Judy O'Connell
16 School Libraries

Igniting a passion for reading and research is core business for school libraries, inevitably placing the library at the centre of the twenty-first century reading and learning experience. Teacher librarians, librarians and library teams in Australian and New Zealand schools are responding to the learning needs within the school community with a focus on curriculum integration empowered by digital environments. School libraries are challenged to build learning opportunities and lifelong learning through integrated and innovative approaches to information literacy, critical thinking and creativity. The importance of school libraries in connecting students with local and global concerns as part of the curriculum is expected in both countries, placing significant emphasis on digital media, information management and responsive school library collections. Despite differing staffing approaches in Australia and New Zealand, the overall professional expertise is clear and expectations are highlighted through relevant professional standards. School library and information services in Australia and New Zealand continue to have a bright future. This chapter will highlight changes and emerging trends in Australian and New Zealand school libraries, and will examine the following:
–   The role of the school library;
–   School library staffing and their roles;
–   Resourcing the curriculum;
–   21st-century learning through information literacy.

The Role of the School Library

Students are born into a digital era that is changing literacy and information encounters as well as learning opportunities. Digital environments and participative new media tools have altered the shape and experience of learning, providing educators with new challenges, new tools and new ways of working with literacy, information literacy and digital fluency in environments empowered by mobile devices and networked access to information (O'Connell 2012a). So while the physical expression of the idea of a school library has been undergoing great change, the idea itself is not new. Around the world the library has been seen as the "pivot" or "centre" of the school for several hundred years, over time increasing in size and sophistication of organization and administration (Clyde 1981). In

Australia and New Zealand, school libraries have continued to be important and now school library teams have been rising to the challenges of the new digital era.

To function effectively in society now requires more than basic reading and writing with "old technologies" or print materials, and what was counted as literacy a generation ago (let alone 500 or 1,000 years ago) has changed dramatically (Asselin 2004). The role of the school librarian is to promote books and reading to the school's community of readers as a learning and literacy leader with a passion rooted in an absolutely fundamental belief in the beneficial power of reading to nurture literacy while also capturing new literacy learning environments (Cart 2007). As our students navigate more diverse information pathways within their personal and creative learning environments, the ideas about learning and teaching in our digitally enhanced society are evolving. Learning requires that teachers and school library teams understand reading and information seeking in a connected world – a new digital ecosystem in which information literacy action happens wherever students read and interpret the world around them. Our new digital information environment is a remix of different forms of technology, devices, data repositories, information retrieval, information sharing, networks and communication. It is in this context of adaptive and responsive co-construction of knowledge, that school library teams can facilitate a viable praxis in digital environments.

The school library in Australia and New Zealand is evolving into a school-wide future-oriented library service, sometimes described as the iCentre (Hough 2011) or Learning Commons (Loertscher and Marcoux 2010). In this library, both physical and virtual spaces are being changed to support traditional creative behaviour and accommodate new kinds of practice in hybrid information environments. Many schools have transformed the library's physical space into collaborative work areas or spaces for relaxation, designed for reading, information gathering, analysis, sharing, and media creation (Corbett 2011; Subel 2007). With improved delivery of digital content for use in new flexible learning spaces, libraries are being purposefully designed to become active agents of learning. In our Australian and New Zealand school libraries, the literature, magazines, information, technology, learning and teaching activities are designed to support the curriculum needs of the networked learning community, creating a partnership between teachers, students, school, home and the global community.

Curriculum context

The overarching curriculum goals for both Australia and New Zealand school education are expressed as a range of "capabilities" and "competences" in response to the learning needs of students.

The *General Capabilities* detailed in the Australian Curriculum (ACARA 2013) underpin all learning, and address a mix of tools, skills and knowledge across curriculum content in each learning area. These are expressed through seven general capabilities:
–   literacy;
–   numeracy;
–   information and communication technology (ICT) capability;
–   critical and creative thinking;
–   personal and social capability;
–   ethical behaviour;
–   intercultural understanding.

The *Key Competencies* of the New Zealand Curriculum are expressed as "capabilities for living and lifelong learning" (Ministry of Education 2007, 12). The use of the word "capability" cues a focus on what students are *capable of doing* and becoming. This has implications for the types of learning experiences that will really stretch students as they encounter purposeful key competency/learning area combinations.

