Curriculum, Culture and Community: The School Library and the General Capabilities of the Australian Curriculum

Dr. Susan La Marca
Head of Library Services, Genazzano FCJ College
Editor, *Synergy*, School Library Association of Victoria
301 Cotham Road, Kew, Melbourne
Australia
susan.lamarca@genazzano.vic.edu.au

Abstract

This paper will explore the ways one school library can be positioned to effectively support and extend the general capabilities section of the new Australian Curriculum. In particular, the general capabilities of: Literacy, ICT, Critical and creative thinking, Personal and social capability, Ethical behaviour and Intercultural understanding.

These general capabilities are overarching and are intended to feature in all areas of learning across the Australian curriculum. In considering how a school library can work with each of these capabilities, this paper will explore concrete programs, activities and approaches that support and extend the various capabilities. This paper will also recognise aspects of the school library's role in community and culture that, though important, are often overlooked. This role is an important one for school libraries now and into the future as we rework our role in light of changing technologies and documents such as Australia's new curriculum.

Keywords: Personal and social capabilities, intercultural understanding, literacy, ethical behaviour, culture

Introduction

This paper seeks to explore how we can embed a library program in a new curriculum through mapping of what is currently on offer and extending our reach to embrace new possibilities. In Australia, our new curriculum is an attempt to standardise offerings across the country and to recognise aspects of the social and personal development of a child within the overarching general capabilities of the document. It is most important that school libraries take up the challenge to ensure their relevance within this new debate and to remain at the cutting edge of implementation.

Though this discussion is about one particular country's new curriculum, it is an example of the search for relevance and meaning that is being undertaken by school libraries all around the world. As such, the discussion offers examples of how we can reposition what we offer, recognise our strengths, and champion skills we feel have value in an effort to have school libraries appreciated as key stakeholders in learning.

The New Australian Curriculum

The development of the Australian Curriculum was guided by the *Melbourne Declaration on Educational Goals for Young Australians*, a document that was adopted by the Ministerial Council in December of 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and the understandings offered by learning areas, general capabilities and cross-curriculum priorities. This is the basis of a curriculum designed to support 21st century learning. (Ministerial Council on Education, Employment, Training and Youth Services, 2008) The curriculum is not yet fully in place. We are currently in phase two of implementation, with more subjects coming into the mix across the next few years. Implementation began with English, Mathematics, Science and History being introduced in 2012, with the aim that they be fully implemented by 2015. In 2013, we saw the introduction of Geography, Languages, and The Arts, with another group of subjects to follow in 2014. This is a multi-faceted, staged process.

This Foundation to Year 10 Australian Curriculum sets out the core knowledge, understandings and skills important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community.

ACARA, the Australian Curriculum, Assessment and Reporting Authority, has developed the Australian Curriculum in consultation with states and territories. Education authorities in each state and territory have responsibility for implementation of the Australian Curriculum and for supporting schools and teachers. Suffice to say that all schools are working their way through how to implement this new curriculum. Change, in most cases, is not substantial as there is a great deal of scope within the documentation, for particular foci or approaches to be adopted by an individual school, as long as the basic skill sets are embraced.

An overarching set of general capabilities and cross curricular priorities have been placed across all curriculum areas. Whilst we play an important role as teacher-librarians in resourcing, mapping and enriching the various curriculum areas in our schools, it is on these overarching capabilities and priorities that I wish to focus in this paper.
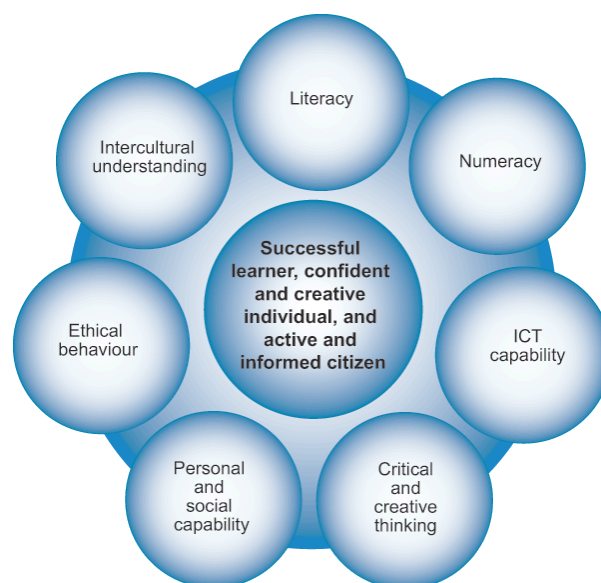

