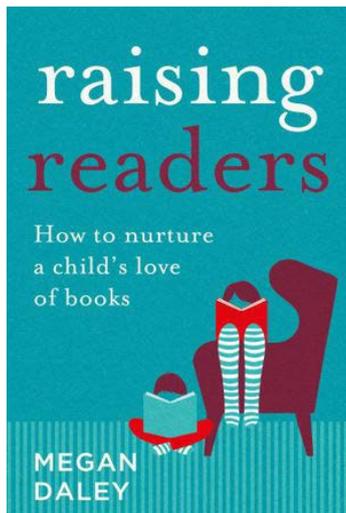


## Raising Readers: How to Nurture a Child's Love of Books

Daley, Megan (2019). *Raising Readers: How to Nurture a Child's Love of Books*. St Lucia, Qld., Queensland University Press.

246 pages

ISBN: 9780702262579



Author Megan Daley has been a teacher librarian for fifteen years, a primary teacher for twenty. In 2015 she was awarded Queensland Teacher Librarian of the Year by the School Library Association of Queensland. She writes a blog, [childrensbooksdaily.com](http://childrensbooksdaily.com).

The book covers an ambitious range of all things reading. It is both practical and conversational in tone and contains a useful degree of detail on the critical issue of "raising a reader". Given its content, its target audience is largely parents, commencing with those of newborns through to tweens. Daley suggests ways to create a reader, create a space for reading, and extend the keen reader.

Throughout the book, the reader can find recommendation lists for:

- Babies and toddlers
- 3-5 year olds
- Beginning readers
- Emerging readers
- Books that support the mindset of the makerspace movement

The critical importance of giving young people choice in what they read is highlighted and supported with a collection of genre lists (including non fiction titles)

Daley shares a detailed description of the place of the school library in engendering a love of reading in children. She explains the role of the teacher librarian and the school library, whilst acknowledging that sadly not all schools will have a qualified Teacher Librarian steering reading and literacy.

In addition to being a guide for parents, it is also presented as a resource for educators. Particular

chapters the professional may find of interest are:

- The social life of young readers

- Multimodal and digital reading
- Reading the visual, with a focus on visual literacy teaching
- Timely chapters covering
  1. Looking to the future, with a focus on sustainability, and,
  2. Reflecting diversity within the community and encouraging empathy

The final chapter in the book is a series of “how to” guides targeting both parents and library staff. As with other chapters in this book, those of us working in libraries will be aware of much of the detail, but there are potential benefits to considering it through a different lens

A possible recommendation for parents keen to encourage a love of reading in their children.

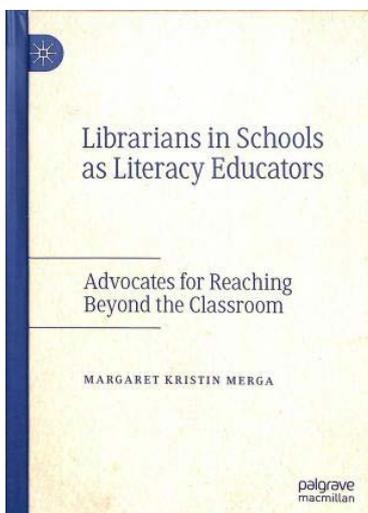
**Reviewed by Rosemary Abbott, Loreto Mandeville Hall, Reviews Editor Synergy**

## **Librarians in Schools as Literacy Educators: Advocates for Reaching Beyond the Classroom**

**Merga, Margaret Kristin (2019). *Librarians in Schools as Literacy Educators: Advocates for Reaching Beyond the Classroom*. Cham, Switzerland, Springer Nature.**

**254 pages**

**ISBN: 9783030210243, 9783030210250 (eBook)**



Dr Margaret Merga is a Senior Lecturer in the Education faculty at Edith Cowan University. Her research is largely concerned with adolescent literacy learning and levels of reading engagement, which she conceptualises as being related to both positive attitudes towards reading and regular reading frequency. In this book, she focuses on the impact of teacher librarians on young people’s literacy learning. In doing so she presents incontrovertible research evidence advocating for strong school library programs and the importance of the teacher librarian role.

