Education is the transmission of civilisation.

– Will Durant

The Education of the Industry
National What Day?
The team at Victoria University got into the spirit of National Library Technicians Day in a big way last month. Along with National Simultaneous Storytime, this event is a key date in the busy program that is Australian Library and Information Week each year.

There’s still time to get your stories and pictures in for our special Library and Information Week wrap up in the September issue. Email your images and reports to incite@alia.org.au before August 1st (maximum 200 words please and remember images should be high resolution and sent as jpg files attached to your email).
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Collaboration for education

Welcome to the education issue of INCITE.

Education of new professionals sets the direction for, and develops the skills within, our profession into the future. Our educators play an important role in shaping our future as a profession and it is incumbent on us all as practitioners and employers to be providing them with input into what we see as the future for library and information professionals in Australia.

On June 26, the higher educators in library and information programs from around Australia met with ALIA staff and me in Adelaide to discuss the recommendations and possible collaborative efforts arising from the Australian Learning and Teaching Commission’s report Reconceptualising and Re-positioning Australian Library and Information Science Education for the 21st Century.

ALIA, as the accrediting body for our library and information service programs, wishes to work in partnership with the higher educators, library and information practitioners, and employers to ensure the best possible education for our new professionals. I encourage you to read the ALTC report and to look for ways that you and your organisation can support higher educators as they plan for the future.

Of particular note in the report is the lack of a significant research base in our profession and the need for such research in order for LIS educators to meet the research expectations of their higher education institutions. Many of us have chosen this profession for the service delivery and practical aspects of our roles, however higher education institutions also have a focus on research output and the report urges the industry to respond to this issue.

At the same time, there are new training and competency frameworks for our educators to implement and many innovations happening in our educational institutions. Many of these were discussed in Adelaide and you will read about some of them in this issue.

Learning of another kind has also been at the forefront of my mind recently, as I attended, on your behalf, the Cyber Safety Working Group meeting. This group provides advice to the Minister for Broadband, Communications and the Digital Economy, Minister Stephen Conroy, on issues of cyber safety for the community, and especially children. Thanks to the good work of Sue Hulley, ALIA has a place within this group and is able to connect with ICT and digital companies, government agencies and not-for-profit organisations, positioning libraries in the mainstream of thinking on these matters. It was an interesting and productive day, with collective effort going towards making the online world safe for Australians.

Finally, it’s Biennial Conference time. On page 4 you will see our sponsors, without whom the conference would simply not be possible. My thanks to them and to our Biennial 2012 Conference Committee, jointly chaired with great flair by Fides Datu Lawton and Janet Fletcher. Working on conference committees for ALIA is done on a voluntary basis and the Board is very much aware that each member of the committee also has a real and full job of their own. Thank you to Raymond A’Court, Janet Chelliah, Ellen Forsyth, Margie Jantti, Andrew Spencer and Jan Richards. I know that the committee has been well-supported by the staff of the ALIA National Office, so my thanks also to the team for their support of our volunteers.

The program for 2012 Biennial looks both vibrant and thought-provoking and I would like to thank the committee for their commitment to ALIA and to the learning and development of their library and information colleagues.

I look forward to seeing you at Biennial 2012!

Vanessa Little
ALIA President
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INDUSTRY SNAPSHOT

PM’s literary awards announced

The Prime Minister’s Literary Awards shortlist for fiction, non-fiction, poetry and the Australian History Prize were announced at the end of May. Details at www.arts.gov.au/funding/awards/pmla/2012/shortlists.

New name for groundbreaking info service

Almost a quarter century after its establishment, Information Edge is changing its name to Web Search Pacific. First established as a joint venture between the State Library of NSW and Elizabeth Swan, Information Edge was amongst the first fee-for-service information businesses in Australia. The name change reflects the current direction of the company and the dominance of the world wide web as a search platform.
**Staying relevant**

The theme of this issue of INCITE is the education of the industry, but forgive me if I start here by heading off on a bit of a tangent.

Library and Information Week and National Simultaneous Story Time were massive campaigns in May. The stats were impressive (watch out for our comprehensive wrap-up in INCITE in September) and, as usual, these campaigns generated enormous amounts of coverage for libraries and information services this year. There is no question that NSS in particular is one of our most powerful vehicles to promote our services in regional areas, achieving literally thousands of pages of coverage and significant goodwill.

My thanks go to all the libraries and information services, and to the schools, hospitals, pre-schools and more that made this week such a positive week for the profession.

Many of the questions asked by the media dealt with the relevance of ‘libraries’ as the world becomes more ‘e’ oriented. This question is relevant but there is another significant issue too, and that is what is the relevance of skilled professionals in this ‘e’ world?

The consistent message ALIA provides is that our profession is a service industry that manages information to deliver a usable result for our patrons and clients. That group of users is just as diverse as those you see at a hardware store, cinema or doctor’s surgery. But unlike those general purpose businesses, the business of our profession is often highly specialised. There has always been a core set of skills and knowledge employed by an information management professional within legal, health, government, public library or any other of the numerous sectors in which our members are employed. Each of these sectors however, has areas of specialisation and general business skills that need to be provided through a complex combination of education and continuing professional development.

The education programs for library and information service professionals are currently undergoing radical review. The revised Innovation and Business Skills Australia (IBSA) Library, Information and Cultural Services Training Package (CUL11) and the Australian Learning and Teaching Council (ALTC) Report were two major bodies of work in 2011 that are set to significantly alter the education landscape for the profession.

ALIA staff invested considerable time as part of the IBSA review to ensure the retention of core skills in the final package. We will continue to work with educators and employers to ensure the value of ALIA accreditation during this period of rapid change.

While education attainment reflects a level of knowledge and skills at a particular point in time, it is ongoing professional development that employers increasingly look to in recruitment and promotion decisions. They see professional development as a combination of on-the-job experiences and external experiences for which the employee takes responsibility.

The ALIA Professional Development Scheme is the ideal tool to manage and record this activity. Over 200 members have joined the scheme over the last year and we continue to review the scheme to ensure its relevance is maintained.

If you are a professional member of ALIA and not a member of the Professional Development Scheme, I urge you to consider joining to give yourself the appropriate recognition and competitive edge.

As I write this, your ALIA membership renewal letter is on its way to you. Your investment in your professional association enables ALIA to provide you with a wide range of benefits. Some are featured in this issue of INCITE, such as the strength of advocacy for professional education at a national level, and career development opportunities such as the Professional Development Scheme, ALIA Training and the Biennial Conference - resources and services that can help you grow in your profession and career.

ALIA continues to be your voice and to partner with all our members in your professional development.

Rob Miller
ALIA Acting Executive Director
rob.miller@alia.org.au

**ALIA SNAPSHOT**

Did you know if you join the ALIA ePortfolio Practice Group, you can apply for an ALIA-supported 12 month trial of the e-portfolio platform PebblePad? The ALIA ePortfolio Practice Group provides ALIA members with support and information on using e-portfolios within the profession. Joining this group can help you establish an e-portfolio and align your e-portfolios with formal and informal learning, professional development and long term work goals.

Join the ALIA ePortfolio Practice Group at www.alia.org.au/groups/ePort/. Register your interest in a PebblePad account by emailing margie.anderson@alia.org.au.
The final meeting of the ALIA Biennial Sydney 2012 Organising Committee has been held, last minute details decided upon and we’re now full steam ahead towards a great conference from July 10th – 13th.

Sydney’s Hilton Hotel is the perfect venue space for a ‘boutique’ conference experience. Inviting and centrally located, there will be room to move without the danger of being lost in a cavernous space. Similarly the Art Gallery of NSW is an ‘out of the box’ place for the conference dinner – I guarantee it will be up there with dinner under the stars at Alice Springs and the Gold Coast/Dreamworld experience in the memories stakes!

The program delivers a mix of international speakers, leaders, innovators, and a special focus on the National Year of Reading. We promise you opportunities for learning and stimulating discussions. From IFLA President Ingrid Parent to technology theorist Tom Chatfield, the conference program will cover international librarianship, moving towards digital content, and emerging trends and technologies.

All of this will be complemented by an impressive exhibition featuring a wide range of suppliers and a host of invaluable contacts just waiting to be made. We’ve been delighted with the response to the mentoring scheme which will provide a rich conference experience for first-timers that will have benefits long after the conference is over.

If you’re not coming to the Biennial you can stay in touch via social media – check the website for details. And to those of you who will be there in person, make sure you say hello to one of the Conference Organising Committee – we’ll be identifiable by our scarves – in ALIA red of course!

Jan Richards
jrichards@orange.nsw.gov.au
Thank you

It is finally Biennial Conference time and I would like to most sincerely thank all of the sponsors and exhibitors who have supported our event this year. Without them it would be impossible to offer the learning and development opportunities the Biennial provides to members.

Our industry suppliers and supporters are an integral part of the library industry and they provide much thinking into the future of our library and information services. Thank you to them, both for their financial support of the Biennial Conference and for the developmental and service-oriented support that they provide in our industry each day.

Vanessa Little
ALIA President
vanessa.little@alia.org.au

The ALIA Biennial Conference 2012 is proudly sponsored by:
It won’t happen overnight – but it will happen!

No, we’re not talking about hair conditioner. Postgraduate education for information management will undergo significant change over the next two to three years. ALIA members have probably heard this before but this time, says University of Canberra’s Stuart Ferguson, it will happen.

A number of factors will shape the coming change in post graduate education in our sector. They include the Excellence in Research for Australia (ERA) initiative, with increased requirements for universities to foster research-led teaching, the Tertiary Education Quality and Standards Agency (TEQSA), which monitors universities’ compliance with national standards, the imminent retirement of many information educators, the continuing demand from employers for graduates with strong generic skills (as well as the understanding and skills specific to the information sector), the opportunities afforded by convergences within the digital information environment, the growth in blended learning and full online course delivery, and the continued availability (or not) of Commonwealth Supported Places for postgraduate coursework programs.