General Capabilities

Figure 1: General Capabilities in the Australian Curriculum, ACARA
http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum

The general capabilities (see Figure 1), most importantly, recognise that the teaching of each capability is an all-encompassing teaching responsibility of all learning areas not just the responsibility of any one curriculum area. For instance, Literacy is not only the responsibility of English teachers, but the responsibility of all teachers across all curriculum areas. This is very powerful, as it recognises all teachers, including teacher-librarians, as teachers of the general capabilities. This positions us to make a case for our ongoing role, both alone and in collaboration with classroom teachers, as a teacher of the skills detailed as general capabilities.

Dr Toner, in discussing the role of teacher-librarians in the general capabilities, has said:

> The application of the general capabilities in the learning areas offers many opportunities for teacher-librarians to collaborate with learning-area teachers. For example, one of the capabilities most strongly represented across all learning areas is Critical and creative thinking. It draws on many of the skills and processes teacher librarians would recognise as integral to information literacy, including:
>
> - posing insightful and purposeful questions
> - suspending judgement about a situation to consider the big picture and alternative pathways
> - generating and developing ideas and possibilities
> - analysing information logically and making reasoned judgements
> - evaluating ideas, creating solutions and drawing conclusions
> - assessing the feasibility, possible risks and benefits in the implementation of their ideas
> - reflecting on thinking, actions and processes
> - transferring their knowledge to new situations.
>
> …..Teacher-librarians are in a strong position to support class and learning-area teachers in addressing the critical and creative thinking demands of learning-area content. (Toner, 2011)

It is certainly the case that many in our profession in Australia see a role for our work with the new Australian curriculum. Toner argues strongly here for the enormous opportunities the new Australian curriculum offers for teacher-librarians. There is no doubt that, as all teachers grapple with how to incorporate the general capabilities into their teaching, it is important that Australian teacher-librarians take this opportunity to clearly articulate how the teacher-librarian and the school library can play an important role. Teacher-librarians, working with the classroom teacher, can embed the capabilities in learning; in the classroom, in the library, and in the digital and physical worlds our school libraries inhabit.

Literacy
In considering how the teacher-librarian can work to support literacy learning in light of the new curriculum documentation, let us first consider the strands and sub-strands of English. The three main strands are:

- *Language*: knowing about the English language;
- *Literature*: understanding, appreciating, responding to, analysing and creating literature,
- *Literacy*: expanding the repertoire of English usage.

In Table 1 below, we can see some of the sub-strands of the three strands of English described.

Table 1: Sub-strands of English Curriculum Area

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts

Many of the strands here would be supported and extended by a fully-integrated wide-reading program. At my own school, we run a fully assessed program from years 5 to 10, called ROAD (Reading Opens All Doors) that incorporates many of these areas. In doing so, we strengthen our role as educators, can clearly show how the library program responds to the English strand and the Literacy component of the Australian curriculum, and are an integral component of the English team. As a team of teacher-librarians, we work hard to ensure our reading program is relevant to our students' interests and incorporate ICT in both our presentation and assessment of tasks. Through discussion and interaction, we examine and interpret various texts, constantly encouraging students to make links to prior knowledge so as to give discussion context. Sessions are planned and conducted by each teacher-librarian, and we record our progress through a genre-based program tailor-made for our students by the team. For a detailed explanation of the program see the chapter on the ROAD program (La Marca, Hardinge & Pucius, 2011) in *Global Perspectives on School Libraries: Projects and Practices*.