Dr Merga posits the promotion and support of literacy learning as one of the central responsibilities of the teacher librarian. This book details the ways in which members of the profession enact this support by identifying and discussing a large number of concrete, specific literacy-supportive practices. The book also unpacks the many ways in which literacy learning and reading engagement have an impact not only on academic achievement across the curriculum but also on positive outcomes throughout life.

Having clearly established the positive effects of improved literacy and reading engagement, and the link between the presence of school library programs staffed by qualified professionals and increased reading engagement and literacy, Dr Merga discusses the relative paucity of

peer-reviewed research in this area. Her insights into the link between the devaluing of teacher librarianship and the relative absence of this type of research from academic journals are illuminating. The book also draws heavily on the Teacher Librarians as Australian Literature Advocates in Schools project which will be of great interest to practising teacher librarians.

The chapters addressing the valuing of the teacher librarian profession and the ways in which schools use their school library programs will have many teacher librarians nodding vigorously. Dr Merga presents not only an overview of the current state of play but also many relatable quotes from school library professionals discussing their role and sharing the challenges associated with professional vulnerability and continual funding pressure. Likewise, the chapter addressing the barriers faced by teacher librarians and school library programs addresses issues faced by many of our colleagues across a wider range of school contexts. She also explores the important issue of collaboration with classroom teachers and her research provides a useful view of what factors contribute to successful collaboration.

Dr Merga's closing comments on the future of school libraries and teacher librarians are both a clear-eyed analysis of the current state of school libraries and an inspiring call to arms for teacher librarians, particularly regarding directions for future research. This book is a huge gift to our profession as it provides a clear, evidence-based argument for the vital importance of what teacher librarians do without shying away from discussing the barriers and problems that lie in our path. Readers from the world of teacher librarianship will find themselves highlighting many passages, quoting passionately and at length to librarian colleagues, and possibly leaving a copy on the principal's desk.

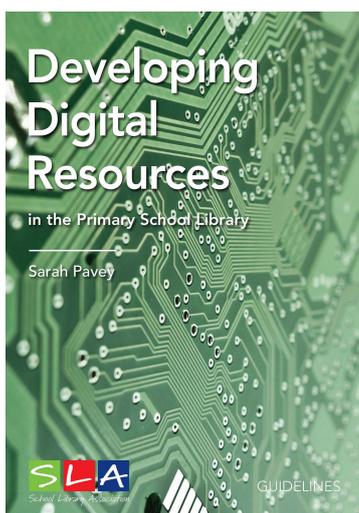
**Reviewed by Nell Day, Teacher Librarian at University High School, Parkville.**

## **Developing Digital Resources in the Primary School Library**

**Pavey, Sarah (2019). *Developing Digital Resources in the Primary School Library*. Swindon, U.K., School Library Association.**

**56 pages**

**ISBN: 9781911222200**



This book is an updated edition of an original publication (2011) by Geoff Dubber.

The focus of the book is the importance of library staff in the use of digital resources by young students and their teachers across all school learning, not just in the library. The role of library staff is presented as critical. The chapters are written as if the author is writing individually to the reader, giving a sense of purpose and empowerment. The book offers library staff with a range of skills in ICT and digital resources the ability to set up programs and

activities. It provides a clear explanation of why these are important for student learning, and written justification which may be useful to present to school leadership. While the book is a UK publication and mentions the UK National Curriculum, it still has relevance for a reader's own national curriculum. Mention is made of SCIS and its value in the primary library.

Throughout the book all areas of technology and digital resources are mentioned and explored, including interactive whiteboards, library management systems, tablets, data storage, safe use of technology, policies, hardware, evaluating information and the research process. There are chapters on using ICT for promotion of the library and for professional development. Any library staff member could use these ideas to assess their library's development as a high functioning learning and teaching space.

A list of fourteen qualities a LMS should have is very useful for libraries looking to evaluate and possibly upgrade their LMS. This could have been included in the book as an actual checklist, as library staff are always looking to do research in this area and find it very time consuming and confusing to compare products.

The text boxes written throughout give a snapshot of the important information and pose questions for the reader to contemplate. The book includes a glossary of abbreviations and acronyms which is useful, with most being known but also includes some specific United Kingdom terms. Appendix One is a useful checklist for primary school libraries on School ICT, the Library and drawing up an Action Plan. Appendix Two offers further wide reading and weblinks available in the online supplement to the book, available when purchased. The book refers to other resources that a school library may find useful to investigate their particular area of interest and provides a comprehensive Bibliography at its conclusion.