There is one principal driver however, and that is the 2011 Australian Qualifications Framework (www.aqf.edu.au). The AQF incorporates qualifications from each education and training sector into a single national framework and provides the standards for Australian qualifications, including learning outcomes for each AQF level and qualification type and the policy requirements for qualification linkages and student pathways. The AQF has been around since 1995 and the 25 ‘librarianship’ and ‘teacher librarianship’ courses listed on the ALIA website as being ALIA-accredited or undergoing accreditation (of which 20 are offered at postgraduate level) are currently AQF compliant. If they are to remain compliant, however, most will need to be radically restructured between now and 2015.

What are the key features of the 2011 AQF that will drive changes in postgraduate information programs? The big one is course duration. ‘Volume of learning’ of a Masters degree by coursework is specified as one to two years if in the same discipline, one and half years following a Level 7 qualification such as a non-Honours undergraduate degree, or one year following a Level 8 qualification, for example Graduate Diploma or Honours in a different discipline (which would apply to most postgraduate students in the ALIA-accredited courses), two years following a Level 7 qualification such as an undergraduate degree or one and a half years following a Level 8 qualification. Check out the courses on the ALIA website and you will find that is not the standard at this stage.

There are also rigorous standards in terms of course quality, with a clear division between the learning outcomes of a Graduate Diploma and those of a coursework Masters. To take just one example, Masters’ graduates will be expected to have knowledge of research principles and methods applicable to a field of work and/or learning and demonstrate the ability “to plan and execute a substantial research-based project, capstone experience or piece of scholarship”. By 2015, therefore, some universities will need to abandon their current practice of pasting a Graduate Certificate on top of a Graduate Diploma and calling the resultant mash-up a Masters degree. In general terms, this is a positive requirement since many job advertisements for information professionals call for research skills and there has undoubtedly been significant interest within the profession in evidence-based information practice.

Whether employers and students are willing to accommodate the increased ‘volume of learning’ required for research training is another matter. Were they consulted?

Information program conveners have important decisions to make over the next two years. At present, the AQF is the only framework in town. The Australian Learning & Teaching Council (ALTC) study, Re-conceptualising And Re-positioning Australian Library And Information Science Education For The 21st Century, was intended to provide “A framework for information education in Australia” but, despite the publication of the Final Report (www.liseducation.org.au/), that framework remains a work in progress.

What excites me, as an information educator, is that we have a clear set of national standards, good feedback from employer groups about the attributes they’re looking for in information professionals, national data on student and graduate experience, an incredibly diverse set of programs and faculty strengths and an urgent need to sit down with our course advisory groups and other stakeholders to rethink our course offerings and ensure we are providing dynamic courses for dynamic information professions. I hope that members of the Association will be part of this process!

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YOUR VOICE

Dear Editor

Can I congratulate ALIA on the calibre of training courses that are on offer to the members?

If anyone is asking themselves why bother committing to an ALIA training course, I would like to quote: “ALIA training is an investment in your profession”.

Since 2011 I have completed two TAFENSW online courses, both were challenging, interesting and mind-expanding. As a public librarian, interested in the library profession and current issues, I found the topics offered to be relevant and valuable in my day-to-day working life.

Both topics I have undertaken were very library-oriented, as opposed to courses available elsewhere which can be more general. Completion of the course gave me a sense of accomplishment and the Statement of Attainment looks good in my resume folder. If your library qualifications are from a previous era in time, before internet and computers, doing courses such as Monitor And Enhance Information Access update your skills and give insights into current and future library principles. The experience of online training is also a valuable one. It is fun to participate in the online forums and other challenges, and it has given me confidence to undertake other online training.

I highly recommend considering doing any future ALIA courses and look forward to chatting to you online one day soon.

Judith Oke
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INCITE welcomes letters from members on any issue of relevance to the library and information sector. Letters can be up to 250 words in length and must include your name and postal address (addresses will not be published). The deadline for letters is the same as for submissions for each issue, visit the website for details at www.alia.org.au/publishing/incite/guidelines. Anonymous letters will not be published.

It’s tax time!

So who doesn’t love a tax deduction? Remember you can claim a deduction for your professional association membership fees. So when your renew this year, enjoy the knowledge that while you will always receive 100% of the benefits of your membership, you won’t end up paying 100% of the fee.

ALIA membership is an investment in your career. Discover the wealth behind the red star.

Thinking

RFID?

Our Hybrid EM/RFID library security panels work with both electromagnetic tail tags and 13.56MHz RFID tags...

Even at the same time.

Take the guess work out of your security system upgrade.

See us at ALIA, booth 33 & 34.
Gotta get an education son, gotta get a real good one

If there is one thing the reports in this issue of INCITE consistently hammer home, it's that significant change is the current agenda for library and information (LIS) education in this country.

From the descriptions of new course offerings from several of our high profile education providers to personal stories from members who have embraced the concept of lifelong learning, the message is clear – if you think you’re done with education well, frankly, you could be done with your career. This is one train you need to keep your seat on.

Happily, education comes in many forms. Some of them used to be called play – but the fun stuff should never be underestimated in terms of its educational value. Even better, the fun stuff also tends to stick in our minds so, as Caroline Gauld recommends on page 10, glitter might just be the professional development aid for you. You will find a lot of different approaches to consider in the following pages.

We’re also reporting on the National Training Package in this issue, both from the point of view of ALIA’s extensive work with stakeholders to arrive at the agreed package and in terms of how some education providers, including the registered training organisations, are applying it. And of course our annual accredited education courses list is in this issue. Keep it. If you are considering enrolling for training in the sector, these are the courses you know will equip you to be the best you can be.

So much of what happens in a library or information service is about helping others educate themselves, for whatever reason (and all those reasons are valid). It makes sense our own professional education should include grasping all the knowledge and expertise we can as we grow through our careers and lives. The options on offer to tailor your learning are many and various; all you need to do now is choose.

Managing Challenging Clients Workshops
Understand and deal with clients who are suffering from problems related to mental illness, disability or substance abuse. Includes causes, definitions and symptoms, behavior management and self management.
PD category: Informal Learning
PD points: 7
Dates: Hobart Hobart 30th July, Brisbane 23rd August (Please check ALIA Training web page for other dates and venues)
Registrations Close: 2 weeks prior to course date

Project Management Tools and Techniques Workshops
This one day workshop covers the basic tools and techniques for project management. Delivered in plain English and applied to the projects and events managed in a Library setting.
PD category: Informal Learning
PD points: 7
Dates: Adelaide 18th July. (Please check ALIA Training web page for other dates and venues.)
Registrations Close: 2 weeks prior to course date

Fundamentals of Supervision Workshops
An introduction or refresher to the essential skills of staff supervision.
PD category: Informal Learning
PD points: 7
Dates: Adelaide 19th July. (Please check ALIA Training web page for other dates and venues.)
Registrations Close: 2 weeks prior to course date

Book and Journal Repair Workshop
*A National Year of Reading Training Event*
Hands-on workshop. Understand structure, common problems and the best approach for repair. Bring along an item for advice.
PD category: Informal Learning
PD points: 7
Dates: Melbourne 10th August
Registrations Close: 20th July

*TAFE Short Course*
Focussing on Web2.0, examine the ways you can monitor and enhance systems and services, evaluate and deliver new services. This online unit would be of interest to those starting to explore Web 2.0 and who are looking for practical and innovative ways they can apply its use in their workplace and indeed in their personal life. Receive a TAFE NSW transcript for the unit of competency which may be used to claim credit towards further study.
PD category: Tertiary Course
PD points: 30
Dates: 13th August – 23rd September
Registrations Close: 1st August

For all course details and to register visit: www.alia.org.au/training
The University of Technology, Sydney (UTS) is planning a new library. Buildings, collections and technology are vital for their future but the most critical component of all is people. UTS want staff with imagination, flexibility and expertise to meet the demands of the dynamic environment in which we work and live.

Creativity and innovative thinking are highly valued but organisations often fail to support people while they develop and practice these skills. Although we still see a place for traditional training programs, we now focus on encouraging staff to develop themselves through experimentation, collaboration and play. We expect them to explore, take risks and learn by doing.

This approach has led to innovations like Play Day, a light-hearted welcome to the library for new students. The idea came from staff, whose enthusiasm generated support from colleagues and managers. We tried it out and now it is a popular part of the university’s orientation program. Staff members from all over the library get together to have fun with the students and to experiment with different activities. Some work well and we keep them, others don’t and we abandon them. Treasure hunts, for example, were so successful that they were incorporated into information literacy programs introducing students to the physical and digital library. Other fruitful staff initiatives include Research Week, Read@UTS blog, Shut Up and Write club, Answers, author talks, Food for Fines, UTS Knit Wits and Save me Time, Make me Famous training programs.

Opportunities to learn from colleagues abound – Mobile Mondays for tips on mobile devices, RAW reading and writing group discussions on stimulating professional issues, working beside Student Services staff at the reference desk, team teaching in classes, and Library Conversations where departments share information, individuals give conference reports and guest speakers from the university and profession talk with staff. Exchanges and secondments are encouraged. One of our research data experts has moved to the Information Services Department to develop training programs and spread expertise around the library, for example. Planning days are lively and productive with staff at all levels actively and creatively involved. Some have gone further and joined students, academics, designers and entrepreneurs at u.lab, the UTS innovation space for collective creativity.

Although managers meet regularly, supervisors and team leaders, despite many common interests, were segregated in separate departments. So we got the SuTLs group together and asked them to collaborate on sustainability projects, a major focus for the university. Initiatives like Keep ya Krap (reducing rubbish) and Lug a Mug (re-using keep cups) enthused staff and boosted the library’s profile.

We use social media to engage with clients but the real benefits have been internal. Playing with FaceBook, Twitter and blogs has encouraged staff to explore new technologies, create content and gain confidence in their writing, presentation and networking abilities.

As we foster this culture of openness, experimentation and collaboration, we see our staff developing the attitudes, skills and innovative ideas that will take us forward into an exciting future.

Sally Scholfield
Director (Education and Research Services Unit)
University of Technology, Sydney Library
sally.scholfield@uts.edu.au

UTS: Information & Knowledge Management
New to the field or an experienced professional wishing to upgrade your qualifications? Enhance your skills and career options with tertiary qualifications in information, communications and knowledge management.

UTS offers courses which explore cutting edge practices and contemporary issues. Subjects keep pace with the changing needs of industry with a balance of theory and practice.