If we look specifically at the description for the teaching of texts in English, we find statements such as:

> ....While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. (ACARA, 2012)

There is a clear role here for the teacher-librarian, working within a reading program, to extend the reading possibilities of students and to involve them in the discussion and exploration of texts of all kinds. Knowledgeable teacher-librarians, with thousands of texts in a range of forms at their fingertips, are in a prime position to enrich the teaching of English in the new curriculum.

In the General capabilities – Literacy:

> Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. (ACARA, 2013, p. 9)

More than any other area of the school, the school library provides the best range of possibilities to extend and enhance the learning of the listed skills. Our expertise with information, evaluation and synthesis, our ability to offer access to diverse collections, and our open and inclusive nature allow us to offer forums for discussion and interaction beyond the classroom and opportunities to learn both alone and from each other.

Our school has a vibrant and active reading culture based around our reading program, one that perfectly aligns with the requirements of the English and Literacy components of the Australian curriculum. Providing this substantial program relies on knowledgeable staff, extensive collections, both hard copy and in e-versions, and inviting, comfortable spaces in which to engage and discuss.

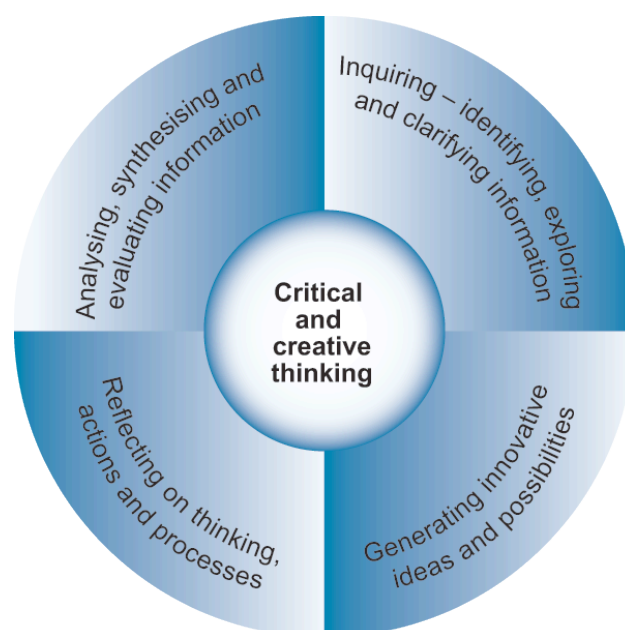***Critical and creative thinking***

Figure 2: Critical and creative thinking - General capabilities, Australian curriculum

Any teacher-librarian, in reading the outline in Figure 2 above which describes the different facets of the critical and creative thinking capability, will instantly recognise the terminology that has guided teacher-librarians in their work for decades – inquiry, evaluating, clarifying and reflecting - all terms celebrated by the various inquiry models school libraries have embraced in their efforts to engage students in quality research processes.

Professor Ross Todd has said about the Australian curriculum:

> I like the strong focus on intellectual engagement and intellectual adaptability, with strong and clear emphasis on developing meaning and understanding through the transformation and use of information in all its forms. There is also a focus on the creation of new knowledge that enables purposeful participation in society and its growth and sustainability. These foci give emphasis to developing students as critical, reflective, imaginative and creative thinkers who are able to interrogate meaningfully their information landscape and be innovative problem solvers. (Todd, 2012)

Professor Todd is recognising in this new curriculum a synergy between our own goals as a profession and the mandate of this new curriculum to create critical and creative thinkers –

problem solvers of the future. There is a role here for our profession to be involved, with other teachers, in a range of inquiry and research processes that emphasise reflection, analysis, synthesis and rich inquiry.