Developing Digital Resources In The Primary School Library offers school library personnel the opportunity to develop and record their use of digital resources and technology or to use as the starting point for a school library that is just beginning to set up an official library space. Those in both high functioning libraries and those less resourced will find valuable information and ideas to explore, assisting in evaluating why certain programs and equipment are used. While the book is titled for primary school libraries, it has value for staff in both primary and secondary school libraries.

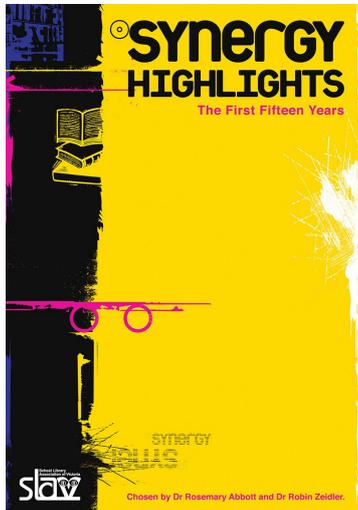
**Reviewed by Margaret Sinnott, Learning Resource Centre Coordinator and Teacher Librarian, Emmanuel College, Warrnambool**

# Synergy Highlights: The First Fifteen Years

School Library Association of Victoria (2019). *Synergy Highlights: The First Fifteen Years*. Footscray, Vic., School Library Association of Victoria.

113 pages

ISBN: 9780909978020 (ebook)



“Enhancing awareness of global educational research, innovation and best practice in school libraries” (p. 4) is one of the objectives of the School Library Association of Victoria (SLAV) in Australia. The Association’s journal *Synergy*, established in 2003, has been a key instrument for achieving this objective.

*Synergy Highlights: The First Fifteen Years* brings together in book format a selection of articles from the journal, carefully chosen by Rosemary Abbott and Robin Zeidler. Eighteen articles, written by authors well-known both in Australia and internationally, address contemporary school library issues, present quality research relevant to the profession, and illustrate the “unique

and critical role of teacher librarians as both information and education experts” (p. 5). The articles are arranged chronologically by date of publication.

The overarching theme of this book is the importance of evidence-based practice, and Pru Mitchell’s two-part article “What’s So Hard about Evidence-based Practice?” (2015) is an excellent introduction to the concept which is examined from a multitude of perspectives throughout other articles in the book (see, for example, Carol A. Gordon, 2013).

A sub-theme that particularly captured my interest was that of understanding reading in the context of a digital age: slow reading by Pam McIntyre (2015); exploring format by Susan La Marca (2016); and screen reading by Barbara Combes (2016).

Developing ‘Next Generation’ school libraries is a strong sub-theme as well, developed in articles by: Ross J. Todd (2010), David V. Loertscher and Carol Koechlin (2014); Carol A. Gordon (2014); Karen Gilbert (2014); Anne Whisken et al., (2017); Elizabeth Greef (2017); and Rosemary Abbott (2017).

Understanding the impact of school library instruction is the the third sub-theme and the focus of articles by: Lyn Hay (2005); Camilla Elliot (2009); Ross J. Todd (2011); Carol A. Gordon (2016); and Kasey Garrison and Lee Fitzgerald (2017).

In total, this book gives ready access to a valuable collection of articles, and it deserves a spot on the professional development bookshelves of teacher librarians looking to refine and/or transform their practice. There is much here to consider, to read and reread.

**Reviewed by Dr Dianne Oberg**

Dr Dianne Oberg, Professor Emerita in the Faculty of Education at the University of Alberta, is a school library educator and researcher. Her work focuses on teachers' use of libraries, on cooperative planning and teaching, and on the implementation and evaluation of school library programs. Before becoming a university educator, she had many years of experience as a classroom teacher and a teacher-librarian.

Dr Oberg was the first editor of *School Libraries Worldwide*, the journal of the International Association of School Librarianship (IASL) and continues to be a board member of the journal. She is the current chair of the Publications Advisory Committee for IASL.

The eBook is available from the SLAV store, [www.slav.org.au/store](http://www.slav.org.au/store)