All of our courses are recognised by the Australian Library and Information Association (ALIA) and graduates are eligible for professional membership of ALIA.

Our programs include:
> Doctor of Philosophy
> Master of Arts in Information & Knowledge Management
> Graduate Diploma in Information Management
> Bachelor of Arts in Communication (Information & Media)

For more information on courses and studying at UTS please visit our website.
Flexible learning

Library and information education now is all about learning and less about teaching. The content is directly influenced by what industry says is essential, what information workers say they need to know in the workplace and what research shows will be needed in the future for sustainability of the profession. The Information Team at RMIT University are gearing up for flexible learning from a brand new building.

“It’s all about learning and less about teaching.”

At RMIT University, our Masters of Information Management program is located in the College of Business but in July 2012 the College will move from the 1970s refurbished office building it now occupies to a purpose-built, educationally innovative and environmentally advanced building rapidly nearing completion across the road from the main RMIT campus. The new Swanston Academic Building is just a few steps up the road but academics and students will be stepping into a whole new world of possibilities.

For face-to-face students the rows of fixed benches with PCs wired in and a teacher’s station front and centre are to be replaced by a variety of learning spaces designed to accommodate new experiences for students, now and into the future. Mobile and wireless technology will make every space a learning space, encouraging socialised learning in a variety of settings including project-based rooms, conversational areas for small group learning, discursive theatres for discussion and debate, lectorial rooms where instructors will lead collaborative learning, large lecture theatres, and interactive theatres and tutorial rooms. The spaces are flexible in their arrangement to promote flexible teaching and learning and wireless access will help students continue their learning in the breakout spaces, cafes, parks and spaces in and around the building.

The new building is all about connecting people – students, academics, researchers and practitioners – and students learning online, remote from the physical campus, will also benefit from the new learning possibilities. Already social media allows online students to interact directly with students on campus both in real time and asynchronously; the lecturers also relate to the online students directly through the recording of each lecture delivered on campus where both student cohorts – present and remote – can be personally addressed. This approach will be enormously enhanced and progressed by the promise of the new building.

So, if you think you know how universities work these days, and you are thinking about returning to study, think again. And consider the possibilities for your learning into the future in the academic world of today.

Sue Reynolds
Program Director and the Information Management team
RMIT University
sue.reynolds@rmit.edu.au

I am the author of my own story

“I started my working career as a teacher, but it never felt like the right job for me. I travelled a lot and found myself outside the Vancouver Public Library, thinking that’s what I want to do with my life. I want to work in a place like that! So, I decided to go back to study.

The Master of Information Management provided me with the skills I needed to be both a traditional librarian and a new-generation information professional.

The best part about studying at RMIT is the industry connections. Career days and guest speakers gave me opportunities to meet people, while the work placement really helped to get my foot in the door.

Networking is important for a great career, and RMIT provides you with a perfect place to start.

You might think you can’t change your career, but thanks to RMIT… I am.”

Romany Manuell, Information Services Librarian, Holmesglen (Waverley Learning Commons)

To learn more about the Master of Information Management phone 03 9925 2260 or email study@rmit.edu.au

www.rmit.edu.au
All that glitters ... could be PD

Pipe cleaners, glitter and gaming consoles are all essential staff development tools according to the team at Queensland University of Technology Library.

Delivering a staff development program doesn’t have to be expensive or time consuming, nor does it have to stick strictly to ‘traditional’ library topics. At Queensland University of Technology Library, we recognise the benefits library professionals gain from an enjoyable learning experience will often flow out into many areas of their life and work, so our professional development activities this year are focussed on hands-on learning and having fun.

We see our students using an incredible range of mobile devices in the library but most of us can’t afford to buy these gadgets ourselves, and that means we often don’t know how to help students use our resources and services on their device. So this year we started a Technology Petting Zoo with a few tablets, e-readers, mobile phones and gaming consoles that staff can borrow for six weeks and play with at home. The goal of the Technology Petting Zoo is to help staff to understand the functions and capabilities of the latest mobile gadgets at a relatively low cost and to get some discussions going about how we deliver services to a generation of mobile gamers and Facebook fanatics.

We had some e-readers and tablets the library had purchased for testing and only needed to spend about $1800 to add the latest Android tablet, the latest Android phone, a new iPad, a reconditioned Play Station Portable (PSP) and the Nintendo 3DS. We don’t expect everyone to start giving detailed advice on how to use gadgets; we just want our staff to feel more comfortable with these gadgets and the people who use them.

Getting a good understanding of our students and staff is where the pipe-cleaners and glitter come in. We were fortunate enough to have Zaana Howard come to the library to deliver her Speed Date with Design Thinking workshop for our staff. This was a fun, practical introduction to design thinking and how we could use it to improve our services. The staff who attended the session had a great time and constructed some ‘interesting’ prototypes with a box of craft supplies. More importantly, they all took away some new ways of thinking about stakeholder engagement and problem solving along with the glitter and glue.

With fun, low cost activities like these happening in the workplace it is easy to keep library professionals engaged in self-development and keep the library services relevant to our community.

Caroline Gauld
Library eServices Manager
Queensland University of Technology Library
c.gauld@qut.edu.au

"THIS YEAR WE STARTED A TECHNOLOGY PETTING ZOO WITH A FEW TABLETS, E-READERS, MOBILE PHONES AND GAMING CONSOLES THAT STAFF CAN BORROW FOR SIX WEEKS AND PLAY WITH AT HOME"
Leading learning today is no small task. The scope of this challenge was highlighted in the Standing Committee on Education and Employment’s report, School Libraries And Teacher Librarians In 21st Century Australia. Teacher Librarianship Course Director Judy O’Connell takes a look.

The leadership challenge placed before teacher librarians in rich multi-modal environments is both exciting and challenging, encompassing as it does all aspects of literacy, information literacy, technology, and professional development in collaborative partnerships with students and teachers. This inquiry has provided us with a substantial review that indicates the vital need to continue the conversation about what a teacher librarian is, does, and can do into the future.

For practitioners working in and involved with teacher librarianship, this report has been of significant importance in highlighting the evolving context and changing needs encompassed in providing quality library and information services in our schools.

The report highlighted the vital role that information professionals in the field of teacher librarianship play in the preparation of our children and youth in 21st century learning contexts. Teacher librarians provide leadership through delivering quality information services within their schools, with an increasingly strong focus on digital resources and environments. School libraries are vital agencies for change.

Students in the Master of Education (TL) program at Charles Sturt University soon discover the breadth of these leadership opportunities, particularly new forms of online information curation, digital citizenship, social media, Web 3.0, tools such as QR codes and augmented reality, and the power of personal learning networks. As one student noted, “I believe one of my big learning moments has been the understanding of how I wish to portray myself as a professional in the information world. With people following me on Twitter I have an obligation to maintain my professional integrity in order to be seen as someone who is willing to share and learn from her network”.

New technologies and social media platforms are driving an unprecedented reorganisation of the learning environment in and beyond schools. Recognising this, the Australian School Library Association (ASLA) has committed to preparing a Futures Paper, which will focus on 21st century learning in Australian schools. Working collaboratively with representatives from government and non-government departments of education, national principals’ associations, education unions, and universities offering training in teacher librarianship, the futures paper will provide directions of change, and recommendations for national and state governments. Dr Hilary Hughes (QUT) and Judy O’Connell (CSU) are members of the core Futures Focus working party. This paper is scheduled for presentation in the last quarter of 2012.

Judy O’Connell
Course Director (Teacher Librarianship)
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juoconnell@csu.edu.au

For more information:
www.tafe.nsw.edu.au
Allan.Daniel@tafensw.edu.au

Training Solutions to suit your Business Needs

Library and Information Services provides a range of training options to support small and large organisations in continuing professional development for their staff.

Our Mount Druitt campus offers the following qualifications to meet the needs of staff from libraries at local schools, councils, universities and hospitals:

- Certificate III in Library and Information Services
- Diploma of Library and Information Services.

Other support services offered to libraries include:

- Traineeship programs for new and existing workers
- Customised training solutions
- Work design services
- Qualified assistant and technician level employees to suit your library.

For more information:
TAFE NSW Western Sydney Institute
Library and Information Services
Excited about new training packages

Box Hill Institute is looking forward to getting underway with the newly revised certificate and diploma courses in 2012.

In 2013 Box Hill Institute will be offering a new suite of qualifications. Plans are underway to deliver a new degree in Library and Information Management, plus Certificate III, Certificate IV and Diploma in the new training package (CUL11) for Library and Information Studies. Students will be able to commence all these new qualifications in 2013.

With the discontinuation of undergraduate degree courses from institutions in Victoria, we are very excited to announce the development and introduction of a degree course in Library and Information Management for 2013, pending TEQSA approval. This will provide a fantastic opportunity for existing library technicians and new students to train upwards in the library industry. The focus will be on producing workplace-savvy graduates who have combined practical library skills with strong web, information technology and specialist domain knowledge.

In addition to the degree we look forward to embracing the new training package at diploma and certificate levels. Research, industry contacts and employer feedback has indicated that the new course will better equip library professionals for the dynamic library and information environment.

Our current first and second year students are about to embark on their industry placement for 2012 and our off-campus enrolments are growing, with total enrolments now in excess of 200 students from all states in Australia and overseas. We have implemented Softlink’s Liberty library management system into our training this year providing students with the opportunity to gain effective operational knowledge of an automated system before they graduate. We are also developing our relationship with OCLC and exploring opportunities of using this relationship for the benefit of our students and developing short courses linked to units in the diploma training package for professionals wishing to update their skills.

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Kathryn Leong
Business Unit Leader, Library and Information Studies (LIS)
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Join the Elite Masters of Information

The Master of Information Studies from the University of Canberra equips graduates to satisfy the international demand for knowledge management, information and communication professionals.

This unique, 12 month, state of the art course is available online. It focuses on the management and use of digital information, provides the opportunity to upgrade qualifications, and allows you to specialise, or develop a customised program of general study. Two of its specialisations have professional accreditation.