The New Zealand curriculum identifies five key competencies:
–   thinking;
–   relating to others;
–   using language, symbols and texts;
–   managing self;
–   participating and contributing.

These are further elaborated as leadership (school culture, pedagogy, systems, partnerships; teaching and learning (learning conversations, knowledge, attitudes and values in authentic contexts), and teaching as inquiry (focus, teaching, learning and provocative questions) (Ministry of Education 2007).

So the context and purpose for school library action is centred on these overarching curriculum needs. How this is achieved varies from region to region, though in both countries the key role of the school library is centred on learning as the prime focus for the teacher librarian or school library team. The Australian School Library Association (ASLA) states that the "School library and information programmes and services are integral to the goals of the school and the

aims of the school curriculum" (ASLA 2009). The Ministry of Education and the National Library of New Zealand (2002, 4) hold that "The school library or information center is at the center of school life and learning programmes in both primary and secondary schools." The overarching aim in school library services is to provide students and school communities with opportunities to learn, enjoy reading, and create new knowledge and understanding. The New Zealand guidelines state (p.12) that the school library supports the school's vision of developing "confident, connected, actively involved life-long learners" through its services, collections, and programmes. A recent ASLA document states that a "teacher librarian, within a twenty-first century learning environment, is an instructional leader, curriculum designer, consultant, collaborator, mediator for students and staff to achieve best practice in learning" (ASLA 2013, 17). The key role of school library services in Australia and New Zealand is centred on the learning community and the related areas that make quality learning possible: reading, literacy experiences, information research, creative and critical thinking in the diversity of physical and virtual environments.

School Library Staffing and the Role of the Teacher Librarian or School Library Team

In general students in Australia and New Zealand commence school around the age of five. In New Zealand's K12 education system includes Primary school (5–12), intermediate school (11–12) followed by secondary (13–18). Australia's K12 education is varied. In New South Wales, Victoria, Tasmania, the Northern Territory and the Australian Capital Territory, primary education consists of a preliminary year followed by Years 1 to 6. Secondary education consists of Years 7 to 12. In Queensland, South Australia and Western Australia, primary education consists of a preliminary year followed by Years 1 to 7 and secondary education consists of Years 8 to 12. The preliminary year has different names in the various jurisdictions: Kindergarten; Preparatory; Reception; Pre-primary; and Transition.

Almost all schools have a library of some description, but they vary enormously in terms of staffing, facilities and resources. As outlined by Herring (2009, 274) the staffing arrangements in Australia and New Zealand are different. 'In Australia most primary and secondary schools, the teacher librarian is a person who is a qualified teacher who is also a professional librarian. ALIA and ASLA (2005) state jointly that "A teacher librarian holds recognized teaching qualifications and qualifications in librarianship, defined as eligibility for Associate (i.e. professional) membership for the Australian Library and Information Associa-

tion [ALIA]." An important point to make here is that Australian teacher librarians are *paid* on teacher scales and their level of salary is related to their status in the school, e.g., some teacher librarians are recognized as heads of department. There is no definitive level of staffing in Australian schools although it is clear that independent schools often have much higher levels of staffing than government schools. For most secondary schools, either in the public or private sector, the minimum staffing is likely to be one teacher librarian plus clerical staffing and the level of clerical staffing usually relates to the size of school in relation to student numbers.

In New Zealand, the school library is a managed centre of professional expertise and support for the school community, and guidelines are provided for various configurations of staffing, required skills and appropriate roles and responsibilities.

In the *Statement on teacher librarians in Australia* (ASLA 2014), teacher librarians support and implement the vision of their school communities through advocating and building effective library and information services and programmes that contribute to the development of lifelong learners.

The teacher librarian is a leader within the educational community. The valuable role of the teacher librarian focuses on:
– learners and learning;
– teachers and teaching;
– resourcing the curriculum;
– facilitating access to information; and
– developing the physical environment.

This can be evidenced by understanding learners and their needs; collaborating with teachers to plan and implement information literacy and literature programmes; ensuring the school library collection supports the school curriculum and community; using technologies as teaching and learning tools; creating effective learning environments; and participating in the school and wider learning community.

