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AI Leadership Framework: Advancing Australian school library professionals' AI literacy and leadership competence



Australia has emerged as a leader in integrating Generative Artificial Intelligence (Generative AI) into its educational system. In November 2023, the Australian government adopted the 'Australian Framework for Generative Artificial Intelligence in Schools' to guide students, schools and society in how to understand, use and respond to Generative AI in school education (Australian Government Department of Education, 2024). This framework, along with the Australian Curriculum (Version 9.0), equips students with a comprehensive understanding of AI, including its components, construction and processes (Australian Curriculum, 2024).

In addition, the Australian government has initiated programs to support teachers in becoming AI-ready. A joint pilot program between the Australian and Western Australian governments focuses on reducing

teacher workloads by supporting tasks such as lesson planning and curriculum-aligned activity suggestions, all while emphasising the safe and effective use of Generative AI (Government of Western Australia, 2024).

The role of school library professionals in the integration of Generative AI

School library professionals (SLPs), such as qualified school librarians and teacher librarians, have long played a pivotal role in helping students navigate the complex world of information, technology and ethics. As Generative AI becomes increasingly integrated into education, the role of SLPs is expanding beyond information literacy, digital literacy and the ethical use of information.

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and pays our respects to Elders past and present.
We recognise the Traditional Custodians of Country
across Australia and their continuing connection and
contribution to lands, waters, communities and learning.*



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Now, SLPs are also tasked with helping to develop Generative AI literacy (Oddone et al., 2024) and promote better understanding of AI citizenship (Hossain, 2024).

The integration of Generative AI in Australian schools has sparked both optimism and concern. A survey of 250 Australian teachers revealed that while 58% reported improved student engagement with AI, 60% expressed concerns about its ethical implications (Henebery, 2024). The 2023 Softlink School Library Survey highlighted SLPs' belief in AI's potential to enhance students' critical thinking and research skills (Softlink Education, 2023). Moreover, recent research (Oddone et al., 2024) shows that Australian teacher librarians have significant opportunities to lead ethical AI education, particularly regarding the use of Generative AI tools. AI literacy and AI citizenship are crucial for preparing F–12 educators – school librarians and teachers alike – for an AI-driven future (Hossain, 2024; Oddone et al., 2024; Su et al., 2023; UNESCO, 2023).

Despite these opportunities, challenges remain. Perceptions of AI knowledge, gaps in professional development and limited support from school leadership are ongoing barriers in Australia (Henebery, 2024; Hossain, 2020, 2022; Merga, 2022; Oddone et al., 2024). Developing critical and ethical AI literacy is key to addressing these challenges and empowering SLPs and educators to navigate Generative AI's potential.

Problem statement

The growing use of Generative AI tools in classrooms is transforming learning, teaching and assessment practices (Coleman, 2023; Limna et al., 2022). This shift is reshaping teachers' roles (UNESCO, 2023) and increasing the demand for AI literacy and preparedness among educators, including school librarians (Hossain, 2024). Challenges identified by Su et al. (2023) include gaps in teachers' AI knowledge, curriculum design, and the absence of clear teaching guidelines. SLPs, as experts in information integrity and digital literacy, face the evolving challenge and are required to integrate Generative AI into existing information and/or digital literacy curricula. Key questions arise: Are they prepared to leverage Generative AI's potential? Do they possess the skills and confidence to integrate ethical AI literacy into the curriculum? What measures are needed to empower SLPs with Generative AI-ready strategies?

Research background

This article draws on findings from the author's recent global study, which surveyed 309 SLPs, including 33 from Australia. The findings here explore the Australian participant SLPs' self-rated familiarity and literacy with AI, specifically focusing on their knowledge and understanding of Generative AI tools. Based on this research, this paper also introduces the idea of the AI Leadership Framework, accompanied by a growth map with a clear scope and sequence, which offers a practical pathway to empower SLPs in any context. The framework provides guidance for developing the critical AI literacy and leadership skills necessary to integrate and model ethical Generative AI use in school education.

Study findings: A focus on Australia

SLPs were instructed to self-rate their Generative AI familiarity and literacy levels,

with definitions provided for AI familiarity (for example, knowing what AI is and what AI tools are), as well as their AI literacy (for example, a comprehensive understanding and ability to engage with AI tools meaningfully) (Hossain et al., 2025). Figure 1 presents a continuum of Australian SLPs' self-rated AI familiarity and literacy, ranging from 'Basic' to 'Advanced'. The results reflect a spectrum of familiarity with AI and varying levels of literacy, highlighting areas where further professional development may be needed.

In addition, participants were asked to self-assess their knowledge of Generative AI tools, including their confidence in teaching about Generative AI, guiding students on its ethical use and evaluating its effectiveness. The findings, shown in Figure 2, indicate varied levels of confidence in these key areas.

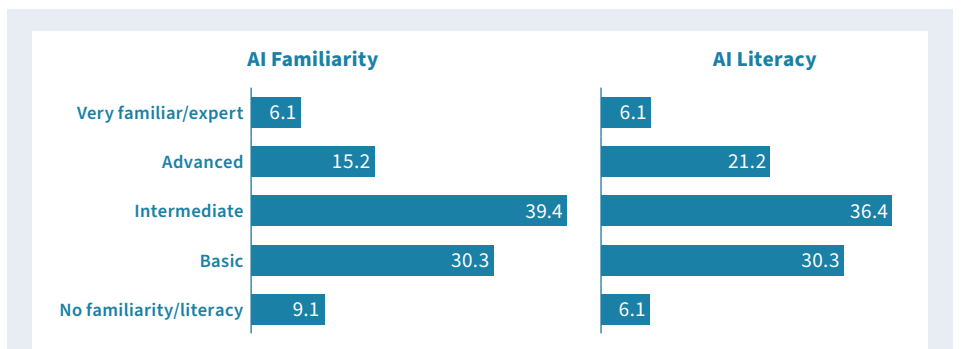


Figure 1: Self-rated AI familiarity and literacy of Australian SLPs in % (n=33)