For more information

T 1800 UNI CAN (1800 864 226)
E study@canberra.edu.au
W www.canberra.edu.au/information-studies
Online success story

At 33, Tynelle Spinner was looking for a career change when she enrolled in the Certificate III in Library Services, available through online study. She had spent 12 years in the childcare industry, but every time she took children from her childcare centre to the local library she had a gut feeling that that’s where she wanted to be working.

“I saw the kids getting absorbed in books and stories and they always had big smiles on their faces when we went to the library,” Tynelle said.

“This brought home the realisation that books encourage children to use their imagination far more than television or movies and are great for early literacy and numeracy development.”

With her own children still very young – her little boy was 11 months at the time and her daughter three and a half – Tynelle decided to get stuck into her library studies and reduce her paid work to two days a week. She planned her approach, getting up early to study before the children woke and studying during her children’s nap time – and it paid off. She got the whole Certificate III course done online in just ten months, much to the delight of her online teachers and support staff at North Coast TAFE, who then encouraged and helped her when she decided to re-enrol and complete the ALIA-accredited Diploma in Library Services.

Finishing early also put Tynelle at the head of the queue when she began looking for work. A work placement in February and March of this year at Kogarah Municipal Council’s Library, as part of the Diploma Course, quickly resulted in an offer of casual work. And in April Tynelle gained extra work at Sutherland Library where she now also works casually for 12 hours a week.

“I’ll be finished my Diploma by July. Just one major assignment to go and all done in less than two years,” she said. It really was a very efficient way to study that blended with my lifestyle,” Tynelle said.

“In the future I’d like to be a library technician working in the children’s section of a library where I can also use my experience in childcare. Hopefully, this is where I’ll be in 18 months when my son starts school,” Tynelle added.

Catherine Calvin
North Coast TAFE
catherine.calvin@tafensw.edu.au
Out in the real world

With all that’s happening in the working world, does formal library education prepare you for working in a library? Well, yes – and no, says Suzanne Hemming.

No amount of theory can prepare you for an actual workday in a library (in my case a school library). The things you think are important turn out not to be, and you find yourself doing tasks you couldn’t have imagined. I remember gearing up to answer the queries of questing young minds, only to find that they were primarily interested in the location of the toilets and ‘borrowing’ tissues.

What courses can’t teach you are the vagaries of human behaviour. Once working in a library, you really need to relearn everything you have just studied. Think of your studies as a backgrounder, a lengthy reconnaissance into the world of information.

Library courses should give students the solid practical skills required to be a true library professional and not spend too much time on what information is, or what libraries do, or why we need libraries at all. A bit less navel gazping wouldn’t go astray.

As for keeping abreast of technology, I find the best way is to simply find a reason to use it. Our library is about to be redeveloped so we have created a library wiki to track the progress of the project, and all library staff members are able to contribute.

Perhaps there is no longer such a thing as a library education, just lifelong learning as we forever try to keep up with the Apples (and the Microsofts, and the Tweeters and the bloggers..).

Suzanne Hemming
Library Technician, St Columba’s College
hemmings@stcolumba.vic.edu.au

Education Working Group formed

ALIA has established an Education Working Group to support and advise the Association. The group will check accreditation reports, assist with monitoring and identifying impacts to ALIA’s accreditation program, and any new developments in this area.

Current membership of the Education Working Group includes a number of ALIA member volunteers with a diverse range of expertise and experience in education and professional practice and almost all have previously participated on ALIA accreditation panels. They are Derek Whitehead, Director, Information Resources at Swinburne University of Technology, Stuart Ferguson, Assistant Professor, Knowledge and Information Studies, at the University of Canberra, Andrew Shiells, Teacher, Library and Information Services, Canberra Institute of Technology, Lisa Given, Professor of Information Studies, School of Information Studies, Charles Sturt University, Di Booker, Director (Policy) for the Australian Qualifications Framework Council, Ian Rogers, Teacher, Library Studies, Victoria University, and Janetta Mascilongo, who has recently moved from her role as Director; Professional Services at ALIA to take up a new role as Assistant Director, Document Services in the Defence Library Service.
### CURRENT ALIA ACCREDITED COURSES

#### UNDERGRADUATE AND POSTGRADUATE COURSES (LIBRARIAN AND OTHER INFORMATION PROFESSIONALS)

<table>
<thead>
<tr>
<th>STATE / INSTITUTION</th>
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<tr>
<td>UNIVERSITY OF CANBERRA</td>
<td>Master of Information Studies in Librarianship*</td>
<td>Dec 2009 – Dec 2016</td>
<td><a href="mailto:sally.burford@canberra.edu.au">sally.burford@canberra.edu.au</a></td>
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<tr>
<td><strong>NSW</strong></td>
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<tr>
<td>CHARLES STURT UNIVERSITY</td>
<td>Bachelor of Applied Science (Library and Information Management) – Hong Kong Program*</td>
<td>Dec 2011 – Dec 2016</td>
<td><a href="mailto:infooffice@csu.edu.au">infooffice@csu.edu.au</a></td>
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<tr>
<td></td>
<td>Bachelor of Information Studies*</td>
<td>Dec 2011 – Dec 2016</td>
<td><a href="mailto:aqayyum@csu.edu.au">aqayyum@csu.edu.au</a></td>
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<tr>
<td></td>
<td>Master of Information Studies*</td>
<td>Dec 2011 – Dec 2016</td>
<td><a href="mailto:rpymm@csu.edu.au">rpymm@csu.edu.au</a></td>
</tr>
<tr>
<td>UNIVERSITY OF TECHNOLOGY SYDNEY</td>
<td>Bachelor of Arts in Communication (Information and Media)</td>
<td>Jan 2007 – Dec 2013</td>
<td><a href="mailto:info@hss.uts.edu.au">info@hss.uts.edu.au</a></td>
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<tr>
<td></td>
<td>Graduate Diploma in Information Management</td>
<td>Jan 2007 – Dec 2013</td>
<td><a href="mailto:info@hss.uts.edu.au">info@hss.uts.edu.au</a></td>
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<tr>
<td></td>
<td>Graduate Diploma in Knowledge Management</td>
<td>Jan 2007 – Dec 2013</td>
<td><a href="mailto:info@hss.uts.edu.au">info@hss.uts.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Master of Arts in Information and Knowledge Management</td>
<td>Jan 2007 – Dec 2013</td>
<td><a href="mailto:info@hss.uts.edu.au">info@hss.uts.edu.au</a></td>
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<tr>
<td>QUEENSLAND UNIVERSITY OF TECHNOLOGY (GARDENS POINT)</td>
<td>Master of Information Technology (Library and Information Science)*</td>
<td>Feb 2012 – Feb 2017</td>
<td><a href="mailto:h.partridge@qut.edu.au">h.partridge@qut.edu.au</a></td>
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<td><strong>SA</strong></td>
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<tr>
<td>UNIVERSITY OF SOUTH AUSTRALIA</td>
<td>Graduate Diploma of Library and Information Management*</td>
<td>Jan 2012 – Jan 2017</td>
<td><a href="mailto:moira.lawler@unisa.edu.au">moira.lawler@unisa.edu.au</a></td>
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<td></td>
<td>Master of Library and Information Management (Library Stream)*</td>
<td>Jan 2012 – Jan 2017</td>
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<td>UNIVERSITY OF TASMANIA</td>
<td>Graduate Diploma of Information Management*</td>
<td>Jan 2010 – Jan 2015</td>
<td><a href="mailto:malcolm.bertoni@utas.edu.au">malcolm.bertoni@utas.edu.au</a></td>
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<td><strong>VIC</strong></td>
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<tr>
<td>MONASH UNIVERSITY</td>
<td>Graduate Diploma in Information and Knowledge Management (LIS Stream)*</td>
<td>Jan 2006 – Dec 2012</td>
<td><a href="mailto:steven.wright@monash.edu">steven.wright@monash.edu</a></td>
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<tr>
<td></td>
<td>Master of Business Information Systems (LARS Stream)*</td>
<td>Jan 2006 – Dec 2012</td>
<td><a href="mailto:steven.wright@monash.edu">steven.wright@monash.edu</a></td>
</tr>
<tr>
<td></td>
<td>Master of Business Information Systems Professional (LARS Stream)*</td>
<td>Jan 2006 – Dec 2012</td>
<td><a href="mailto:steven.wright@monash.edu">steven.wright@monash.edu</a></td>
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<tr>
<td>RMIT UNIVERSITY</td>
<td>Graduate Diploma in Information Management</td>
<td>Dec 2009 – Dec 2016</td>
<td><a href="mailto:sue.reynolds@rmit.edu.au">sue.reynolds@rmit.edu.au</a></td>
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<td>Master of Information Management</td>
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<td>CURTIN UNIVERSITY</td>
<td>Bachelor of Arts (Librarianship and Corporate Information Management)*</td>
<td>Apr 2009 – Apr 2016</td>
<td><a href="mailto:g.haddow@curtin.edu.au">g.haddow@curtin.edu.au</a></td>
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<tr>
<td></td>
<td>Graduate Diploma in Information and Library Studies*</td>
<td>Apr 2009 – Apr 2016</td>
<td><a href="mailto:christine.richardson@curtin.edu.au">christine.richardson@curtin.edu.au</a></td>
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<td></td>
<td>Master of Information Management (Librarianship)*</td>
<td>Apr 2009 – Apr 2016</td>
<td><a href="mailto:christine.richardson@curtin.edu.au">christine.richardson@curtin.edu.au</a></td>
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<tr>
<td>EDITH COWAN UNIVERSITY</td>
<td>Bachelor of Information Technology (Information Services)</td>
<td>Jun 2012 – Jun 2017</td>
<td><a href="mailto:j.brown@ecu.edu.au">j.brown@ecu.edu.au</a></td>
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<td></td>
<td>Graduate Diploma of Science (Information Services)</td>
<td>Jun 2012 – Jun 2017</td>
<td><a href="mailto:m.brogan@ecu.edu.au">m.brogan@ecu.edu.au</a></td>
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<td></td>
<td>Master of Information Services</td>
<td>Jun 2012 – Jun 2017</td>
<td><a href="mailto:m.brogan@ecu.edu.au">m.brogan@ecu.edu.au</a></td>
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</tbody>
</table>