In New Zealand, the role of the school librarian is more often incorporated into statements about the role of the school library team, which may include teachers, librarians, resource managers, support staff, student librarians and volunteers. It is noted that the staffing model has implications for (i) how effectively the library can collaborate with teachers; and (ii) supporting students as they build the skills they need to become twenty-first century learners immersed in an inquiry approach to learning. An effective school library team helps to plan, implement and evaluate programmes to develop students' multiple literacy skills.

It is suggested that the best outcomes occur when this is done collaboratively with literacy leaders, teachers, ICT staff and administrators.

School libraries in Australia and New Zealand can range from small primary school libraries staffed by volunteers and a part time staff member, to large three-storey complexes, or multi-campus enterprises, with several professional and para-professional staff, general staff, audio visual staff and even IT staff, as well as community volunteers. However, in all cases the teacher librarian or person in charge of the library is in a position of importance, having the opportunity to nurture student learning and lead new programmes and school-wide initiatives. In the pedagogy of the school library students are at the centre of learning, and the library and information services provide a meta-learning environment that welcomes all learners. The school library is for the whole school community regardless of background ability or access to technology, and teacher librarians or librarians perform as educators and enablers. Leading from the school library is not about positional leadership, but it is about real leadership 'from the middle' for effective change and influence.

Professional Standards of Engagement

In New Zealand school library staff undertake professional registration and revalidation with the Library and Information Association of New Zealand Aotearoa (LIANZA), using the eleven Bodies of Knowledge for competency in the profession (LIANZA 2016). In Australian teacher librarians and school library staff are able to gain professional registration with the Australian Library and Information Association (ALIA) through recognition of their library and information science qualifications. The Library and Information Sector: Core Knowledge, Skills and Attributes guide the work and professional development needs of the profession.

These two peak professional bodies guide the profession at national level, with further support from school library national organizations, such as The School Library Association of New Zealand Aotearoa (Te Puna Whare Mātauranga a Kura, SLANZA) and The Australian School Library Association of Australia. The networks, skills and knowledge that active professional connections members develop are invaluable personally and professionally. Opportunities provided by membership of school library associations range from planning and delivering professional learning activities to writing policies, publishing, advocacy, leadership and constitutional debate. Most importantly, professional association involvement builds school library professionals who are able to see a bigger picture.

Since the early 2000s, teacher librarians in Australia have had ongoing involvement in the standards movement at the national level, which set the benchmarks for teacher proficiency. In 2005, the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) published the joint statement: *Standards of professional excellence for teacher librarians* (2005). It outlines the professional knowledge, practice and commitment expected of teacher librarians working at a level of excellence. This statement was developed in the context of standards published by other Australian professional associations for educators. Its major aim was to achieve national consensus on what constituted excellent teacher librarian practice, to inform the profession and enhance learning outcomes.

In the Australian school education sector, the Australian Institute for Teaching and School Leadership (AITSL) is a body established to promote excellence in teaching and school leadership. In consultation with national bodies involved in education AITSL published the *National Professional Standards for Teachers* (2012). There are seven standards grouped into three domains: Professional Knowledge, Professional Practice and Professional Engagement. In response to these national teaching standards, the Schools Section of ALIA developed *AITSL Standards and teacher librarian practice* (2014) to assist principals, teacher librarians and school communities. The document has the following key applications:

– It provides exemplars of practice for teacher librarians;
– It provides information for principals who are focussing on the role of the teacher librarian within the school; and
– It provides details about teacher librarian practice to those involved with performance appraisal.

Information Systems and Services

So the key drivers for school libraries in the new millennium revolve around the multiple dimensions (or standards) of quality library and information services to support and enhance learning and leisure needs of the school community. By building future-ready learning practices and services a teacher librarian and/or school library staff should also engage in new and emerging media to assist in promoting creative and authentic knowledge work in their schools (Cox 2010; Harlan 2009).