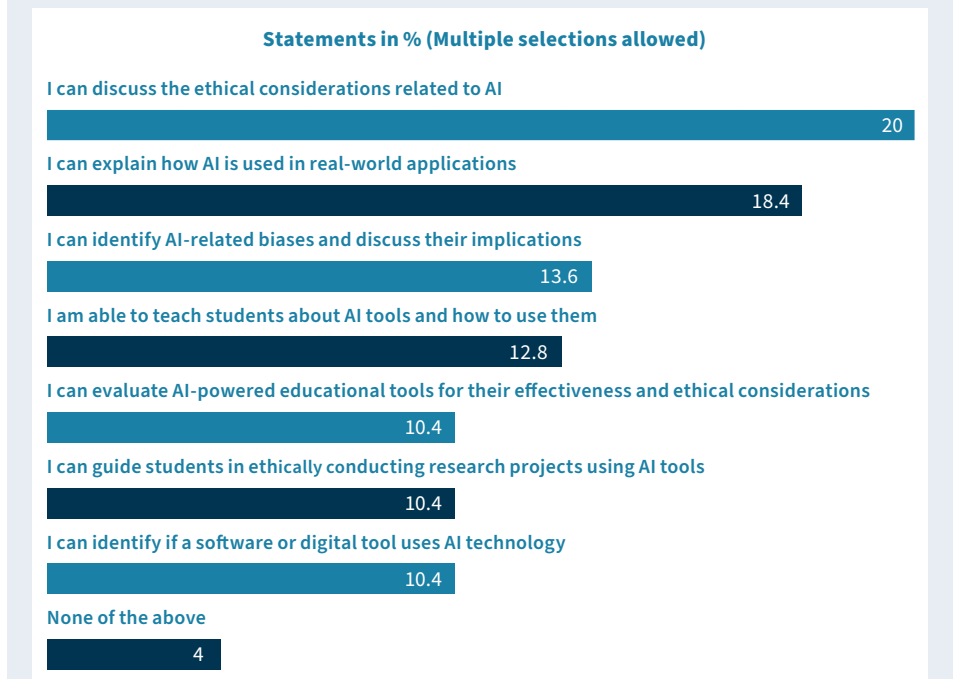


Figure 2: Australian SLPs' knowledge and understanding of generative AI tools (n=33)

Connecting the findings to the AI Leadership Framework: Implications for Australian SLPs

The self-rated AI familiarity and literacy levels of the 33 Australian SLPs align with the foundational stages of the AI Leadership Framework: AI Awareness, AI Familiarity and AI Literacy (see Figure 3). Respondents with basic familiarity demonstrated recognition of AI tools and their potential applications, corresponding to the AI Awareness stage. Those with moderate knowledge and confidence in applying AI tools in teaching and librarianship align with the AI Familiarity stage, while individuals who critically engage with Generative AI tools reflect progress toward AI Literacy.

Additionally, the data on their confidence in teaching about Generative AI, guiding students ethically, and evaluating AI tools indicates a gradual progression toward Critical and Ethical AI Literacy, one of the framework's more advanced stages. However, findings highlight gaps in knowledge and ethical understanding, underscoring the need for professional development to help SLPs transition beyond basic literacy to critical and ethical engagement. The AI Leadership Framework and its scope and sequence provide a structured pathway for this development. By addressing universal challenges such as instructional practice, curriculum design

and ethical concerns, the framework can be adapted to accommodate diverse educational contexts, both within Australia and globally, to empower SLPs as leaders in AI literacy and citizenship.

“The integration of generative AI into Australian schools offers both significant opportunities and challenges. Qualified SLPs, with their expertise in information literacy and digital ethics, are uniquely positioned to lead the way in AI education.”

AI Leadership Framework

To address the need for AI literacy and leadership, this article introduces the AI Leadership Framework. The framework consists of six interconnected stages and aims to guide professional development in critical and ethical AI literacy, providing SLPs and educators with a pathway to empower them to integrate Generative AI into their curriculum development, instructional practice and professional development. The accompanying scope and sequence in Table 1 provides a structured growth map, designed to guide educators and librarians through each stage. The framework ensures a balance of technical competency and ethical integrity, to support professionals to navigate the complex challenges of AI while upholding values such as academic integrity and social responsibility.

Conclusion and future directions

The integration of Generative AI into Australian schools offers both significant opportunities and challenges. Qualified SLPs, with their expertise in information literacy and digital ethics, are uniquely positioned to lead the way in AI education. By embracing the AI Leadership Framework, SLPs and educators can build the necessary skills and competencies to navigate this evolving landscape. This framework and accompanying scope and sequence provide

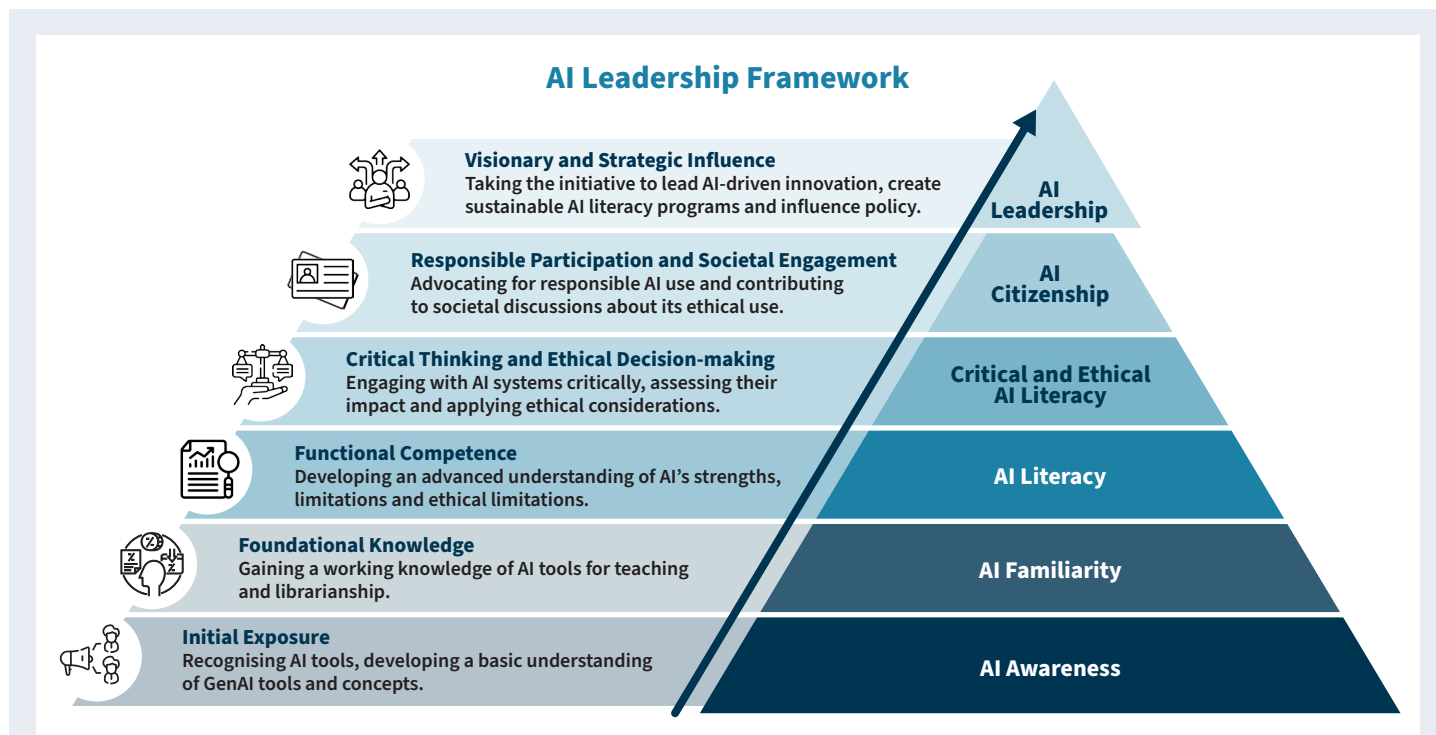


Figure 3: AI Leadership Framework

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AI Leadership Framework Scope and Sequence