Courses currently accredited but not taking any new intakes

| MONASH UNIVERSITY | Course – Bachelor of Information Technology and Systems [iM Major]* | Accreditation Period – Jan 2006 – Dec 2012 |
| Contact – steven.wright@monash.edu |
| RMIT UNIVERSITY | Course – Bachelor of Business [Information and Knowledge Management] | Accreditation Period – Jan 2006 – Dec 2018 |
| Contact – paul.mercieca@rmit.edu.au |
| Contact – j.brown@ecu.edu.au |

For further information on ALIA Accredited courses please go to our website at www.alia.org.au/education/qualifications
## TEACHER-LIBRARIAN COURSES

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<th>STATE / INSTITUTION</th>
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<tr>
<td>CHARLES STURT UNIVERSITY</td>
<td>Master of Education (Teacher-Librarianship)*</td>
<td>Jan 2008 – Dec 2015</td>
<td><a href="mailto:afreeman@csu.edu.au">afreeman@csu.edu.au</a></td>
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<tr>
<td>QUEENSLAND UNIVERSITY OF TECHNOLOGY (KELVIN GROVE)</td>
<td>Master of Education (Teacher-Librarianship)</td>
<td>Feb 2012 – Feb 2017</td>
<td><a href="mailto:h.hughes@qut.edu.au">h.hughes@qut.edu.au</a></td>
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<td>Graduate Diploma of Science (Information Services)*</td>
<td>Jun 2012 – Jun 2017</td>
<td><a href="mailto:m.brogan@ecu.edu.au">m.brogan@ecu.edu.au</a></td>
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## DIPLOMA OF LIBRARY / INFORMATION SERVICES (LIBRARY TECHNICIAN)

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<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:maureen.smith@cit.act.edu.au">maureen.smith@cit.act.edu.au</a></td>
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<td>TAFE NSW</td>
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<tr>
<td>HUNTER INSTITUTE</td>
<td>Nov 2009 – Jun 2014</td>
<td><a href="mailto:jennifer.barville@tafe.nsw.edu.au">jennifer.barville@tafe.nsw.edu.au</a></td>
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<tr>
<td>ILLAWARRA INSTITUTE*</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:robert.thomson24@det.nsw.edu.au">robert.thomson24@det.nsw.edu.au</a></td>
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<tr>
<td>NORTH COAST INSTITUTE*</td>
<td>Sep 2010 – Sep 2015</td>
<td><a href="mailto:susan.wills@det.nsw.edu.au">susan.wills@det.nsw.edu.au</a></td>
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<tr>
<td>RIVERINA INSTITUTE</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:margaret.citroen@tafensw.edu.au">margaret.citroen@tafensw.edu.au</a></td>
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<tr>
<td>SYDNEY INSTITUTE</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:glenis.sellwood@tafensw.edu.au">glenis.sellwood@tafensw.edu.au</a></td>
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<tr>
<td>WESTERN SYDNEY INSTITUTE</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:alan.daniel@tafensw.edu.au">alan.daniel@tafensw.edu.au</a></td>
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<td>SOUTH BANK INSTITUTE OF TECHNOLOGY</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:phyllis.goodridge@southbank.edu.au">phyllis.goodridge@southbank.edu.au</a></td>
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<td>SA</td>
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<td>TAFESA – ADELAIDE CITY CAMPUS</td>
<td>Nov 2009 – Nov 2014</td>
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<td>TASMANIAN POLYTECHNIC</td>
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<td>HOBART</td>
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<td><a href="mailto:penny.zucchi@polytechnic.tas.edu.au">penny.zucchi@polytechnic.tas.edu.au</a></td>
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<td>LAUNCESTON</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:stephen.wilkins@education.tas.edu.au">stephen.wilkins@education.tas.edu.au</a></td>
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<td>BOX HILL INSTITUTE*</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:courseinfo@bhtafe.edu.au">courseinfo@bhtafe.edu.au</a></td>
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<tr>
<td>SWINBURNE UNIVERSITY OF TECHNOLOGY (PRAHAN CAMPUS)*</td>
<td>Nov 2009 – Nov 2014</td>
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<td>UNIVERSITY OF BALLARAT</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:d.wilmott@ballarat.edu.au">d.wilmott@ballarat.edu.au</a></td>
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<tr>
<td>VICTORIA UNIVERSITY – TAFE DIVISION*</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:ian.rogers@vu.edu.au">ian.rogers@vu.edu.au</a></td>
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<td>CENTRAL INSTITUTE OF TECHNOLOGY</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:gayle.macfarlane@central.wa.edu.au">gayle.macfarlane@central.wa.edu.au</a></td>
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<td>CHARLES DARWIN UNIVERSITY</td>
<td>Nov 2009 – Nov 2014</td>
<td><a href="mailto:kathryn.white@cdu.edu.au">kathryn.white@cdu.edu.au</a></td>
</tr>
</tbody>
</table>

*Please note: Certificate III and IV in Library/Information Services are not ALIA Accredited.

### Associate Membership update

In the past graduates who have undertaken a post-graduate LIS qualification without holding a Bachelor Degree have not been automatically eligible for Associate membership and were required to undertake a widened eligibility assessment. In a recent Board decision it was determined that ALIA should accept Recognition of Prior Learning (RPL) assessments of students to determine equivalence to an undergraduate degree for entry into post – graduate LIS qualifications.

There has been a broadening of perspectives that higher education should be made more accessible to all Australians and that learning occurs through a variety of experiences, formally and informally. The Australian Qualifications Framework (AQF) Qualifications Pathways Policy supports this philosophy and entry into post graduate courses via RPL is increasing on a national basis. The newly established Tertiary Education Quality Standards Agency (TEQSA) will register and evaluate universities against the new Higher Education Standards Framework. The threshold Qualifications Standards are aligned with the AQF.

In making this change ALIA recognises the specifications of the AQF and the regulatory responsibility of TEQSA to ensure quality outcomes for the higher education sector.

### Interested in making a contribution to LIS education?

ALIA members are encouraged to consider participating in a course advisory committee (each accredited course has one). Contact details provided on their listing at www.alia.org.au/education/qualifications.

Interested in contributing as an educator, employer or senior practitioner on an ALIA accreditation panel? Please contact education@alia.org.au for more information.

All details correct at the time of printing.
Last year, Curtin University’s Department of Information Studies became the first library and information studies department in Australia to provide information studies education through Open Universities Australia (OUA). How’s it going?

Curtin University is offering individual units for undergraduate students, and full courses (Graduate Diploma and Masters) for postgraduate courses through OUA. For secondary streams of study, undergraduate students can take units from different universities in order to tailor a degree to their requirements, but if they intend to complete an accredited LIS qualification then they will elect to graduate from Curtin University. This means that OUA students can obtain Curtin University qualifications in librarianship, corporate information management and archives.

Students entering Curtin’s postgraduate units and courses need to meet the same entry requirements (a completed degree in another discipline) as those students entering through more traditional pathways. The content of units and courses, and the assessment requirements are identical to those experienced by students enrolled directly in Curtin courses. OUA students also have the same requirements with regard to workplace experience.

All OUA students study externally to the Curtin campus via distance education. There are four study periods (equivalent in length to an academic semester) per year. The uptake has been impressive, given that the current study period is only the third in which Curtin DIS has been offering through OUA. It would seem that the considerable interest in studying through OUA is created by their significant advertising and promotional reach, and their emphasis on flexibility.

There are currently 169 undergraduate students and 62 postgraduate students enrolled through OUA. It is clear that not all of these students intend to complete an LIS qualifying course. Some of them are enrolled in other courses of study but are choosing to take a ‘minor stream’ of library and information units. This is particularly noticeable in the corporate information management stream, with some 80 students currently completing the foundation unit of Recordkeeping Concepts and Practice. It is apparent that the foundation units such as this have a considerable appeal to students irrespective of their primary discipline – an indication that they appreciate the importance of good information and records handling skills irrespective of their major.

Teaching staff are still coming to terms with some of the quirks of dealing with this new student cohort. It seems that OUA appeals (particularly at the undergraduate level) to some students who might come from non-traditional backgrounds in terms of university entry and this presents its own set of challenges, but it also has great potential in terms of broadening the potential base of LIS graduates. It is likely that the first Curtin OUA students will be graduating in 2013.

Paul Genoni
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Head, Department of Information Studies
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“FOUNDATION UNITS SUCH AS RECORD KEEPING CONCEPTS AND PRACTICE HAVE A CONSIDERABLE APPEAL TO STUDENTS IRRESPECTIVE OF THEIR PRIMARY DISCIPLINE – AN INDICATION THAT THEY APPRECIATE THE IMPORTANCE OF GOOD INFORMATION AND RECORDS HANDLING SKILLS IRRESPECTIVE OF THEIR MAJOR.”
National training package: how it all comes together

The review of the national training package and the development of CUL11 Library, Information and Cultural Services Training Package has been a significant project for ALIA and the LIS industry.

The new package (CUL11) sees library and information services coming together in a single set of qualifications with museums, galleries, record keeping and archives. Recent research and anecdotal evidence both support the value of this convergence of related disciplines. Certainly LIS employers are looking for a current and future workforce that has a variety of relevant skills that offer optimal flexibility and adaptability in an environment that is heavily influenced by rapid technological change, diminishing resources (budget, staffing, time) and changing high client expectations. We are really pleased that new technologies and the digital information environment have been a key focus in the development of the new package.

The Diploma in Library and Information Services remains as the library technician qualification, but refreshed and updated to meet the requirements of the current and future LIS workplace. The diploma also includes units suitable for those wishing to work in cultural centres such as museums and galleries and so offer so valuable knowledge and skills for these graduates and their future employers.

ALIA accredits only the diploma level qualification in this training package. The purpose of ALIA course accreditation is to set a standard for the skills and knowledge expected of LIS professionals across Australia. This is valued by both graduates and employers as an assurance of the quality in their education. For the first time a range of skill sets will be offered in the Training Package.

Following negotiation with Innovation and Business Skills Australia and the registered training organisations, the base standard for library technician education students will require completion of at least seven of the library and information services elective units. This will be a criterion of ALIA accreditation.