The *Future learning and school libraries* paper (ASLA 2013, 17) presents the case that a future-focused teacher librarian contributes to student learning through the school library in the following ways:

- Applies agility to address educational change and responsiveness to curriculum development;
- Promotes inquiry based pedagogy as the driving force and philosophical basis for teaching and learning practices in the school community;
- Provides 24/7 access to information, as well as curation and mediation of learning resources;
- Supports the inter-connectedness and interdependence of a variety of learning environments;
- Builds capacity for lifelong / life-wide learning;
- Adopts evidence-based practice to inform teaching and learning;
- Guides inquiry, understanding and creativity among learners;
- Enables digital citizenship;
- Engenders a critical, ethical, and reflective approach to using information to learn; and
- Provides professional learning opportunities based on the needs of the school and teaching staff.

In other words, a quality school library, within a twenty-first century learning environment, includes instructional leadership, curriculum design, information in books and online resources, reading and literature consultancy, and services that foster best practice in learning and teaching. In both Australia and New Zealand school libraries are at the centre of change, with a focus on developing students who are confident, positive, motivated, resourceful and resilient; adept at using print and digital resources as they engage in creative and critical thinking pursuits.

Collection management and development remains an integral aspect of the school library. Schools in Australia and New Zealand have a unique advantage in managing resources compared to other countries. The Schools Catalogue Information Service (SCIS) provides schools with access to a database of consistent catalogue records and since its inception SCIS has been responsible for improving the quality and consistency of cataloguing materials for schools. The SCIS database contains bibliographic records for 1.5 million resources held in Australian and New Zealand school libraries and is the largest database of school-related catalogue records in the Southern Hemisphere. Resource Description and Analysis (RDA) for school libraries has become the next generation in information resource description, organisation and access. RDA builds on the strengths of AACR2 but has some new features that make it more useful as a cataloguing code for the digital environment in which school libraries now operate. SCIS has used AACR and AACR2 as its standard for descriptive cataloguing since its inception before the introduction of RDA. SCIS began implementing RDA cataloguing standards from 1 July 2013.

While teacher librarians may not often create metadata, such as catalogue records, they still need to understand and manage information environments with a thorough knowledge of twenty-first century information resource description as it now applies with RDA (O'Connell 2013). Quality library systems remain vital to collection management, and there are several large firms in both countries providing library catalogue systems to suit both small and large school libraries. In addition, there are also examples of cloud-based systems and systems accessible via mobile devices, as well as school system-wide union catalogues, with the largest school-based group serving over 80 school libraries in the western region of Sydney. These systems now often include Radio-Frequency Identification (RFID) authentication protocols, so school libraries have begun introducing RFID readers, security tags and self-check systems.

Resourcing the Curriculum

The challenges for teacher librarians and school library teams are to identify the needs of their community of users, develop a collection development policy, evaluate then select materials, and organize these materials for access. It is the responsibility of the teacher librarian or resource teacher in collaboration with teachers and other professional staff to resource the curriculum.

According to the Australian standards for professional excellence (ALIA and ASLA 2005) teacher librarians:

- Ensure that the library's policies and procedures implement the school's mission;
- Provide exemplary reference and information services to the school community;
- Strategically plan and budget for improvement in library and information services and programme;
- Apply information management practices and systems that are consistent with national standards; and
- Provide access to information resources through efficient, effective and professionally managed systems.

According to the Australian Institute for Teaching and School Leadership (AITSL 2012) standards for teacher-librarian practice (ALIA 2014) all teacher librarians at various levels of schooling select and manage resources to support curriculum programs, and use a variety of teaching strategies for the development of information and literature skills. This requires quality collection development

strategies and policies in order create collections that reflect the diversity of backgrounds within the school and respond to the emotional, behavioural and cognitive growth needs of students.

The *Handbook for School Libraries* (NSW Department of Education 2015) states that school libraries have a responsibility for provision and management of collections:

– reflecting government policies related to equity;
– involvement in selecting, acquiring and organizing contemporary materials to support the school's curriculum;
– formulating selection and acquisition policies which ensure that resources are relevant to quality teaching and learning programmes; and
– operating relevant and efficient library systems to make resources available

The key to successful school library collection development lies in selecting and organizing the appropriate resources as part of a comprehensive approach to building collections. The National Library of New Zealand *Services to Schools* (2015a and 2015b) provides a range of excellent guides to help manage and build a library's print and online collection to meet the needs of 21st-century learners. As an example, the guide for arranging library fiction by genre represents the kind of innovation now taking place in school libraries. Traditionally fiction in a library has been arranged by the author's surname from A to Z. However, another approach that has become popular is arranging fiction alphabetically by author within genre sections in the school library. Arranging fiction by genre can help students find what they want to read for pleasure more easily. The school library plays an equally important role in the selection, acquisition and provision of a collection that includes a wide range of rich language texts showcasing models of effective writing in both fiction and nonfiction genres.