Stage	Knowledge-building	Key skills development	Tasks/activities	Assessment/evaluation
AI Leadership	Take initiative to lead AI-driven innovation in schools, create sustainable AI literacy programs and influence policies and practices.	Mentor peers in integrating AI ethically and effectively. Advocate for AI literacy policies in education. Lead strategic initiatives to integrate generative AI tools.	Design a school-wide AI literacy program. Deliver professional development on AI tools and applications. Develop a strategic AI literacy plan across year levels.	Criteria: Propose ethical guidelines for AI usage at school. Success: Guide students or peers in conducting ethical AI research. Reflection: Identify challenges and propose ethical solutions.
AI Citizenship	Advocate for responsible AI use and foster critical thinking about AI in the school/classroom or library community.	Collaborate on projects promoting AI literacy. Evaluate AI tools for inclusivity and accessibility. Facilitate discussions on AI's ethical and societal impacts.	Organise a student-led AI project that addresses a community challenge. Create a toolkit for AI literacy education. Host a discussion on AI's societal/ethical debate.	Criteria: Use advanced prompts to create high-quality output. Success: Integrate AI tools into a collaborative project. Reflection: Identify and mitigate bias in AI tools.
Critical and Ethical AI Literacy	Reflect critically on the ethical use of AI in education and librarianship. Address issues such as privacy, plagiarism, intellectual property and informed decision-making.	Guide students/staff in conducting research using AI tools ethically. Identify biases in AI tools and their implications. Propose ethical guidelines for AI use.	Co-create policies for ethical AI use in libraries/classrooms. Guide ethical AI-based research projects. Evaluate AI-powered tools for inclusivity and accessibility.	Criteria: Propose ethical guidelines for AI use. Success: Guide students or peers in conducting ethical AI research. Reflection: Identify biases and proposes ethical solutions.
AI Literacy	Develop deeper understanding of AI's strengths, limitations and ethical implications. Learn advanced AI applications for education.	Develop advanced prompts for targeted tasks such as for developing curriculum guides or outlines for research projects. Critically evaluate AI output for bias and reliability. Understand basic algorithm logic.	Refine prompts for creating lesson plans and library programming guides. Lead workshops on generative AI tools. Evaluate AI tools for classroom or library use.	Criteria: Use advanced prompts to create high-quality output. Success: Integrate AI tools into a collaborative project. Reflection: Identify and mitigate bias in AI tools.
AI Familiarity	Gain a working knowledge of AI tools, focusing on how to use them effectively in librarianship and teaching.	Craft basic prompts for AI tools. Adapt AI tools to classroom/library tasks occasionally. Discuss basic ethical concerns such as privacy, transparency and fact-checking.	Practise creating prompts for resource recommendations. Use AI tools to create visual aids for lesson plans or library displays. Discuss privacy concerns with students.	Criteria: Use AI tools for specific tasks. Success: Evaluate AI-generated output for relevance. Reflection: Consider ethical implications of AI use.
AI Awareness	Build foundational understanding of AI and generative AI, including basic concepts, tools and applications relevant to education.	Recognise generative AI tools in everyday life. Understand basic AI terminology, such as prompts, LLM, NLP and ethics. Identify if a software or tool uses AI.	Consider generative AI for a personal task. Attend a community discussion on AI tools in education. Curate resources to showcase AI's impact on education.	Criteria: Identify AI tools. Success: Demonstrate basic understanding of AI's role in education. Reflection: Discuss AI applications.

Table 1: AI Leadership Framework Scope and Sequence

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a structured, adaptable approach to AI literacy and leadership, ensuring that SLPs are not only prepared for AI's integration into schools but are also leading the charge in fostering ethical and responsible AI use worldwide.

Universities and professional organisations can adopt the AI Leadership Framework to enhance their programs, guide curriculum development and support ongoing professional growth in AI literacy education. By following this progression, educators and librarians can achieve transformative leadership, ready to champion AI-driven innovation.

Although this study focuses on Australian SLPs, the AI Leadership Framework provides a scalable model that can be adapted to diverse educational contexts worldwide. However, the AI Leadership Framework has not yet been empirically validated, presenting a key limitation. Future research could evaluate its practical effectiveness in real-world settings, providing insights for refinement and adaptation to better support school librarians and educators in fostering AI literacy and citizenship. Additionally, the limited data received from Australian

SLPs warrants caution in making broad statements or generalisations.

References

For a full list of references mentioned in this article, please see the online version of this article: scisdata.com/connections.



Zakir Hossain
Teacher Librarian
International School Utrecht, NL

CELEBRATING BOOK WEEK

Here we share practical ways to reignite a passion for reading and build a lasting reading culture, through creative activities, engaging games and inclusive competitions.

Teacher librarians have been forever stumped by the question: How do we get our male students to read? After 6 years at a comprehensive boys school of 950 students, I figured that getting back to basics is probably the way to go. Jabbar and Warraich (2022) conducted a systematic review that indicated that boys are hesitant readers and require teachers to support their engagement with literature.

Students always fondly remember Book Week at their primary school and reminisce about the book fair that came to the school, or dressing up as their favourite book characters. They tell us about purchasing their first *Diary of a wimpy kid* book, or flipping through the pages of the latest *Guinness book of world records* and how books like that kick-started their love of reading. Evidence indicates that young people are avid readers during primary school, but as they enter secondary studies, their engagement with reading decreases. Merga (2014) claims that there is a growing number of young people who are choosing not to read even though they have the skills to do so. The common perception is that reading is unpopular.

“ I have been inspired by the hard work of teacher librarians, not only in my local network but also internationally, in fostering a reading culture through friendly competition with high-engagement activities.”

Since starting in the role of teacher librarian three years ago, I have actively encouraged the spirit of competition through the creation of games associated with literature. Each year, the boys compete and of course the library staff encourage teachers to get among the fun through dressing up. The teachers have featured as characters such as The Drover's Wife, Elizabeth Bennett, Hermione Granger, Wendy from Bob the Builder and Elinor Dashwood. Each prize pack given includes inexpensive books, sweets and toys. The spirit of competition has united the students year in and year out. León et al. (2022) further affirm the connection between gamification and learning strategies to improve engagement with literature among boys.