These skills and processes are essential learning in all of the four learning areas already established and are embedded in various sections of the documentation. It is up to our profession to recognise and champion our involvement in the teaching of these skills in conjunction with the subject teachers. It is certainly the case that many in our profession in Australia see a role for our work with the new Australian curriculum both at a personal school level and a wider professional association level. The School Library Association of Victoria has recently been involved in the development of two initiatives that directly support the aims of this particular general capability. The first is the question generator.
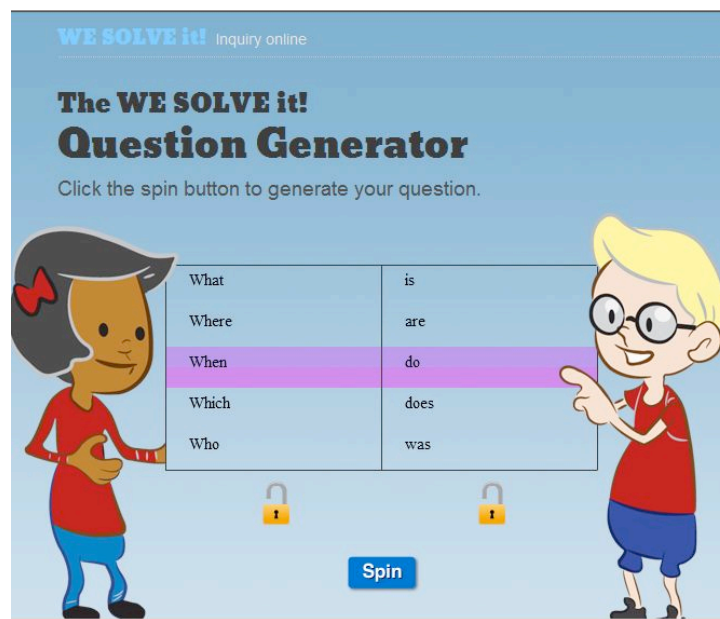
Figure 3: Question Generator - http://wsi.slav.vic.edu.au/question-generator

The question generator, see figure 3, is online and available to anyone. It is aimed at primary school age children but could be used successfully at higher levels. It was developed as part of a project to expand the questioning ability of students in direct response to documents promoting the critical and creative thinking capability of the Australian curriculum. Students can lock in either the first or second word of their question and spin the wheel/s to generate a range of question beginnings. This fun and engaging tool clearly demonstrates to students the variables available when creating questions and pushes them to explore how different questions affect results. These are important skills within the realm of critical and creative thinking and the creation of the Question Generator demonstrates how state professional associations are producing material that support and enrich the new curriculum.

The second initiative, which I would like to highlight here, that the School Library Association of Victoria has been involved in is the VCE (Victorian Certificate of Education) Advantage Merspi YouTube channel. This service includes a number of videos on a range of research related topics that can be accessed anywhere, anytime. Many where created in conjunction with our State Library service and the channel includes videos on power searching, referencing and organising information.

These videos offer a useful tool in responding to the call to have our students think more critically and creatively and are an important support for this capability within the Australian Curriculum.

It is important that our professional associations take a leading role in producing material such as the Question Generator and the VCE Advantage videos in order to offer support to practitioners and enable us to remain firmly in the discussion surrounding the support and enrichment of the new curriculum.

ICT capabilities
As we find ourselves in an increasingly technologically-able world, the importance of ICT to all learning areas cannot be underestimated. In Australia, as in many other countries, the library service has often led the way in schools in introducing technology.

Technology is now ubiquitous in our schools, across most subject areas, in the way material is presented and assessed, but there is always more we can do to embed technology in learning in a more meaningful and relevant way. As an example of this, I'd like to return to the wider reading program at my own school. We have made a conscious effort to incorporate web 2.0 tools and other software into the way we introduce our wider reading program and assess students wider reading activities and involvement. At all times, the push is to engage with technologies as tools which enhance understanding and appreciation rather than as diversion or entertainment.

Wordle, Photostory, Prezi, Garageband, Audacity, Animoto, QR code creation, Padlet and Pic Collage, to name just a few, have allowed students to respond to texts in creative and interesting ways as part of our reading program. This has allowed us to fulfil the requirements of the English learning area's need to incorporate ICT into classwork. Being involved in this way has allowed us to fully embed the library program for wide reading into the teaching of English. This approach also addresses the general, overarching capability of ICT in the Australian curriculum through effective collaboration between classroom teachers and teacher-librarians.

Ethical behaviour
The teacher-librarian has a crucial role to play within the general capability of Ethical Behaviour. There are many facets to this capability. One is centred on how our students use information and, in particular, how they use the words, images, emails, texts etc., which a technological world places at their fingertips.