The library OPAC is a key tool in providing access to writing treasures living (and often hidden or inaccessible) in the library's collection. The incorporation of a notation in the notes field within a library catalogue record enables staff to search for specific text types through a keyword search. SCIS records sometimes include such notations, and school library staff then refines catalogue records to meet the needs of the school community. Selection of resources for the school library and community should include relevant and high quality print and digital resources that are tailored to the library's specific mission, goals, priorities and school community needs. In New Zealand, the issues relating to collection development are very similar to those in Australia. The National Library of New Zealand (2012) has produced guidelines for school library teams and identify the process as shown in Figure 16.1.
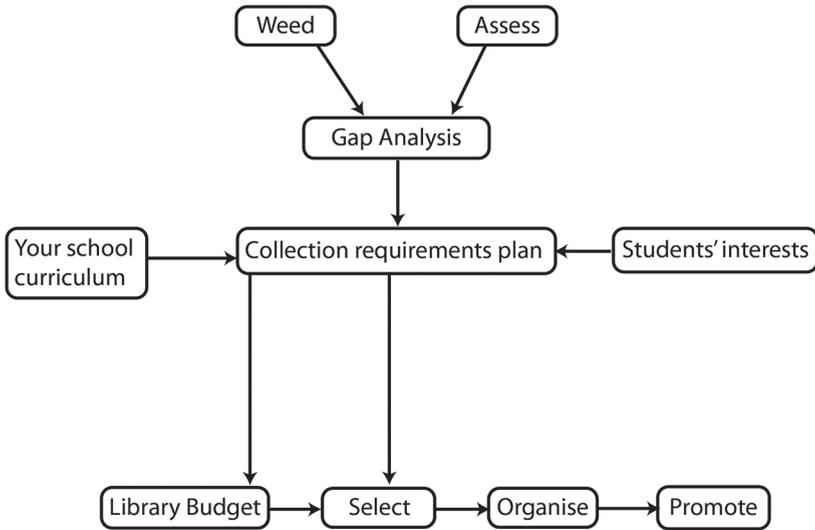
Collection Development cycle diagram

Te Puna Mātauranga o Aotearoa
NATIONAL LIBRARY
OF NEW ZEALAND
Department of Internal Affairs

Trends and issues in
Collection Management

School Library Management
statement

NZ Curriculum

School community profile

School Library collection:
guiding statement

Your Collection

Weed

Assess

Gap Analysis

Your school
curriculum

Collection requirements plan

Students' interests

Library Budget → Select → Organise → Promote

http://schools.natlib.govt.nz

Figure 16.1: Collection development cycle diagram.

One aspect of collection development that is unique to New Zealand in terms of *access* to digital information is the availability to all schools of the EPIC (Electronic Purchasing In Collaboration) resources. EPIC is a consortium venture between New Zealand libraries and the Ministry of Education and provides all schools with access to an unparalleled range of electronic resources from the database providers such as: EBSCO, Encyclopaedia Britannica, Gale Cengage, Oxford Online, Proquest, and RMIT Publishing. Using EPIC schools have access to thousands of electronic resources covering all learning areas from primary to secondary level and these resources significantly enhance the school's e-learning environment. This is one area in which resource provision in New Zealand is better than that in Australian state schools although many independent Australian schools purchase databases. In some cases school districts also purchase database access through a consortium package, and some education departments purchase ebook access for reading and literacy use.

The nature of collections is indicated by the 2013 SCIS survey of school library collections (Kenny 2013). The survey asked Australian school library staff what types of resources their school provided for use by students and teachers. Unsurprisingly the majority of schools reported providing access to 'traditional' library resources such as books, magazines and DVDs. But digital resources are increasingly common. More than half of the respondents reported that their schools now provide access to audiobooks, subscription databases and websites. More than 40% also reported providing apps, digital video and ebooks.