I have been inspired by the hard work of teacher librarians, not only in my local network but also internationally, in fostering a reading culture through friendly competition

with high-engagement activities. Using some of their great ideas, we have run major competitions, including:

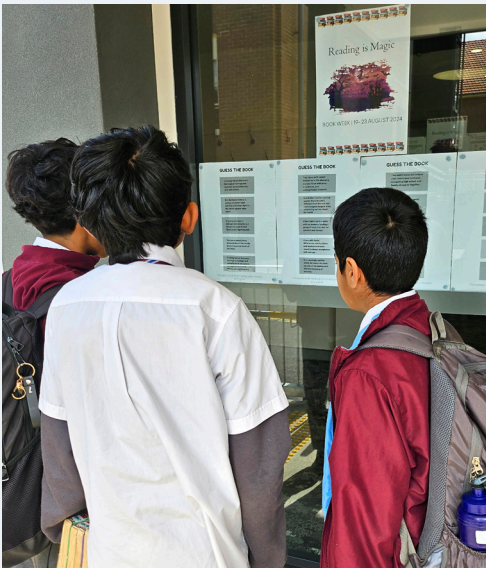
- **Scavenger hunts** – A theme or pictures of laminated book covers are posted around the quad. Whoever collects the most by the end of the day wins a prize. This is a relatively easy game and often our younger students enjoy this challenge.
- **Kahoot! students versus teachers literature quizzes** – The quiz is on both YA/Children's literature and classics. Over the years, our Stage 6 participants requested that we have more questions about challenging texts. We recognise the importance of responding to student voices, but I have ensured that the quiz includes achievable questions for all stages to differentiate for boys who are not avid readers, or who read at a lower level. Each year there is a student and a staff winner. Small prizes are given to participants. Last year we had 42 participants and in 2022 we had 29 participants. This year, we furthered the competitive nature of the students and competed with Fort Street High School using the same Kahoot!

We also feature mini games, such as:

- **Creative writing** – Students compose a short piece of creative writing. This can be a narrative, a poem or a song. The most popular story receives a prize.
- **Mini scavenger hunt** – Students have to find a collection of mini foam books hidden in the bookshelves. Whoever finds the most books wins a prize.



Mini foam books from a mini scavenger hunt.



Students in the library at Homebush Boys High School.

- **Guessing the shredded book** – Using a weeded copy of an old text, we run a few pages through the shredder and place the snippings in a clear jar. The first student to correctly identify the book wins.
- **Finding 15 quotes in 15 books** – Students are given a copy of 15 quotes in 15 books. To make sure that the game is achievable, we provide students with the spine label. Their challenge is to find the page number of the text and record the title and author.
- **Guessing books using only 20-word summaries** – A short synopsis of each book is listed on an A3 poster. Whoever gets them all right first and tells the librarian wins a prize.
- **Re-creating book covers** – Students receive a blank book cover template and they re-create their favourite book cover. The best re-creation wins a prize.

Being an ex-English teacher helps when it comes to getting students to complete the more academic challenges like writing short stories. I often collaborate with the English faculty (NSW Department of Education), visiting English classes to let them know that we are running a competition. If time permits, their English teacher may let them start composing a written response to a stimulus. The students feel a sense of accomplishment when they complete their compositions and submit them for peer review, as we are a school that promotes the value of peer marking. Double, McGrane and Hopfenbeck (2019) support the notion that peer assessment positively impacts academic performance. With the enticement of potentially winning a prize and the encouragement of their teachers, we have had many student entries, which has brought in more library users.

Through collaborating with the Head Teacher of Teaching and Learning, we have extended the spirit of competition further by creating tasks for our Enrichment students in their Literacy classes to enhance their learning. Stage 4 Enrichment students have individually dressed up as their favourite characters and composed a speech as to why they were inspired by that

particular character. This year, we asked the students to compose book trailers in groups of six and displayed them in the library (with their permission). The Enrichment classes are always up for the challenge and whether the students work independently or in groups, their creativity shines with each response.

Inclusive Education students, comprising 35 students across five classes, visit the library at least twice a week as a class. They have always been keen to celebrate Book Week whether reading is their passion or not. Being our most frequent borrowers, these students always actively participate in Book Week games. We have worked on enhancing the way in which we differentiate our tasks to ensure that all students are able to access the benefits and feel included during Book Week. In 2022, the theme for the scavenger hunt was 'Where's Wally?'. The student who collected the greatest number of Wally images throughout the quad won a prize. Our Inclusive Education students loved this challenge the most.

This year brought all the students to the library at once to participate in a range of arts and crafts activities related to books. Some of the activities we ran included designing masks for the students to decorate and creating story-catchers. The students enjoyed the session and were proud of their creations.

While some of these ideas might not be new to teacher librarians, our emphasis on fostering friendly competition, linking in with high-engagement activities, connecting students with reading from primary school, and on differentiation and inclusion have all been part of our journey towards building a reading culture that promotes a love of literature for our cohort.

References

For a full list of references mentioned in this article, please see the online version of this article: scisdata.com/connections.



Angelene Karas
Teacher Librarian/English Teacher
Homebush Boys High School

SCIS: the next 40 years

Last year we celebrated 40 years of SCIS, and this year we're looking to the future. How will we continue to innovate and improve our services? What are the challenges for school library staff and how can we continue to support them? What changes in school libraries and technologies will shape the future development of SCIS?

The SCIS leadership team has great plans and aspirations for the product going forward. Renate, SCIS Catalogue Content Manager, is excited about the ongoing enhancements to cataloguing metadata. Program Director Colin looks forward to developing the new tools that school librarians and teachers need, and considers the part that AI might play. Anthony, Product Manager, believes SCIS will continue to lead by example – providing the training, support and advocacy that school library staff need as we head into an uncertain future.

Underpinning this work is SCIS's continued cultivation of partnerships across the sector:

- state and federal governments – advocating for schools when politicians are setting goals for school libraries
- publishers – working out how to share and align bibliographic data

- library management system vendors – developing new technologies and linking different systems
- advocacy groups, training providers, school leaders and librarians – connecting these groups, sharing good practice and ensuring their voices are heard.

Being a not-for-profit enterprise, SCIS (as part of Education Services Australia) is in an ideal position to build a vibrant community of expertise and practice linking all these groups.

Enhancing data: Equity and additional meta-data

SCIS is constantly working to improve and expand library record data. The primary focus over the next few years will be on increasing equity in cataloguing – making sure that marginalised groups are represented correctly and without judgement.

Renate details the various ways in which SCIS, along with representatives of under-represented communities, is working to 'enhance record data to cultivate respect'. This includes the introduction of 'reparative cataloguing', which aims to decolonise cataloguing terms by removing harmful

language and contextualising or adding content warnings for historical opinions and views that are no longer acceptable.

The team is looking into the possibilities of incorporating elements from classification systems based on non-Western belief systems and is planning to include subject headings in different languages. In the past, terms in other languages or scripts were simply 'transliterated', stripping out the original sense and context. Building other languages and scripts into the cataloguing system is a step towards rectifying this issue.