There are no quick and easy solutions. The ethical use of information is difficult to enforce. Through our guiding of the research process it is vital that teacher-librarians take a role in ensuring the school community understands how important it is to reuse only what permits reuse, and to correctly cite the material that belongs to others.

In my own school, we have recently felt it necessary to reassert the importance of correct citations and the creation of accurate reference lists for all work produced. To give this refocusing weight, we reproduced our referencing guide, updating the advice on sources of information to include all forms of electronic information and communication, as well as traditional media. This booklet is made available both in hard copy and electronically on our intranet. To give strength to this initiative, the booklet was ratified at a curriculum leaders meeting as the agreed standard for all work produced within the college.

Making such documents agreed policy is an important action if they are to remain relevant. Such recognition gives us 'permission' to both teach, and encourage others to teach, and expect a certain level of ethical behaviour in how information is used. It is important that we take this opportunity to champion this issue and ensure correct procedures are accepted as the school-wide norm.

It is interesting, then, to note that in a newly developed curriculum, Ethical behaviour is worthy of a place among the general capabilities. Ethical behaviour in the Australian curriculum is interpreted much more broadly though, than how we manage information. This

is certainly part of the capability but, by no means, its sole concern. In describing this general capability, the supportive documentation states:

> As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice. (ACARA, 2013, p. 100)

As a school library, we have a role to play in supporting these aspects of the ethical behaviour capability by creating and promoting collections that extend and enrich our students' understandings of the world around them, so that they may effectively grapple with complex issues in a fully informed manner.

In moving towards a discussion of the last two general capabilities - the Personal and Social capability and the Intercultural capability – and how our school libraries can support skill development in these areas, I will first consider the ideas of culture and community within school libraries that can underpin these two areas of student development.

Culture and Community

In a discussion of Aboriginal Australia in relation to a particularly important local song called "Treaty", a media commentator, Martin Flanagan, said about culture 'If you leave two people on an island for 12 months, when you return they'll have a culture of shared beliefs, however fragmentary. You can't stop culture from happening. What you can do is play some role in shaping culture' (Flanagan, 2013). A school library is often one of the largest, open spaces in a school. It is a place where a diverse range of students, teachers and other community members come together for a variety of reasons and tasks. As Flanagan indicates, when people come together we create a culture, or a particular sense of community, for that space and time, no matter how fleeting.

School libraries can have a culture of their own. How we create that culture is difficult to discern. Professor Dianne Oberg has said: 'The very essence of the work of teacher librarians – improving teaching and learning – requires that they work within the culture of the school and that they also work to change the culture of the school' (Oberg, 2011); she sees teacher-librarians as change agents. In another article she noted that: 'Teacher librarians are involved in the process of change whether they are implementing a program for the first time, making changes to an established program, or participating in some aspect of ongoing school improvement' (Oberg, 1990). Oberg suggests that a successful school library culture feeds off of and contributes to the overall school culture: 'Teacher librarians need to know, and to promote with others, the principal's view of school goals if they expect the principal's support for school library program goals' (Oberg, 2011).

My own PhD research (La Marca, 2003) clearly indicated that an engaging reading environment, or culture, within a secondary school library is the result of a range of factors including the relationships library staff members form with the school community and the prevailing attitudes of library staff to their own roles and to those who use the library. Other factors such as programs, knowledge base, spaces, collections, and the support of administration also play a role, but attitudes and relationships were shown to be paramount to the creation of a warm, welcoming, supportive and successful reading environment. I suspect that these factors also have a significant impact upon what we might term the overall culture of the school library.

This culture is also built on perception – how our services are perceived by the entire school community. How we build positive perceptions and a supportive library culture deserves closer analysis and research in an ever-changing world. We have moved very far from a 'culture' of silence and stacks in school libraries, but we need more research into what we have, and should, replace it with and how we foster the growth of a positive school library culture.