ALIA, the registered training organisations (RTOs), our industry employers, and practitioners all provided feedback to Innovation and Business Skills Australia (IBSA) to ensure the most relevant qualifications and skills were identified for inclusion in the training package. As is probably the case in other industries, opinions in our sector vary widely about the roles and responsibilities of LIS staff. The lines between unqualified and qualified staff can get rather blurry in some workplaces. The value placed on some skills (for example customer service, over more traditional skills such as cataloguing) also inspired much debate.

ALIA would like to acknowledge the extensive work of the RTOs and IBSA in this project, and thank everyone involved for their input and dedication to this complex and lengthy process, including our fellow associations and industry stakeholders. This project has succeeded only because of very positive collaboration between committed professionals.

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The new National Training Package prepares Diploma of Library and Information Services students for a number of vocational roles, including library technician, museum technician and gallery technician. Only three of the core units are specific to the LIS industry (marked in the table below with an asterisk). The electives are chosen from a broad range of knowledge and skills: library and information services, administration, collection management, information management, IT, and exhibitions and visitor programs.

No matter where they do their course in Australia, graduates of an ALIA-accredited diploma should have the required knowledge and skills that a Library Technician needs to work in all LIS sectors. ALIA Library Technician membership is an employer’s immediate assurance of professional knowledge and skills for graduates of the CUL05111 Diploma of Library and Information Services. Alternative verification can be made through reviewing academic transcripts.

Core units
BSBCUS501B Manage quality customer service
BSBHOH509A Ensure a safe workplace
BSBWOR402A Promote team effectiveness
CULIND401A Consolidate and maintain industry knowledge*
CULINL601A Extend own information literacy skills to locate information*
CULRSK401A Monitor compliance with copyright and licence requirements*
TAEDEL401A Plan, organise and deliver group based learning

Elective units: Library and information services
CULICM601A Contribute to collection management
CULINL501A Promote literature and reading
CULINM401A Complete a range of cataloguing activities
CULINM502A Provide subject access and classify material
CULINM503A Use and monitor advanced functions of integrated library management systems
CULINS402A Obtain information from external and networked sources
CULINS403A Search library and information databases
CULINSS501A Research and analyse information to meet customer needs
Entry level opportunities

With training packages being regularly reviewed and updated, the recent endorsement and rebranding of the CUL11 Training Package presents new opportunities for entry level workers and others wishing to gain a nationally recognised qualification and become part of the Galleries, Libraries, Archives, Records and Museums (GLARM) sector. Glynis Bramley-Moore was a member of the National Project Reference Group tasked with revision of this package and has written a number of library education units. She explains the new approach.

While at certificate level ALIA is mainly concerned with the training of Library Technicians and the Diploma of Library and Information Services, there are also other courses available for job seekers, school-based students and staff already employed or seeking work at Library Officer/Assistant level. With the rebranding from CUL04 Museum and Library/Information Services Training Package to become the CUL11 Library, Information and Cultural Services Training Package, the new qualifications provide a broader exposure to the GLARM sectors.

CUL20111 Certificate II in Information and Cultural Services and CUL30111 Certificate III in Information and Cultural Services have been specifically designed to suit entry level workers or school-based students wishing to explore career possibilities across all sectors. The CUL40111 Certificate IV in Library, Information and Cultural Services and the CUL50111 Diploma of Library/Information Services have also been extensively reviewed.

These changes have been in response to changing job roles in the sector, and the demand from employers for units that reflect customer service skills, effective teamwork, workplace health and safety, employability skills, sustainable work practices and technological changes. To reflect current industry practices and the growing impact of social media, a number of new units have also been developed to cover digital repositories, integrated library management systems, the promotion of literature and reading, industry knowledge (at an advanced level), and compliance with copyright and licence requirements.

Another significant change has been the inclusion of skill sets leading to a Statement of Attainment rather than a qualification with the emphasis being on specific skills for specific industries. Skill sets include Archiving and Record Keeping, Cataloguing, Deliver Public Programs, Develop and Manage Exhibitions, Digitisation, Manage Collections, Organise and Accessing Collections, Prepare Exhibitions, Preventive Preservation and Conservation.

So what does this mean for the future training of library professionals? With separate Museum qualifications and the Advanced Diploma of Library/Information Services having been deleted from the new Training Package, museum skill sets have been retained. So it is possible to gain a Certificate II, III or...
In this month’s OPINION, Stuart Ferguson touched on the practicalities of the implementation of the Australian Qualifications Framework (AQF). Di Booker explains more about the national policy for regulated qualifications in Australian education and training.

The AQF incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The Framework now provides the standards for Australian qualifications and is embedded in the higher education and vocational education and training standards. Ultimately, students, graduates and employers, both Australian and international, benefit from the quality qualifications that are built on these requirements.

The Framework has ten levels which reflect the relative complexity and depth of achievement and autonomy required of graduates to demonstrate that achievement. It is an integrated policy comprising:

- the learning outcomes for each AQF level and qualification type, defined in terms of what graduates are expected to know, understand and be able to do as a result of learning
- specifications for the application of the AQF in the accreditation and development of qualifications
- policy requirements for issuing AQF qualifications, for qualification linkages and student pathways, for the addition or removal of qualification types in the AQF, for the registers of organisations authorised to accredit and/or issue AQF qualifications and AQF qualifications and qualification pathways
- definitions of the terminology used in the AQF

The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training and schools. In 2011, under the leadership of the AQF Council, the AQF was revised to ensure that qualification outcomes remain relevant and nationally consistent, continue to support flexible qualifications linkages and pathways, and enable national and international portability and comparability of qualifications. This revision reaffirmed the importance of this national approach in underpinning confidence in Australia’s education and training system.

The success—or otherwise—of the rebranding remains to be seen. Having been heavily involved in the Training Package review process as a member of the National Project Reference Group, and an editor and co-writer of the library units, I’m hoping all the hard work pays off. Full details regarding units and qualifications available in the Training Package can be accessed at www.training.gov.au/Search.

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IV level qualification with a broad title (Information and Cultural Services) which includes some library, museum, gallery or archives units—the aim being to open career pathways to the other sectors.

Di Booker
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Library and Information Managers.

Applications are now open for the postgraduate programs in Library and Information Management or Business Information Management offered by UniSA.

These programs are blurring the boundaries and will enable librarians, records managers, archivists and business information management professionals to reinvent their careers, to keep in touch with the latest digital approaches and work in a wider skilled environment.

The programs offer you the opportunity to study at your own pace: either part-time or full-time, externally online, or face to face in Adelaide.

For further details and information please email moira.lawler@unisa.edu.au or visit unisa.edu.au/bim

School of Computer and Information Science
The value of experience

The concept of combining some level of practical experience with academic learning is widely accepted within a broad range of professional disciplines, including the library and information field. Providing opportunities to undertake placements, field work, internships and study visits enables students to experience first-hand the workplace for which they are preparing themselves.

An important part of this experiential learning is the process of reflecting on what has been seen and experienced. How does it fit with existing knowledge? Why is it different /the same as is taught in the classroom? As a student, do I need to revisit some of this learning? Is it likely to be the same elsewhere or is there something unique about this particular workplace? Questions such as these are encouraged in students and any professional experience activity will have a methodology in place (oral presentation, written assessment, joint assessment with their workplace mentor etc), that will require students to undertake such reflection and consideration of their workplace experience.

Acknowledging the importance of this learning experience, most Charles Sturt University (CSU) students studying across the range of library and information studies programs undertake a two or three week industry placement and, in addition, a guided four day study visit. This year, two study visits are being run in Sydney and Melbourne, and one each in Brisbane, Canberra and Perth timed to offer students flexibility – some are in school holidays, others avoid those dates. Attendance on these study visits is compulsory except for the small number of students where it would be financially challenging (such as those living overseas) who then undertake a private study visit of a similar composition. Having said that, the last study visit I took (in Sydney) had a student resident in Spain fly over and attend (I’m sure they also caught up with family and friends too but it does show how seriously some of the students take this opportunity).

Organising and assessing placements for upwards of 250 students can be a challenge but the rewards are many, with students undertaking placements in a rich array of libraries and information agencies including The British and Bodleian Libraries in England, a NATO base library in Belgium, museum library in Cairo, international school libraries in a variety of countries and in many types of libraries and information agencies across Australia.

We get terrific feedback from students who, initially, may have had reservations about having to make the time to undertake a placement or study visit. And we’ve found that, despite the challenges of busy workplaces, the commitment shown by the vast majority of hosting organisations and mentors indicates a strong and flourishing interest in our profession and its development through a new generation of graduates.

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Learning Scheme, which sees high performance students spend a semester working full-time with an industry organisation relevant to their area of study or expertise. We see Work Integrated Learning (WIL) as the capstone experience for near-graduating students and the perfect launching platform into a new career.

The new Teacher Librarianship major in the B.Ed. Secondary is an online undergraduate LIS major aimed at producing information literacy, curriculum and technology in education specialists. The program value adds to LIS by providing students with the opportunity to become fully qualified secondary teachers.

New programs in 2013 will be supported by an extensive professional development program that leverages research and teaching strengths of the School such as cyber security, accessibility and enterprise information management.

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INFORMATION SCIENCE IS HANDS-ON AT ECU

ECU is a leader in information science research and teaching. Over the past two years, ECU staff and students have won industry excellence awards sponsored by ALIA and Google. All courses are available on-campus and online. What’s more, commencing first year, full-time students may be eligible for a free laptop. With flexible, multi-disciplinary graduate programs, the road to a career in information services is open.

For more details, call 134 ECU (134 328), email futurestudy@ecu.edu.au or visit reachyourpotential.com.au

Renewal is the connecting theme in library and information education in 2012. At Edith Cowan University (ECU), a mix of new staff plus significant changes to the course offering is creating new opportunities.

A new major in Teacher Librarianship, to be offered with the School of Education, is planned to come on stream in 2013. New programs in 2013 will also include an entirely new major in ECU’s Bachelor of Education Secondary, providing students with access to a dual qualification in teaching and librarianship.

We had our last intake of library technicians in 2011 and we have now shifted our undergraduate programs to a three year program based on our Bachelor of Information Technology degree. With the new curriculum, ECU hopes library technician graduates will have better access to higher value career destinations in information services.