Budgeting for eresources presents a particular dilemma while school collections are in transition to encompassing digital content, in particular in the investment in ebooks. The complexities and contributing factors in collection development do not remove the fact that as a foundational element of schooling, ebooks and eresources are significant factors in the changing dynamics of collections which support reading and curriculum needs (O'Connell, Bales and Mitchell 2015). The Australian *50:50 by 2020 Survey* (ALIA 2013) showed that only 20% of schools with ebooks included audiobooks in their collection, and for only 3% of these did the audiobook component make up more than 10% of their digital collection. Most of the schools with audiobooks had enrolments of 750–999 students. The most significant impediments identified were limited budgets for purchasing ebooks and establishing ebook infrastructure, insufficient regular access to suitable devices for sustained reading and a lack of suitable content. The issues that schools face fall into three main categories: the ebook genre and purpose, the infrastructure required to make ebooks accessible, and the technology required to read the texts (O'Connell, Bales and Mitchell 2015).

21st-Century Learning through Information Literacy

What is new about learning in the twenty-first century is that various dimensions of information have changed, so learning in today's information rich environments requires learners to have far more complex and sophisticated skills to become confident with building meaning (Neuman 2012). Inquiry remains the foundation of learning, and it is the teacher librarian who can provide the broad knowledge of the extensive resources in the physical and virtual library, on the internet, and in the community (O'Connell 2012b). Without this expertise, teachers can only minimally accomplish the information literacy requirement of 21st-century learning standards (Kuhlthau 2010). School library staff are able to take the lead in the information-based learning of the future. In order to nurture the necessary skills for lifelong learning, students are taken on a *journey* through their school years to build their information literacy capacities. The rhetoric around lifelong learning needs programmes and strategies built into the curriculum.

> A part of learning how to learn and becoming an independent learner involves learning how to handle information, and learning how one best handles this in terms of one's own strengths and weaknesses. It is essential to have some information literacy in order to be a lifelong learner. It includes recognition of the need for information. It involves collecting, analysing and organising information from multiple sources and the ability to pose appropriate questions and integrate the information. Most importantly, students who are information literate are able to evaluate and offer critiques of the information they gather, sort, and classify. (Bryce and Withers 2003, 4)

In both Australia and New Zealand, information literacy and inquiry-based learning has been the dominant theme in school librarianship, as with school libraries across the world. One of the distinguishing features of information literacy teaching in schools is the range of models that have been developed, though only a limited number are designed to be used by students themselves. Kuhlthau's Information Search Process (ISP) model (Kuhlthau 2004) developed in the 1980s and 1990s has been particularly influential in Australia and New Zealand, as it identified the affective aspects of students' information literacy activities, such as feeling of anxiety at the start of assignment planning and the ISP has been used in schools to develop in-house guidelines for students. Kuhlthau's Maniotes's and Caspari's (2007, 19) model frames the inquiry process according to one's emotions, thoughts, and actions as inquiry progresses. The Guided Inquiry Design Process (GID) has been added to the ISP model (Kuhlthau, Maniotes and Caspari 2012) providing a guided inquiry design as a framework for inquiry learning in

the school curriculum. GID is a very practical scaffold around which to create, implement and assess an inquiry unit.

> Guided Inquiry (GI) means just what it says – teachers and teacher librarians guide students through the process of doing a task. It is applicable both to long-term, open-ended tasks....as well as to shorter, more contained tasks, which are obviously much more frequent. Essentially GI seeks to scaffold students at the points in the information search process where they cannot proceed without difficulty. It asks both teachers and students to develop a greater awareness of process in research, and to develop an understanding of the thoughts, actions and feelings common to all researchers, whether primary, secondary or tertiary. It also respects the student's right to be autonomous in research, if they do not need any intervention. (FitzGerald 2011, 26)

In the past, information literacy programmes have tended to focus on standards and skills-based instruction, but information literacy now involves *using information to learn* (Bruce, Hughes and Somerville 2011). New search modalities also require a sophisticated response from information literacy curriculum initiatives. Whole units of learning may be delivered by GID, where there is minimal teaching and the emphasis is on learning taking place by inquiry, with teacher and teacher librarian facilitators, facilitating students to search broadly and deeply in order to engage with denser texts, pertinent information, and show evidence of their understanding in a culmination conversation (FitzGerald 2015).