Howard (2010) reports on research into the impact of the culture of the school on the school library. Howard explored four case studies through which she examined high performing libraries and analysed what similarities there were between the cultures in these schools that contributed towards the operation of the library services. She found three common factors – a collaborative culture, the collaborative leadership style of the Principal and high expectations for the staff and students. The researcher comments that 'this idea of school culture and the relationship to the school library program is a concept that is not often addressed in the professional library and information science literature today' (Howard, 2010, p. 2). One might also argue that more could be done to research the vagaries of a specific school library culture and how it might differ from, or feed off of, the school culture within which it sits. What enables a library staff to create, maintain and extend a successful school library culture? More research is needed, particularly in light of recent work in the area of participatory culture and the impact of technology on all aspects of learning and space design in recent years.

Participatory culture
The school library service I work within is inclusive, active, and interested in the community within which it works. We are constantly seeking ways to engage our students with information and in experiences that will enrich their learning – creative play has been a recent focus. These changes are monumental if one considers school libraries of a few decades ago, and we are not alone. Bagley, in discussing the recent Makerspaces movement, claims: 'Libraries are places of community engagement. Recently many libraries have begun to develop spaces for design and activities that both teach and empower patrons' (Bagley, 2012).

Jenkins, Purushotma, Weigel, Clinton, and Robison (2009), in discussing the new digital media world and how we assist young people to navigate that world, emphasise the idea of participatory culture, which they define as one with:

> 1. relatively low barriers to artistic expression and civic engagement,
> 2. strong support for creating and sharing creations with others,
> 3. some type of informal mentorship whereby what is known by the most experienced is passed along to novices,
> 4. members who believe that their contributions matter, and
> 5. members who feel some degree of social connection with one another (at the least, they care what other people think about what they have created) (Jenkins et al., 2009, p. 6).

This same definition could be used to partially define a participatory culture within a school library setting (Plemmons & Barrow, 2012), as we encourage learners to engage with learning and information and to build community.

School libraries also offer a safe haven, a place of inclusion and exploration, facets of school library culture that we should celebrate and champion.

This very brief discussion of culture and community within school libraries is constructed to create a link between the culture of the spaces we create and how a school library supports the last two general capabilities of the Australian curriculum.

Intercultural capability
The sub-headings for the Intercultural capability are:

- Empathy
- Respect
- Responsibility
- Recognising
- Reflecting
- Interacting

I would argue that the school library ably addresses these areas of student growth and skill development in three important ways.

Firstly, in the culture we create within our school libraries. Leading by example, we foster inclusion and respect, creating an environment in which reflection and interaction are paramount.

Secondly, a key role of the library is to provide and support the use of varied collections of all kinds. These collections play a key role in enabling students to learn empathy and respect through the knowledge of others and themselves that information and discussion brings. How we, as teacher-librarians, promote and teach, using these collections, is a very important part of improving our community's cultural understanding, as is how we curate materials of all kinds for classroom study, offering balanced views and quality information to both teachers and their students.

The third way we impact upon culture is through the wonderful library spaces and programs we provide that encourage reflection, interaction and respect. School libraries should be a home for all kinds of cultural activities - literary events, guest speakers, a meeting place for clubs and groups and a display space for student work - all of these aspects of the library role make it a key element in the culture of any school community and a key player in supporting, and enriching the various facets of the intercultural general capability.

Personal and social capability
Similarly, school libraries play an important role in the skills outlined to be learnt in the Personal and Social capability of the general capabilities of the Australian Curriculum.

The sub areas of this capability:

- Self-awareness
- Self-management
- Social management
- Social awareness

School libraries, first and foremost, provide a culture that supports and enriches each of these areas. For many students, the school library is a step beyond the classroom where personal skills and social interactions, rather than content, take a front seat. Where students of all ages meet and interact and where cultural, literary and creative maker activities build upon classroom learning. In many cases, these interactions within library spaces emphasis the individual and their choices about how they socialise with others in like-minded groups, either formally or informally.

In school libraries, the ways we interact with students model behaviour, encouraging social management and social awareness. Most importantly, in the collections, spaces and

opportunities we provide we play a role, with all teachers, in extending our students' personal and social skill development.

