate through this complex world. This session aims to arm attendees with the tools they need to empower their teachers, students and institutions, focussing on the 'copyright dos' rather than 'copyright don'ts'.

Résumé

Jessica is a copyright policy expert with nearly 20 years' experience. She currently works for the Australian Libraries Copyright Committee and the Australian Digital Alliance, two groups that advocate for the rights of educators, cultural organisations and other consumers on copyright policy. She has previously worked for the global non-profit Creative Commons as policy advisor in the Australian Government and private sectors and as an academic and lecturer. She has a Master of Laws from the University of Melbourne and both a Bachelor of Laws and Bachelor of Arts (English Hons) from the Australian National University.

E. Astbury, A, Media and news literacies — how the ABC provides free student resources critical for global citizens

STRAND: Leading Literacy

TYPE: Workshop

TARGETED AUDIENCE: Secondary

Abstract

The way we understand and decipher news and information presented to us continues to change as new technologies, techniques and the way news and information is made and distributed also change, almost on a daily basis. As such, the way we teach media and news literacies must also change, but also come to the forefront of everything that we teach, regardless of discipline or curriculum contest. Being media-literate is as essential as being literate in subject-specific disciplines.

In 2018, ABC Education ran Australia's first 'Media Literacy Week'. In this session, Annabel Astbury, Head of Education at the ABC, will share the team's learning about news and media literacy content for

schools, where students and teachers are at in terms of engaging with the news and media literacy and why the media and news literacy tools created for ABC Education are not only essential for students, but for everyone in society.

Annabel will also highlight how your teachers and students can get involved in a range of activities and initiatives being hosted by ABC Education and for the inaugural International Media Literacy Week being held in 2019.

Résumé

Annabel Astbury is Head of Education at the ABC, where she is responsible for delivering the strategy and content for ABC Education. She works with an amazing team of content makers, producers and technologists to make ABC Education one of the country's leading education resource portals.



ACCREDITATION

Completing the ASLA XXVI Conference 2019 will contribute 10 hours of NESA registered PD addressing 6.2.2 from the Australian Professional Standards for teachers maintaining Proficient Teacher accreditation in NSW.



The ASLA XXVI Conference has been approved for 10 hours of TQI registered professional development.



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