Problematic subject headings in the areas of gender and disability are also being updated. Each term presents challenges, with sensitivities differing between countries and communities. An example Renate provides is the term 'dwarfism'. This is no longer acceptable, but alternatives such as 'short stature' or 'little people' can also be questionable.

SCIS is working towards linking out to additional data sources and 'non-traditional' cataloguing data such as diversity tags, audience notes and reading levels. The team is connecting with bibliographic data suppliers, such as the Australian Publishers



Speakers at the SCIS 40th Anniversary. Left to right: SCIS Director Colin McNeil, Former SCIS Manager Lance Deveson, SCIS Catalogue Content Manager Renate Beilharz, Library Coordinator for the NSW Department of Education Carmel Grimmitt, SCIS Product Manager Anthony Shaw, Education Services Australia CEO Andrew Smith.



Left: Audience applauds after a speech at the SCIS 40th Anniversary celebration.

Right: SCIS Director Colin McNeil, Former SCIS Manager Lance Deveson and Education Services Australia CEO Andrew Smith.

Association, to identify key fields and potentially link out to them.

The aim of all this work is to help schools make sure they are putting the right book, at the right level, in the hand of the student it will connect with. It can be hard to tell who a book is suitable for. But by bringing as much additional information as possible into library records, SCIS can make it easier for school staff to do this.

Continuing to help with the 'duplication of effort': Technical innovations

A key part of SCIS's mission has always been to reduce duplication of effort in managing library collections – and Colin believes it can go further with this. Planned technical innovations include moving bibliographic metadata into a linked data format and aligning SCIS records with library management systems so that catalogue records can appear in each system's specified format.

There have been conversations with schools about how SCIS might enable the sharing of cataloguing information that individual librarians are currently entering into their non-linked school library systems. School librarians would value being able to establish communities of practice, connecting with other schools working in similar areas.

As school libraries compete for dwindling funding reserves, it is increasingly important to be able to demonstrate library activity by uploading borrower statistics

and creating school-based reports. The development of new tools that librarians can use for these purposes will involve an extension to SCIS and further cultivation of cross-sector partnerships with library management system vendors and school library industry partners.

School library staff are increasingly time poor. SCIS plans to update the user interface and experience to improve site navigation and help users discover all the additional services that SCIS provides (such as the downloadable digital collections).

The impact of AI

How will AI impact library cataloguing systems? Renate worries: 'When library systems trumpet AI-generated or generative cataloguing, a school principal may say, "Well if we can get a machine to do that, why do we need SCIS?" It's vital that we clearly articulate the value of human cataloguers and librarians.' Renate goes on to reflect: 'SCIS may look at using AI for basic transcription work, but human input will still be needed to disambiguate entities, editions, authors etc. And humans can add enhanced data and help user discovery.'

Colin speculates: 'With generative AI, the internet needs more structure and more verification. Over the years, work will go into these areas, which will change what SCIS does. But our core mission will remain helping students to be information literate – able to find and identify reliable, trustworthy sources of information.'

Advocacy and training

Schools are increasingly employing untrained library staff. Trained library staff are crucial to supporting information literacy standards within schools. Without them, school communities will face challenges in building these capabilities in their students, particularly in a global environment where misinformation is rife.

Anthony believes that SCIS can play a larger role in supporting and training non-specialist library staff by expanding their current PD offerings. SCIS is looking into delivering short courses and micro-credentials in partnership with registered training organisations.

New user training will continue to be developed and delivered as SCIS changes how they create catalogue records. And there are possibilities of opening up training offerings beyond SCIS to take in other linked systems, such as library management systems.

Other avenues SCIS is looking to explore in the future, in particular to support school libraries without specialist staff, include offering collection development services, ordering services and end-to-end process services.

In conclusion

Whatever the future holds, SCIS will strive to retain its position as a leader of discussion and innovation, while maintaining and developing a system that is alert to user needs and flexible enough to adapt to challenges as they arise.

New and revised SCIS subject headings

The following changes to the SCIS Subject Headings List were approved by the SCIS Standards Committee November 2023 – October 2024.

KEY:

BT – Broader term

NT – Narrower term

RT – Related term

UF – Used for

SN – Scope note

SEN – Special example note

IN – Indexing note

New headings

Abseiling

- UF Rappelling
- BT Outdoor recreation
- RT Mountaineering
- RT Rock climbing

Biographical fiction

- SN Use for fictionalised accounts of the lives of real people. Works in this genre include *American wife* by Curtis Sittenfeld and *Wolf Hall* by Hilary Mantel. For works about biographical fiction, use the heading Biographical fiction – History and criticism.
- UF Autobiographical fiction
- UF Autobiography – Fiction
- UF Biographic fiction
- UF Biographical novels
- UF Biography – Fiction
- BT Biography
- RT Biographical films
- RT Historical fiction

Biographical fiction – History and criticism

- SN Use for works about biographical fiction. For fictionalised accounts of the lives of real people, use the heading Biographical fiction.

Brothers

- BT Siblings

Commonwealth countries

- IN May be subdivided like Australia except for the period subdivisions of history.
- SN Use for works discussing collectively the member countries of the organisation past or present known as the Commonwealth or Commonwealth of Nations. Include here works on the British Empire. For works about the Commonwealth as an international organisation use Commonwealth (Organisation)
- SEN See also names of individual Commonwealth countries, e.g. New Zealand.
- UF British Commonwealth countries
- UF British Empire
- BT Geography
- RT Great Britain
- RT Great Britain – Colonies

Congenital hypothyroidism

- UF Cretinism
- UF Iodine deficiency disorder
- BT Deficiency diseases

Decodable texts

- SN Use for readers in collections designed to teach beginning readers to read text phonetically using specified phonic progressions. For readers that are graded at different levels of reading competency also use Levelled readers.
- UF Decodable readers
- UF Decodables
- UF Phonics readers
- BT Phonics
- BT Reading materials
- RT Levelled readers

Food waste

- SN Use for works about food which goes to waste in commercial and home environments.
- UF Waste food
- UF Wasted food
- BT Food
- BT Waste products
- RT Compost
- RT Sustainable living

Irish Gaelic language

- UF Erse
- UF Gaelic language, Irish
- UF Irish language
- BT Language and languages

Manx Gaelic language

- UF Gaelic language, Manx
- UF Manx language
- BT Language and languages

Quests

- SN Use for works describing a journey that someone takes in order to achieve a goal or complete an important task.
- RT Adventure and adventurers
- RT Voyages and travels

Scottish Gaelic language

- UF Erse
- UF Gaelic language, Scottish
- UF Scots Gaelic language
- UF Scottish language (Celtic)
- BT Language and languages