Students are involved in five interwoven, integrated kinds of learning: curriculum content, information literacy, learning how to learn, literacy competence and social skills (Kuhlthau and Maniotes 2010). Educators need to teach the necessity of actual evaluation of every information source, even those traditionally considered reliable, because of the interconnectedness of information sources and socially networked tagged repositories (Gunnels and Sisson 2009). In this context content curation has become a core digital activity for school libraries. Students use technology to research online, anytime, anywhere, and because of this students in primary and secondary schools need to be nurtured in ways to learn how to learn from the multiplicity of resources at their disposal, using the best information organization and critical thinking strategies that we can show them.

School library teams are now engaged in three levels of information curation activities in digital environments:

1. Curation of content for personal organization using social bookmarking organisation, RSS readers, or online information organization with tools such as Evernote for storing, managing, retrieving and sharing;

2. Creation and curation of content for the school community via wikis, websites, social media, and community tools such as Edmodo, to create artifacts that demonstrate understanding of concepts and material; and

3. Dynamic information collaboration and distribution in global information environments and connected classrooms, building information literacy and knowledge networks through local and global engagement.

It is when school library staff reach the third level of curation that the idea of digitally connected information sharing becomes an active demonstration of new forms of information literacy actions for students. This has become important as digital and social media environments underpin information literacy engagement anytime, anywhere. An information literacy paradigm that allows learning to draw attention to the transformational, situated and critical aspects of information literacy actively promotes critical, ethical, creative and reflective information use, encouraging learners to become aware of themselves as information users, of what informs them and how they are being informed and transformed as learners (Bruce, Hughes and Somerville 2011).

Information Literacy in New Spaces

How we move to new spaces and think about the different ways to influence the actions of our students has changed with digital technology. "In schools the digital age also requires savvy teachers and experimental libraries" (Curry 2013, 2). Game-based learning is one such new option – not just as a digital game tool, but also as a doorway into other channels of games literacy such as through blogs, wikis, reviews, films and even books. Many school libraries are also including a "makerspace" in their overall promotion of integrated approaches to learning, to help students achieve the capacities, skills, and dispositions of activity-empowered inquiry learning. Makerspaces are dynamic workshop spaces for creative multimedia learning and doing. Not so much defined by the space or the specific activities but by a mindset of collaboration and creativity. In re-visioning the school wide learning environment through the lens of creativity and innovation, there has been an opportunity for school libraries to rethink both the library space and its role in the school community. School libraries are a natural home of makerspaces for K-12 education (Daley and Child 2015).

In New Zealand, considerable thought is going in to the development and evolution of "open learning spaces" and integrated learning hub classroom environments. Such learning environments echo many of the same principles of the makerspace movement: flexibility, collaboration, stimulation and innovation

(Peter 2012). In Australia the school library is also becoming the natural home of makerspace environments within a school community as they house and share information and are staffed by information-finding teacher librarians (Daley and Child 2015). These makerspaces "in action" can include anything from games (such as Minecraft), circuits, programming, design crafts, webquests, cartoon creations, coding, and Lego software, right up to designing and printing with 3D printers.

In both countries, the innovative use of technologies in school libraries – which now often have school-wide wi-fi, one-to-one computing, and "bring your own device" technology approaches – will continue to evolve and develop, allowing school library staff to lead and contribute to new modalities of space and digital environments in the school's learning journey.

Conclusion

This chapter has highlighted some key aspects of school libraries and school librarianship in Australia and New Zealand. There are comprehensive and exciting changes and developments taking place in the way school libraries can serve their school communities, which reflect the developments taking place in other library sectors or school libraries around the world. Yet even in Australia and New Zealand, there are differences from region to region, or type of school. Nevertheless, the professional standards of engagement, and the overall goal of developing quality curriculum services underpin the work of teacher librarians, librarians and school library teams.

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