Conclusion

Clearly, the new curriculum embodies skills and ideals we want for all our students. I have demonstrated a role for the teacher-librarian in our new curriculum, a role we must embrace and explore to our advantage. The general capabilities offer us wonderful opportunities to advocate for, promote, and extend our services to the school community, whilst clearly embedding all of our actions in accepted curriculum directives.

Whilst all subject areas are mapping their current curriculum against these new curriculum directives, school libraries are in the position to embrace the new general capabilities as an area of high relevance to school library services and to make them their own.

Despite this discussion being about the curriculum of one particular country, I feel strongly that the message and approach relates to all school libraries throughout the world. To remain relevant, we must embrace current directives, carve out a significant and crucial role for our programs and, above all, offer relevant and inclusive services that enrich and extend the learning of our students.

References

ACARA (2012). *The Australian curriculum – English*, Retrieved January 2013 from http://www.australiancurriculum.edu.au/English/Curriculum/F-10

ACARA (2013). *General capabilities in the Australian curriculum* (PDF), Retrieved January 2013 from http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Overview

Bagley, C. A. (2012). What is a maker space? Creativity in the library, ALA Tech Source, Retrieved May 2013 from http://www.alatechsource.org/blog/2012/12/what-is-a-makerspace-creativity-in-the-library.html

Flanagan, M. (2013). Australia has no culture? You've got to be joking, *The Age*, June 8[th,] p. 22.

Howard, J. K. (2010). The relationship between school culture and the school library program: Four case studies, *School Library Research,* American Library Association. Retrieved May 2013 from www.L.org/aasl/slr/volume13/howard

Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., & Robison, A. J. (2009). Confronting the challenges of participatory culture: Media education for the 21st century, Macarthur Foundation, Retrieved May 2013, from http://mitpress.mit.edu/sites/default/files/titles/free_download/9780262513623_Confronting_the_Challenges.pdf

La Marca, S. G. (2003). An enabling adult: the teacher-librarian and the creation of a reading environment. PhD thesis, Department of Language Literacy and Arts Education, University of Melbourne.

La Marca, S., Hardinge, S. & Pucius, L. (2011). Reading opens all doors: An integrated reading program at Genazzano College, Melbourne, in Marquardt, Luisa & Oberg, Dianne (2011). *Global perspectives on school libraries: projects and practices*, The Hague, The Netherlands: De Gruyter.

Ministerial Council on Education, Employment, Training and Youth Services. (2008). *The Melbourne declaration on educational goals for young Australians,* Retrieved December 20, 2012, from http://www.mceecdya.edu.au/verve/_resources/national_declaration_on_the_education al_goals_for_young_australians.pdf

Oberg, D. (1990). The school library program and the culture of the school, *Emergency Librarian*, 18(1), pp 9–16

Oberg, D. (2011). Teacher librarians as cultural change agents, *SCIS Connections*, 79

Plemmons, A. & Barrow, D. C. (2012). *Opening the space: School libraries as sites of participatory culture*, Knowledge Quest webinar, Retrieved November 12, 2012, from http://www.slideshare.net/aplemmons/opening-the-space-school-libraries-as-sites-of-participatory-culture-knowledge-quest-webinar

Todd, R. J. (2012). Lead, Transform, Create. *Synergy, 10*(2).

Toner, G. (2011). An introduction to the Australian curriculum, *SCIS Connections*, *76*.

Biographical note

Dr Susan La Marca is a consultant in the areas of YA literature and school libraries, Head of Library at Genazzano FCJ College in Melbourne, the editor of *Synergy*, for SLAV and associate editor of *Viewpoint: on books for young adults*. Susan has presented both nationally and internationally in the areas of reading culture and school library design.

Susan has edited six texts in the field of teacher-librarianship including *Rethink: Ideas for Inspiring School Library Design* (SLAV, 2007), is the co-author of *Knowing Readers: Unlocking the Pleasures of Reading* (SLAV, 2006) and wrote *Designing the Learning Environment* (ACER, 2010). Susan also co-edited *Things a Map Wont Show You: Stories from Australia and Beyond* (Penguin Books, 2012).