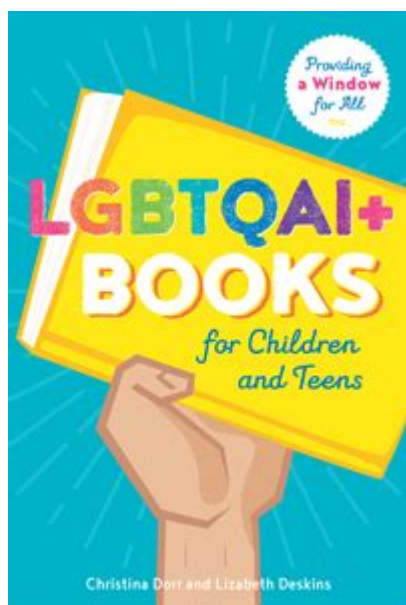


## Reviews

### LGBTQAI+ Books for Children and Teens

**Dorr, Christina and Deskins, Liz (2018)**  
**Chicago, US: American Library Association (ALA).**  
**132 pages**  
**ISBN 978-0-8389-1649-0 (pbk)**  
**Available from: [alastore.ala.org](http://alastore.ala.org)**



In the forward, Jamie Campbell Naidoo quotes from R. Sims Bishop, "Quality books representing culturally diverse children and their families can serve as mirrors, reflecting one's culture; windows, providing glimpses into the lives of other cultures; or doors, allowing one to walk in someone else's shoes". *LGBTQAI+ Books for Children and Teens* is a clear and well-presented book which assists readers to view such metaphorical mirrors and windows in literature.

Other forms of diversity including race, ethnicity, socioeconomic status, age, language and women's issues are shared as basic human rights. Similarly, books about sexual orientation, gender identity and non-traditional family structures can be shared with all children. Consequently, the authors offer quality book titles for all levels of readers, suggest classroom activities together with discussion starters so that the titles can be confidently shared with students. Books are a window or mirror for children to find affirmation, reassurance and security.

The three chapters in this short, succinct but excellent book are organised by age level of students: books and conversation for young readers, middle grade readers and lastly, teen readers. Following the main chapters are an appendix of additional resources, a glossary of terms, author information and three indexes for subject, author and title.

Each book presented has a short synopsis or retelling of the plot, setting and main characters, in no more than 200 words, with three to four questions as conversation pieces. Awards and honours together with website resources related to each book's title are listed. Impressively set out, a small photo of each book's cover is included.

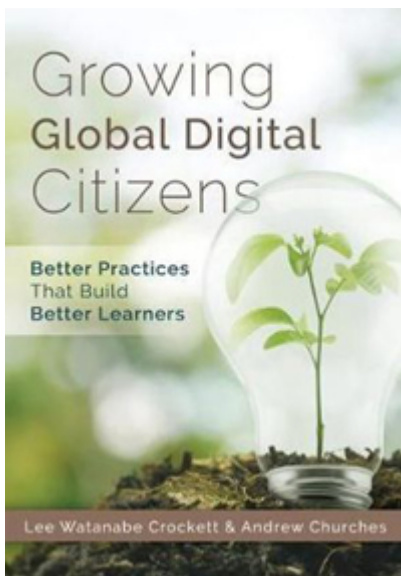
The authors conclude with final thoughts on basic human rights and the tools to encourage open, honest talk, whenever a child may question and realise his or her gender and sexuality. Libraries are welcoming environments and should be a secure haven for all students, regardless of children's beliefs or gender orientation.

*LGBTQAI+ Books for Children and Teens* is beautifully structured, attractively presented and fills a niche. It is both practical for librarians and teachers for selection of LGBTQAI books and class activities as well as a gem for students searching for personal identity and social acceptance.

**Reviewed by Dr Robin Zeidler**  
**Director of Library Services**  
**The Nigel Peck Centre for Learning and Leadership**  
**Melbourne Grammar School**  
**Member of the Synergy Board**

## **Growing Global Digital Citizens: Better Practices that Build Better Learners**

**Crockett, Lee & Churches, Andrew (2017)**  
**Bloomington, IN,**  
**Solution Tree Press.**



Lee Watanabe Crockett and Andrew Churches are the names behind the Global Digital Citizen Foundation and authors of the Wabisabi blog. Their explicit goal in writing this book is to share their experiences of digital technology and its use in schools with a focus on moving from policies and rules to growing 'responsible, ethical, global citizens in a digital world' (p. 3).

The intended audience of this practical, well-structured publication is primary and secondary educators. There is a logical flow to the chapters and each has a series of guiding questions at its conclusion.

Chapter 1 examines Acceptable Use policies and how they might be updated to an appropriate 21st century model. Chapter 2 considers the concept of the global digital citizen and how this may be encouraged in students. It includes a detailed rubric to facilitate the development of a 'personal responsibility framework' (p.

27). Chapter 3 examines digital citizenship agreements appropriate for primary and secondary students as a means of guiding students in their interactions with the online world.

In the next chapters of the book, Crockett and Churches look at the involvement of key stakeholders. Chapter 4 discusses the work that might be done in the teacher community, factoring in the ways in which teachers learn. In the next chapter, students are considered as digital citizens in partnership with teachers. The final set of stakeholders is the wider community, discussed in Chapter 6. In particular, strong connections between parents and teachers is seen as an enabling joint responsibility at school and beyond for how students participate in the digital world. In the final chapter, moments in teaching are explicated as having great potential to build good global citizenship. Examples are given of 'teachable moments' (p. 99).

The book contains substantial appendices with a range of activities and resources, including activity sheets and sample global digital citizenship agreements. It provides opportunities for readers to think about the ways an increased focus on respect and responsibility may result in better global citizens

**Reviewed by Dr Rosemary Abbott**  
**Director of Library**  
**Loreto Mandeville Hall**  
**Toorak**  
**Member of the Synergy Board**