Sisters

- BT Siblings

New 'see' references

Autobiographical fiction see Biographical fiction

Autobiography see Biographical fiction

Biographic fiction see Biographical fiction

Biographical novels see Biographical fiction

Biography – Fiction see Biographical fiction

British Commonwealth countries see Commonwealth countries

British Commonwealth of Nations see Commonwealth (Organisation)

British Empire see Commonwealth countries

Brothers see Siblings

Cretinism see Congenital hypothyroidism

Commonwealth of Nations see Commonwealth (Organisation)

Decodable readers see Decodable texts

Decodables see Decodable texts

Erse see Irish Gaelic language

Erse see Scottish Gaelic language

Film characters see Characters and characteristics in films

Gaelic language, Irish see Irish Gaelic language

Gaelic language, Manx see Manx Gaelic language

Gaelic language, Scottish see Scottish Gaelic language

Iodine deficiency disorder see Congenital hypothyroidism

Irish language see Irish Gaelic language

Manx language see Manx Gaelic language

Movie characters see Characters and characteristics in films

Phonics readers see Decodable texts

Rappelling see Abseiling

Scots Gaelic language see Scottish Gaelic language

Scottish language (Celtic) see Scottish Gaelic language

S.T.I. see Sexually transmitted infections

Sexually transmitted diseases see Sexually transmitted infections

STD see Sexually transmitted infections

STI see Sexually transmitted infections

Waste food see Food waste

Wasted food see Food waste

Revised subject headings

Characters and characteristics in films

- SEN For nonfiction works dealing with specific characters in films see the name of the specific character, e.g. Holmes, Sherlock (Fictional character); Avengers (Fictional characters). Do not assign subject headings for fictional characters in fictional films. See also phrase headings in the form [Subject] in films, e.g. Animals in films.
- UF Fictional characters
- UF Fictitious characters
- UF Film characters
- UF Movie characters
- BT Films
- RT Cosplay

Commonwealth Games

- IN May subdivide by year and place, e.g. Commonwealth Games (1982: Brisbane).
- EH Example under Games
- UF Games, Commonwealth
- BT Athletics
- BT Games
- BT Sports
- RT Commonwealth (Organisation)
- RT Commonwealth Games (1982: Brisbane)

Commonwealth literature

- IN May use the same subdivisions and literary forms as English literature.
- SN Use for works on literature written by nationals of those countries that form part of the Commonwealth. The literature of an individual country is entered under the appropriate heading for the specific literature.
- BT English literature

Commonwealth (Organisation)

- SN Use for works on the Commonwealth as an international organisation. For works discussing collectively the member countries of the organisation use Commonwealth countries.
- UF British Commonwealth of Nations
- UF Commonwealth of Nations
- BT International relations
- RT Commonwealth games

Geography

- SN Use for general works that describe the surface of the Earth and its relationship to living things and human activities. For works limited to the description of the physical features of the Earth's surface and atmosphere use Physical geography. For travel narratives use Voyages and travel. Travel guides to a particular country are entered under the name of the country without any further subdivision. For works limited to discussion by regions see Regional geography.
- SEN See also names of continents, countries, states, regions and cities with the subdivision Geography, e.g. Australia – Geography; Melbourne (Vic.) – Geography; Victoria – Geography.
- BT Earth
- BT Earth sciences
- NT Africa
- NT Agricultural geography
- NT Asia
- NT Atlases
- NT Bible – Geography
- NT Boundaries
- NT Commonwealth countries
- NT Communist countries
- NT Developing areas
- NT Economic geography
- NT Ethnology
- NT Europe
- NT Gazetteers
- NT Geographers
- NT Geographical information systems

- NT Human ecology
- NT Islamic countries
- NT Italy
- NT Japan
- NT Local geography
- NT Maps
- NT Medical geography
- NT Melbourne (Vic.) – Geography
- NT New Zealand – Geography
- NT North America
- NT Northern Hemisphere
- NT Pacific Region
- NT Physical geography
- NT Regional geography
- NT South America
- NT Southern Hemisphere
- NT Surveying
- NT Victoria – Geography
- NT Voyages and travels
- NT Western Bloc countries
- RT Travel

Great Britain

- IN May be subdivided like Australia except for the period subdivisions of history.
- SEN See also names of countries and regions, but enter works covering both England and Wales under Great Britain.
- UF Britain
- UF British Isles
- UF United Kingdom
- UF U.K.
- UF UK
- NT England
- NT Northern Ireland
- NT Scotland
- NT Wales
- RT Commonwealth countries

Great Britain – Colonies

- EH Example under Colonies
- BT Colonies
- NT British in India
- RT Commonwealth countries

International relations

- SN Use for works on the theory and current practice of international relations. For historical accounts use World politics. For foreign relations of a specific country see the name of the country with the subdivision Foreign relations, e.g. Australia – Foreign relations.
- UF Arbitration, International
- UF Diplomacy
- UF Foreign affairs
- UF Foreign relations
- UF Geopolitics
- UF International arbitration
- UF International politics
- NT Australia – Foreign relations
- NT Boundaries
- NT Commonwealth (Organisation)
- NT Cultural relations
- NT Diplomatic and consular service
- NT Disarmament
- NT Foreign news
- NT Globalisation
- NT International security

- NT Nationalism
- NT New Zealand – Foreign relations
- NT Peace
- NT Refugees
- NT Treaties
- NT World War, 1939–1945 – Diplomatic history
- RT International cooperation
- RT International economic relations
- RT International law
- RT International organisation
- RT World politics

New Zealand

- EH Example under Commonwealth countries; Voyages and travel
- SEN The subject subdivisions under this heading, with the exception of the period divisions of history, may be used under the name of any country or region. These subdivisions are based on the model entry at Australia. For subdivisions that may be used under the names of cities see Melbourne (Vic.).
- SEN See also names of regions of New Zealand, e.g. Auckland Region (N.Z.).
- SEN See also notes at Countries; Description and travel; Geography; Places; Travel.
- UF Aotearoa
- BT Polynesia
- NT Auckland Region (N.Z.)
- NT North Island (N.Z.)
- NT South Island (N.Z.)

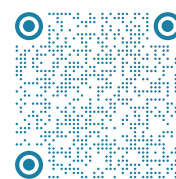
Sexually transmitted infections

- SEN See also names of sexually transmitted infections*, e.g. HIV/AIDS.
- UF Diseases, Venereal
- UF S.T.D.
- UF S.T.I.
- UF Sexually transmitted diseases
- UF STD
- UF STI
- UF Venereal diseases
- BT Communicable diseases
- NT HIV/AIDS
- RT Sex education
- RT Sexual health

Siblings (heading was Brothers and sisters)

- SN Use for works about two or more people with parents in common. Includes adopted, foster, step and half siblings.
- NT Brothers
- NT Sisters
- BT Family relations

The new SCIS subject headings are included in the biannual SCIS Authority releases.



Scan to find out more about SCIS subject headings.