Students in the Bachelor of Information Technology (BIT) complete an Information Services Major which is fully multi-disciplinary. In stream-based specialisations, students have the opportunity to develop knowledge and skills in management, marketing, enterprise information management, information services management, information literacy, project management and web information systems.

Hands-on technology skills also remain important. Looking at the landscape for courses and points of differentiation, we have decided that what has traditionally worked for us – hands-on exposure to enabling technologies – will continue to guide the evolution of our courses. We feel this is more likely to be sustainable in the long run.

We are also encouraged by the performance of LIS students in discipline areas once the preserve of information systems technology. Often LIS students are the best students in subjects such as systems analysis and design and markup languages.

We will be continuing to support our LibTechs through a conversion pathway in the BIT that enables LibTech ECU graduates and current students to convert to a three year degree with full credit for their LibTech studies. For most students, this will involve a further year’s study. This new program was recently proposed for full ALIA Associate Membership eligibility, as part of ECU’s course accreditation.

Changes in undergraduate programs will bring new work integrated learning possibilities, in addition to the familiar two week practicums. Our students will be eligible to participate in the BIT Work Integrated
Play and learn

Variations of Learning 2.0 programs are offered in libraries all over the world as a means of enabling library staff to learn about emerging technologies. Yet when the program is completed, what can libraries do to keep the momentum going? One possible solution is to promote, support and give formal recognition to self-directed learning.

The need and support for continued professional development is well-established but how ongoing workplace learning is undertaken is changing. In the past, professional development consisted of attending an external workshop or class. However with the speed of technological changes, relevant workshops or seminars don’t necessarily exist. Learning 2.0 programs such as 23 Things attempt to address this; however, they too quickly become out of date as new technologies develop. A better way to keep up-to-date with new and exciting technologies may be through self-directed learning.

Trialing online games so you can relate to your younger clients, or testing iCloud so you can help someone use it are a form of learning and professional development.

One of the most significant factors when undertaking self-directed learning is to have concrete objectives in mind. When we attend a workshop we know what we are going to learn. When undertaking self-directed learning we need to think about why we are reading particular blogs, why we are trying out new software, asking ourselves what it is we are trying to learn. Questions such as “how could this make a difference to our service?” or “can this help a particular cohort of our community?” should be underpinning these learning activities, and keeping a record of activities undertaken and learning outcomes achieved may also assist with meeting objectives.

Ensuring that staff members are allocated adequate time and resources is vital. Learning from others is also very important. Tools such as Yammer, wikis and monthly lunch and share sessions can help facilitate sharing and learning. Recognising the need to continually update knowledge of emerging technologies as part of an individual’s development goals endorses the importance of this activity as part of their work. ALIA has acknowledged this self-directed learning through their PD scheme.

Once we might have called this type of activity “playing” – now we need to see it as a legitimate learning opportunity.

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Digital stewardship

As we increasingly see our cultural heritage institutions – galleries, libraries archives and museums (or GLAM) – converging in the digital environment, the significance for library and information sector education cannot be underestimated. With emerging new roles and areas of practice, we are being lead further down the path of the truly all-rounded information professional.

One such emerging and evolving area of practice is what the authors refer to as ‘digital stewardship’. Encompassing more than digital curation and digital preservation, digital stewardship takes a more holistic view of data creation, maintenance, preservation, dissemination and exhibition. It is concerned with all practices and issues that the professionals in these roles may experience, including an understanding of user requirements and the historical, social and policy contexts in which the data was created and in which these professionals now operate. In the cultural heritage environment, this includes ensuring that the digital objects we create today will still exist and be usable in the future.

Two major projects that informed the development of the digital stewardship pedagogy discussed in this paper are the Digital Library Curriculum Project (curric.dlib.vt.edu/) and the Digital Curation Curriculum Project (known as DigCCur, www.ils.unc.edu/digccur/) that investigates digital curation, preservation and stewardship. The authors argue that in any digital stewardship curriculum, “content cannot be separated from context, and there must be a significant emphasis on the role of policies [and] the demands of social issues”. It is further noted that other courses – such as digital libraries, electronic records and information media – incorporate aspects of digital preservation within their subject matter, further evidence of the blurring ‘information professional’ boundaries.

As a result of their investigations, the Digital Curriculum Laboratory (DCL) was created at the Graduate School of Library and Information Science at Simmons College. Although experimental, it is a key component of the newly developed “Cultural Heritage Informatics curriculum, specifically designed to address the digital convergence of cultural heritage institutions”. The DCL provides a hands-on, virtual space, where students can interact and experiment with a range of software tools and content. Any emerging area brings new challenges and exciting opportunities, and digital stewardship is no exception.

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It should be so easy

We’ve been hearing for so long that the Great Google Digitisation project is happening / settled / going back to the courts and so on, that it was quite a treat to hear that there’s something positive being done elsewhere. The Digital Public Library of America (described at www.technologyreview.com/web/40210/) looks at first glance as though it’s likely to make sense out of the whole mess and avoids the danger of the collection being held hostage by commercial interests. But then you find that this one too is beset by protracted deliberations on copyright, including copyright of metadata. They’re even arguing about the name, which doesn’t bode too well for a successful outcome. It’s a grand idea, so let’s hope something really is delivered some day.

Getting around

I continue to be sitting on the fence about the value of the bit of Open Government that’s about publishing datasets, and so is the UK National Audit Office (see tinyurl.com/85aqys8). On the other hand, a very good explanation of the Open Data concept at tinyurl.com/719htgb is not afraid to tackle the argument head on. They do admit some of the problems with sustainabilty of apps after they’ve been delivered and what may happen as the developers lose interest in what might have been a weekend fling at a GovHack. And does the fact that a government has sponsored the Hack event lay any obligations on that government to keep supporting the apps?

Whatever you think of these weighty matters, you have to admire a really useful product when it pops up. The Bike Share Map at bikes.oobrien.com/ covers various cities around the world (including a couple locally) and shows clearly the location of points where you can pick up and drop off a bike, and how many bikes and spaces are available at each station.

On a related note, I recall that I wrote late in 2010 about having been caught out while driving in Victoria over the Alps and finding that unexpectedly the road was closed up ahead. At that stage I didn’t have a smartphone, but if I was doing it now I’d certainly be using the Road Closures and Traffic Alerts service provided by VicRoads at alerts.vicroads.vic.gov.au/?intcmp=HP01000. It’s things like this that show you just how much life is changing – for most of us at least.

The media and the messages

An article in New York magazine (tinyurl.com/d5szor2) – and you need to be careful not to confuse it with either the New York Times or the New Yorker – is really worth reading for so many reasons: organisational management techniques at the New York Times, sheer human interest, and how the media plans to meet the challenge of the internet. For instance, their reaction to the digital challenge was to acquire the answers site about.com, which seemed like a good idea for a while until a change in Google’s strategy downgraded the prominence of sites like that in their search results. And about.com was headed for the scrapheap. If this story is characteristic of the overall newspaper business worldwide (and I suspect it is) then there are some very bumpy skies ahead.

I have been reading quite a bit about the media world and its future recently, and I fear for the newspapers that we’ve come to know and love. There was the article about why apps may not be the saviour (www.technologyreview.com/business/40319/) which shows that many organisations are bravely trying all sorts of new ideas without a great amount of success. This story shows the difficulties of designing a pleasing layout, when the reader may at any time rotate their tablet from portrait to landscape and ruin the whole effect. This has been a problem from the start for the Global Mail (www.theglobalmail.org/), which plumped for a landscape layout for its website – quite a turn off for many of its readers.

Too easy a target?

The Atlantic magazine at tinyurl.com/7bj5olv relates how a class at George Mason University had the assignment of creating bogus material on Wikipedia, but were eventually found out. It’s intriguing from a number of viewpoints. First (as I recall from my tailoring efforts as a lecturer in Library Studies) it illustrates the lengths that teachers will go to if they want to make their courses a little more interesting. Then the reaction from the people behind Wikipedia was just a little over the top, decrying the exercise as virtual vandalism. I think they really need a good lie down. And then, predictably, Jimmy Wales came out with a very silly comment about the perpetrators. The fact that another internet-based service – Reddit (www.reddit.com/) in this case – was the means of undoing the whole scheme just made it so fascinating!

As long as people don’t take Wikipedia too seriously, and use it as a way of getting their first leads on a subject then it’s not too serious a problem. But then we’re all busy, aren’t we? And the pressure to get that paper or report in on time might just mean that we come to rely on it as a (or the) reference source.
Close encounters of the LIS kind

Let’s all stop and think for a moment about what we were doing in January 1994. Wendy Davis was making the decision not to accept a place in a Graduate Diploma in Library Studies at Queensland University of Technology (QUT). Instead, she says, with all the wisdom of a 20 year old with a degree in classical piano, she decided to start a Bachelor of Arts with a double major in English. But fast forward to January, 2011 and there she was busy applying for a place in QUT’s Master of Information Technology (Library and Information Sciences).

It was all very last minute. Yet, one of the more spur of the moment decisions of my life has so far turned out to be one of the best. Let me tell you why.

In 2006 I graduated with a PhD in cultural studies. Very soon afterwards I vowed I’d never, ever study again. I was tired and burned out. But, startling as it might seem, the life of a coffee-drinking lazy bones eventually got a little boring. Something was missing – and that something was learning. I had to face the fact that I was a ‘lifelong learner’. So, I thought back to 1994 and I started searching the web for courses in librarianship that could be completed externally. I found QUT again.

Eighteen months into my library and information science (LIS) studies and I can safely say that my study has not only asked me to reflect on the work I complete, it has also helped me to reflect on how I interact with my students, evaluate my own practice and see where I can improve. So, as well as learning lots of wonderful things about LIS, I’m actually gaining and using skills from the LIS curriculum in my current day job.

Confession time. Before my close encounters with LIS, I’d never written a formal report or proposal. That’s right, it’s possible to survive, hidden away in humanities departments and only write essays. That’s not all. How I wish I had completed my unit in information retrieval before I had spent all those years researching and writing for my PhD. I’m now passionate about instilling in my preparatory writing students a clear understanding of how to effectively search for information. I can’t wait until I get to undertake QUT’s information literacy unit because that’s something that crosses over into my day job as well, and no doubt there’s plenty I don’t yet know.