SCHOOL LIBRARY SPOTLIGHT: ELLERSLIE SCHOOL, NZ

SCIS speaks to Library Manager Sharon Wilson about fostering a love of reading in students, overcoming barriers to book access, and creative strategies for encouraging young readers to expand their horizons.

What is your job title, and what does your role entail?

I'm a Library Resource Manager. Up until two years ago, I was also a library resource manager, but our teacher resources have now gone out into classrooms. That was a big job (with help from my DP), relabelling everything and putting it all into different age groups and curriculums, and divvying it out fairly between all classrooms. It took me about six months to get it all done for them.

Up until 2020, we didn't have a library for six years. Instead, I worked with just two shipping containers full of books. At the start of each term, I'd carefully fill small plastic containers with books for each classroom, and at the end of the term, I'd rotate them between classes. It took a lot of work. There were moments when I'd think, 'What am I doing here?' Occasionally, I'd enlist students to help out – luckily, they were happy to lend a hand as long as it came with the promise of something from my lolly jar afterwards!

So why didn't you have a library for six years?

We didn't have enough classrooms, so the ministry decided we couldn't have a library anymore. My library was converted into three classrooms. For six years, I worked out of a single-cell classroom with the teacher resources and the two containers. But in 2020, we got a new library, which is two classrooms made in to one – it's been amazing since then.

What are the most rewarding aspects of working in a school library?

Before I had children, I worked in the food industry. Then I transitioned to working as a teacher aide, and eventually was offered the library position. I absolutely love being here because I get the chance to connect with students, especially those who don't read. Some of them think reading isn't cool or just can't be bothered.

One of my favourite stories involves a student who had been at our school for years and hadn't borrowed many books at all. She came to me and said, 'I've got to get a book out.' She's incredibly quiet and

doesn't talk much, and I wanted to help her find something she'd enjoy.

I showed her an author called Ella West and said, 'Here are two books I think you'll love.' She borrowed one, and three weeks later, she came back and said, 'I've finished.' I couldn't believe it. I said, 'Wait, you actually read it?' And she just nodded.

From that point on, she was hooked. She asked her parents to give her other authors to read. I reached out to library networks in New Zealand for recommendations of similar books and sent those suggestions to her parents. They were so grateful, saying,

'Thank you, we've finally got her reading.'

That's why I love my job – spending time with students, helping them find books they'll enjoy. It's great when they come back, asking, 'What can I read this week?' We go through their past reads together, explore the shelves, and pick out something new.

I might be 56, but I feel like I'm five years old when I'm here with the students. I don't think I act like a typical librarian – I'm more on their level, sharing their excitement about books and stories. And I wouldn't have it any other way.



Sharon Wilson's library at Ellerslie School, New Zealand.



Bookshelves at Ellerslie School library.

What's the most important role of the library in your school community?

I always try to get books that students actually want to read. Throughout the year I'll ask them, 'What do you like to read? What are you reading at home?' Often, they'll tell me about books they're enjoying or ones they'd love to read next. Some parents can't afford to buy the next book in a series, so I ask them to write down the title for me – especially the younger students in Years 3 and 4, who don't have much access to Chromebooks or other devices. I'll then do my best to order those books for the library so they can continue the series.

Parents really appreciate this. I'll also make sure to get other books the kids are interested in. It's all about ensuring that children have access to the books they love, especially in our community, where many families struggle to afford them.

Even though our school is classified as a Decile 9 or 10 [measure of a school's socioeconomic status in New Zealand, replaced in 2023 by the Equity Index] – which is higher income on paper – we still have a lot of families who are on lower incomes.

When library books become too worn for circulation, I repurpose them. I pass them on to our new entrant classes, where the younger kids can take them home. These books might not be in perfect condition, but this gives them a second life, and benefits the kids and their families. It's rewarding to know that books, even as they age, can still go to good use.

How do you promote reading and literacy at your school and are there any challenges in doing so?

With our newest, youngest students, the goal is simply getting them engaged with

reading. Once they're more established, moving into Years 2 and 3, I introduce little quizzes throughout the year. This year, I've been promoting more non-fiction by incorporating quizzes and offering house points as rewards. It's been good – more students are picking up non-fiction books.

For the senior students, I've used similar strategies. Once or twice a term, I also set a challenge based on their names. For example, if a student's name is Paul, I'll tell them to choose a book by an author whose last name starts with 'P' or 'L'. At first, they might complain, saying, 'I don't like anything here'. But I explain to them, 'When you grow up, there will be things you don't want to read, but sometimes you'll have to. It's good to start expanding your horizons now'.

“ Sometimes, I even ban certain popular authors, like Geronimo Stilton, for a week if a class is overly reliant on them. ”

Sometimes, I even ban certain popular authors, like Geronimo Stilton, for a week if a class is overly reliant on them. This forces students to explore other books. They often grumble but still go along with it. And if they try to sneak back to their usual favourites, I gently send them off again to find something new.

When they return after the two-week rotation, we discuss their books and I ask, 'Who loved their book?' Usually, at least half the class enjoyed what they read. We talk about their ratings and why they chose those scores. Sometimes, a student's description will excite another, and they'll want to borrow that book next.

I also give house points to students who provide thoughtful reviews or muster the courage to speak during our library sessions. Some are incredibly shy and dislike public speaking, much like myself. But these small rewards make them feel proud and encourage them to open up more. I'll joke with them, 'I'm not a big scary dragon, am I?' And they'll laugh and say, 'No, you're funny!'

It's so rewarding to see their confidence grow, not just in reading but in expressing themselves. Watching them expand their horizons, step out of their comfort zones, and discover new genres is one of the most fulfilling parts of my job.

What's your favourite thing about SCIS?

It's a lifesaver! I can scan an ISBN and everything I need is there in seconds. Before SCIS, it could take me up to an hour to catalogue a single book. When I showed my principal how it worked, he finally understood why it's so essential. I also had a great experience recently with SCIS helping me catalogue Chinese books for non-English-speaking students. That made such a difference for those kids.

Article by Education Services Australia

Educational Lending Rights: Supporting Australian literature and schools

ESA would like to thank all the schools who participated in the 2024 Educational Lending Right School Library Survey.

The Australian Government's Lending Rights scheme sees Australian authors, illustrators and publishers compensated for the free use of their books held in educational and public libraries.

2024 was the 25th year that ESA has had the pleasure of delivering this survey on behalf of the Australian Government's Office for the Arts.

Libraries participating in this survey spend 5 to 10 minutes downloading a report file that has been set up by your library management system (LMS) provider. In some cases, you may not even know that your school has been involved. To reduce the burden on staff, where possible, your LMS provider may complete the download on your behalf.

For the schools that we do need to help us, we try to give you back a little something extra. As you submit results, you are entered into a competition to win a gift card to spend for your

library. This year, we wanted to add to that, so along with the gift card for one school, two other schools received book packs sponsored by the team at SCIS.

This year's winner of the \$150 Dymock's Book eVoucher was Manor Lakes P-12 College. Rebecca Lunson, Library Manager at the school, said:

We are very humbled to be 1st place winners. Our college has over 3,000 students, our library is currently only accessible to our high school students. From next year our primary students will have the opportunity to be able to borrow from our library which is going to be super exciting.

We will use the winning prize to purchase some new books. As the students love coming and asking for different genres they would like to read, [the new books] will make a lovely addition for the new library that we are currently having renovated.

The schools who won a book pack each this year were Solomontown Primary School and St Brendan-Shaw College.

We heard from Kylie Reid, Librarian at St Brendan-Shaw College, about her experience taking part in ELR 2024, and she said that 'downloading the report from our AccessIt system was quick and straightforward'.

Colleen Jebb from Solomontown Primary School in SA said, 'As a first-time librarian doing the survey, the instructions were easy to understand and follow. The contact I had with staff regarding the ELR was very helpful and kind. Finding out we had won a prize for our site was wonderful and I would definitely be participating in further surveys and recommend others to do so.'

Congratulations to each of this year's winners and a big thank you to all who participated!

Article by Education Services Australia

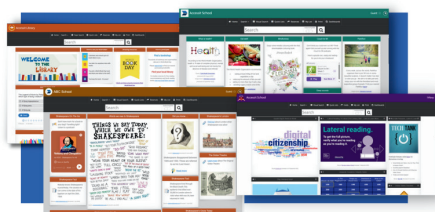
You support your school, we'll support you.



Real librarians on call to help when you need it.



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A GOOD LESSON TO LEARN: NEW SYSTEMATIC SYNTHETIC PHONICS LESSON PACKS FOR F-2

Librarians play a vital role in sharing ready-made phonics and morphology lessons with early years teachers.

The phonics tide of change

Phonics teaching is often in the headlines. Recently, the focus has been on curriculum changes that align with the teaching of systematic synthetic phonics (SSP), an evidence-based approach that is now supported across Australian states and territories.

These changes have created strong demand among teachers in Foundation to Year 2 for phonics lesson plans and resources. While many schools are turning to commercial programs, it's good to know that there are free evidence-aligned lesson packs from the Literacy Hub being released throughout 2025.

Where should teachers start?

It can be overwhelming for teachers who are new to SSP to know where to begin. Even for experienced teachers, workload pressures may mean it is difficult to develop all the necessary resources to implement an SSP program.

The Literacy Hub, an Australian Government-funded initiative, has started releasing phonics and morphology lesson packs for teachers to pick up and use straight away.

These free downloadable resources have been written by literacy specialists for Australian classrooms. They save teachers time by supporting students to review already learnt content, build phonemic awareness, and develop reading, spelling and handwriting skills – all in one lesson.

Each pack is aligned with the Literacy Hub phonics progression and consistent with the Literacy Hub phonics instructional model and explicit instruction principles, as well as being aligned with the Australian Curriculum v9. The packs contain:

- ready-to-use classroom slides, supported by clear teacher notes to help with consistent delivery
- student sheets to check students' understanding
- decodable words and sentences for independent practice
- upper-case letter mini lessons
- progress monitoring tools.

Each lesson pack can be adapted and edited to meet the needs of individuals, classrooms or groups of students, including updating the font to meet the requirements of individual schools or jurisdictions.

More support on literacyhub.edu.au

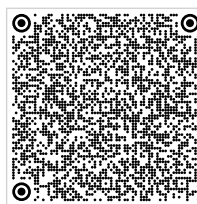
Classroom resources are only one part of the literacy puzzle. The Literacy Hub also offers:

- planning and curriculum documents
- evidence-aligned professional learning
- strategies to support students' literacy development
- information for school leaders and families.

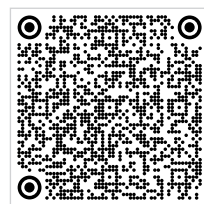
Get started today supporting your teachers with delivering phonics lessons in the classroom.



Access phonics and morphology lesson packs



Sign up to the Literacy Hub newsletter for updates



WEBSITE + APP REVIEWS

Nigel Paull reviews the latest educational websites and apps you can use in your library. Use the QR code to download the app or navigate to the website. Use the SCIS number to find the catalogue record.

THE AUSTRALIAN PARENTING WEBSITE

raisingchildren.net.au

Ideal to promote in a school's newsletter, this website offers a wealth of information for parents. The articles, videos and interactive resources are grouped by ages and relate to schooling, behaviour, health, learning stages, media safety and working with teachers.

SCIS no: 5519473

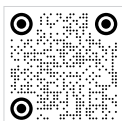


TEACHING RESOURCES FOR LEARNING IN NATURE

www.doc.govt.nz/get-involved/conservation-education/

The NZ DOC has formulated a series of conservation education resources that NZ teachers can incorporate into their school's curriculum. These resources fall under the umbrella of environmental education and sustainability education.

SCIS no: 5519478

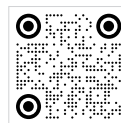


EDUCATIONAL RESOURCES – FIRE AND RESCUE NSW

www.fire.nsw.gov.au/page.php?id=71

Developed for students in K–12, these fire and safety programs are mapped to appropriate PDHPE, science and technology, and geography curricula.

SCIS no: 5519484

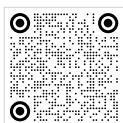


THE FIRST INVENTORS

www.sbs.com.au/learn/resources/the-first-inventors-teacher-guide/

These teaching resources can be used in conjunction with the four episodes of the documentary *The First Inventors*. Teaching and learning activities are mapped to Aboriginal and Torres Strait Islander Histories and Cultures (one of ACARA's Cross-curriculum priorities).

SCIS no: 5519497

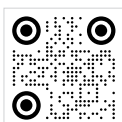


GAMMA

gamma.app/

Powered by AI, this app allows teachers to quickly create presentations, documents and websites. Basic features are free, but more advanced customisation requires a fee.

SCIS no: 5519519



GET INTO AGSTEM

agriculture.vic.gov.au/support-and-resources/education/get-into-agstem

AgSTEM focuses on agriculture, horticulture, environmental science and biology workshops. The workshops can be accessed at laboratory sites in Victoria, with several also available online.

SCIS no: 5519524



LEARN ABOUT ROBOTICS

robotsguide.com/learn

Teachers delving into the world of robotics will find pertinent material regarding types of robots, building robots, STEM lesson plans, and a glossary.

SCIS no: 5519537



FRANCIS BURT LAW EDUCATION PROGRAMME

lawsocietywa.asn.au/community/francis-burt-law-education-programme/

The Law Society of WA offers students and teachers an array of curriculum-aligned resources relating to the law, legal principles and the court system.

SCIS no: 1072217



The websites and apps selected for review are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites are subject to change.



Nigel Paull

Teacher Librarian
North Coast, NSW