I’m sure that as I continue on my steady journey through the course I’ll have many more wonderful learning experiences that not only benefit me, but that I can use in other ways and places. I often think back to 1994 and wonder how my life might have been different if I had accepted that initial place in QUT’s LIS studies. However, my enthusiasm for what I am experiencing with the present shape of the LIS curriculum soon brushes those thoughts of the past aside. Any educational experience that can inspire such enthusiasm for my future must be doing something right.

Wendy Davis
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Wendy Davis is a part-time online student in QUT’s Master of Information Technology (Library and Information Science). She lives in Bundaberg, Queensland and teaches at Central Queensland University in the Academic Learning Services Unit. In her spare time, Wendy plays and teaches the piano, writes two blogs (The Spiralling Shape and Trying to Save a Quarter), and tweets as @wendyldavis.

WENDY DAVIS' EDUCATION ROAD LED HER BACK TO INFORMATION STUDIES
Touring techs

Macquarie University’s glamorous new library was the star attraction when the ALIA Victorian and NSW Library Technicians Groups got together earlier this year.

The tour was organised by Kerrie Kelly, Secretary of the ALIA Victorian Library Technicians Group and hosted by Wendy Palmer and Matthew Cowdery, who welcomed their visitors with open arms – in keeping with the symbolism of the striking entrance design. Among those on the tour were Wollongong TAFE library student Amanda Savory and Robyn Lacy, both Library School Administrative Officers with the NSW Department Education and Communities who told INCITE the tour was very informative and the company most enjoyable.

Everyone’s a winner

In May, over 100 people braved the wintery Adelaide weather to enjoy a fun-filled night at the annual ALIA SA Quiz Night. ALIA SA’s Tim Ormsby says the theme – Think Outside the Book – was borrowed from this year’s Library and Information Week theme and allowed for some creativity on the tables, with the team who catalogued and barcoded every item on their table (including themselves) taking out the best themed table prize. Two heads-and-tails contests saw $215 raised for the Smith Family charity. Many thanks to major sponsors Softlink (who kindly donated the Kobo ebook reader door prize) and Fry’s Library & School Supplies, as well as ALS Library Services, Haymeadow Stories, Haigh’s and Mount Barker Community Library.
Events July – August 2012

This is just a taste of the events on offer across the library and information sector. For a comprehensive and up-to-date list, check the website at www.alia.org.au/events.

NATIONAL
10–13 July
ALIA Biennial 2012 Conference
Discover your library and information profession
Contact: ALIA Events, ph 02 6215 8222, events@alia.org.au

NSW
24–26 July
Imagine the World: Public Libraries NSW Conference
Contact: Keryl Collard, ph 02 4934 9704, kerylc@maitland.nsw.gov.au

TAS
12 July
Reading - it’s rocket science and much more. A National Year of Reading event in Launceston, presented by CBCA (Tas) and ALIA at Riverside Primary School.
Contact: Sally Murdoch, ph 03 6234 4698, sally.murdoch@alia.org.au

VIC
21 July
Techs on Tour
This full day CPD event includes behind-the-scenes tours of the State Library of Victoria, a visit to one of three special libraries and more.
Contact Kim Wilson, ph 03 8664 7138, kwilson@slv.vic.gov.au

WA
31 July
WA ALIA New Graduates Group casual meet up at Hula Bula Bar
A casual meet up organised by ALIA New Grads and RIMPA.
Contact: Tamara Capper, tamarageorgettecapper@gmail.com

Want to list your event on the ALIA website? Group members and office bearers – don’t forget to upload your event at www.alia.org.au/events/add. Not an ALIA event? Your LIS event may also be eligible to be added to our non-ALIA events. Contact events@alia.org.au for more information.
New convenor for ALIA Retirees

Robin Hempel from McMinns Lagoon near Humpty Doo in Darwin’s rural area has taken on the role of Convenor for the ALIA Retirees Group for 2012-2013, following Faye Lawrence’s two years in the role. (Our thanks to Faye for her tireless work as a founding member of the ALIA Retirees and as Convenor.) Robin now heads up a busy team that includes Pat Gallaher from Western Australia, Gill Hallam from Queensland, Lorna Prendergast and Moyra McAllister from Victoria, and Mylee Joseph from New South Wales.

Robin’s library career began at the National Library in 1964 and took her to the Northern Territory, back to Canberra again and then New South Wales before she ended up back in the NT in Katherine. Along the way, she added teacher and teacher librarian training to her portfolio and became involved in the provision of library services to rural and remote regions in the Territory. A highlight was the Hyper-Highway to Humpty Doo project, which resulted in two years of free internet access for the communities of Taminmin and Berry Springs.

ALIA Retirees enables retired members of the profession to stay connected through networking and events. The main focus for the group this year is the National Year of Reading (www.love2read.org.au/) and each of the committee members has been posting messages about events in their own state and local libraries in support of this initiative. To see the full range of activities and join the conversation, check out their website page at www.alia.org.au/groups/retirees/.
10 minutes a day

The Reading Hour on Saturday, August 25th is both a focal point for the National Year of Reading for all ages and also our call to action for families – “share a book with your child for 10 minutes a day, an hour a week”.

Margaret Allen, chair of the National Year of Reading founders and State Librarian of WA, explained, “The Reading Hour itself is for everyone and there will be activities for all age groups, but there will be a special message for families.

“The phrase ‘10 minutes a day, an hour a week’ is our ‘slip, slop, slap’. It’s the take away message that we hope will become the accepted norm,” Margaret said.

“We know it’s not always possible for parents to share a book at bedtime with their children, but if they can manage 10 minutes most nights, their child will have the best chance of becoming a good reader, with all the social and educational benefits that brings.

Most of our brain development happens between birth and three years of age, so it’s not enough to assume that children will learn to read when they get to school. Parents need to share stories and rhymes right from day one – and a good way of finding out more is to join storytimes, rhymetimes, baby bounce, and toddler sessions at your local library.”

We have some wonderful key partners for The Reading Hour, including Dymocks, The Walt Disney Company and Dymocks Children’s Charities. Together, these three partners have exciting plans for the lead up to the big day on August 25th.

In addition, Scholastic Group is promoting The Reading Hour through its search for reading superheroes (scholastic.com.au/minisites/readingsuperhero), MS Readathon will be running a special 60 minutes for MS event on August 24th, and Kumon (au.kumonglobal.com) are organising Read Together groups in public libraries for students and families from multicultural backgrounds.

The Reading Hour is nominally 6pm to 7pm on Saturday, August 25th, but events will be happening all day, to avoid or coincide with important sporting fixtures and venue opening hours, and to accommodate the different time zones. What are you planning in your library?

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Information for the nation

Rose Holley, Manager of Trove and the Australian Newspapers Mass Digitisation Program at the National Library, has won the 2012 Jean Arnat Memorial Fellowship. Her winning essay was titled Harnessing The Cognitive Surplus Of The Nation: New Opportunities For Libraries In A Time Of Change. Rose was presented with her award by the Governor of New South Wales, Her Excellency Professor Marie Bashir at New South Wales Parliament in May. To read Rose’s winning entry, go to her blog at rose-holley.blogspot.com.au/2012/05/libraries-harnessing-cognitive-surplus.html
Safety first!

In the September issue of INCITE, we will be exploring the security of our industry. What’s that? It’s up to you. Will we be talking about security system innovations to protect our collections, our staff and our infrastructure – or will we be talking about job security?

Interpret the theme your way and tell us what you think, what you’re doing in your library and what’s working for you.

Contributions should be no more than 500 words. Check the guidelines for format and style at www.alia.org.au/publishing/incite/guidelines and email your stories and images to incite@alia.org.au. Please note all images must be high resolution (at least 300dpi) and sent separately as jpg files. Images may be reproduced in print and online.

Deadline for stories is August 1, 2012.

PS – September is also our month to wrap up and report on the best of the best from Library and Information Week events. Send us your best image and 200 word report to be part of this year’s LIW special report.
It’s about more than just ticking the boxes

Go to a conference. Learn from a mentor. Attend a course. Join a committee. You’ll hear all of these suggestions (and more) for professional development and continuing education, and it’s all good advice. But only if you do more than just ‘tick the boxes’.

At the University of Adelaide, we actively support professional development. We assign mentors to our new staff members, for example. One mentoring pair dutifully signed the agreement, organised their first meeting and then forgot to join the university’s mentoring program. A manager went to a very expensive interstate conference and then let the papers gather dust on a shelf in her office. Another staff member went to a time management session and still has a crowded inbox and a messy desk.

I am the staff member with the time management certificate and the untidy desk, so I know what I’m talking about. Professional development means more than ticking the boxes. (Mentoring? Tick. Attend conference? Tick.) We need to follow through on our commitments and to reflect on the success (or otherwise) of what we’ve done.

All of us have strengths and weaknesses, skills that we have mastered and areas that need development. We also have a finite supply of energy and time. We need to work out our priorities, choose the right kind of professional development, put what we’ve learnt into practice and then reflect on what we’ve done (the opposite of just ‘ticking the boxes’.)

Does it matter if a manager attends a conference and then just files the papers afterwards? Yes, if she does this more often than not. No, if she gets good ideas that lead to demonstrable outcomes from most of the conferences that she attends. Does it matter if my desk is untidy? Yes, if it makes me inefficient and annoys my clients. No, if I meet my project deadlines, answer my emails promptly and see my clients away from my desk (we have consultation rooms and I take my iPad everywhere with me.)

And it does matter when a ‘customer-service-trained’ staff member regularly answers the phone in a brusque and unfriendly tone of voice. And it does matter when a senior manager mumbles his way through presentations and fails to get his ideas across to his audience, despite having been on a course designed to help improve presentation skills.

Make sure that you do more than tick the boxes when it comes to your professional development. Know your organisation’s and your own priorities; focus on what will make a difference. Follow through on your commitments and reflect on what you’ve done. Get feedback from your colleagues and learn from your mistakes.

And now I really must make time to tidy up my desk.

Jennifer Osborn
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