Program
Thursday 28 October 2021

12:00pm (AEDT) 11:30am (ACST) 11:00am (AEST) 9:00am (AWST)	**Acknowledgement of country and opening remarks** **Kevin Dudeney**, Symposium Organising Committee Chair
12:05pm (AEDT) 9:05am (AWST) 11:35am (ACST) 9:05am (AWST)	**Keynote – "Until further notice": Library responses to the pandemic, then and now** **Bonnie Wildie,** Archivist**,** NSW State Archives As the outbreak took hold, libraries across the country closed their doors to the public, silencing reading rooms "until further notice". Behind the locked doors however, library workers continued to serve their communities. This was true in 1919, just as it is in 2021. Shared experiences of pandemic link modern library workers with their early 20th century counterparts. This presentation explores how the 1918-19 influenza outbreak impacted library services and finds parallels in our own modern experiences with COVID-19. From closures and contagion, to changing health advice and libraries as centres of community care, this presentation reveals an active and present library workforce, ever present behind the mask. Unearthing the connections between past and present reveals a legacy of Australian library workers serving their communities, even behind locked doors.
12:35pm (AEDT) 12:05pm (ACST)	**Future-proofing your job in COVID times** **Michella McIntosh**, Library Technician, The Pittwater House Schools

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11:35am (AEST) 9:35am (AWST)	Life during Covid times forces some of us to evaluate our jobs and forced us to be prepared for lockdowns and working from home. In a face-to-face job this is somewhat challenging. How can one provide a service when parents, students and staff are not allowed within the library building? How can library workers future proof their jobs and remain relevant to our stakeholders? What process and policies needed to change and evolve? How can this be done whilst protecting everyone from the prospect of Covid? Living in Sydney it became obvious during March 2020 that we would need to significantly change our circulation procedures to ensure that we were still able to service our 900 odd student cohort and our staff members. Being in lockdown we realized that the library was an integral way in with students and teachers connected with each other, and now this vital resource has been restricted. Feeling a connection is a core human need, studies demonstrate that social connection can regulate our emotions, lower anxiety and depression, lead to higher self-esteem and empathy, and in turn improve our immune systems. By neglecting our need to connect, we could put our health at risk. And how were we going to manage circulation of our tangible books? Whilst we have had an e-library (both audio and print), it was still vital that we cater for different learning styles, abilities and provided effective teaching methods that involves providing all students within their diverse classroom (or home) community a range of different avenues for understanding new concepts. The library also provided a space where various groups meet, as this wasn't possible, we needed to think laterally about how these "spaces" could be best provided. Lastly, the strains which were placed upon us not only professionally but personally? Job losses, or the future uncertainly for family members. To meet these changes in environment, libraries have had to rethink how we provide services to ensure we remain relevant and meet the educational and wellbeing outcomes for our student cohort. change and evolve? How can this be done whilst protecting everyone from the prospect of Covid?
1:00pm (AEDT) 12:30pm (ACST)	**Cataloguing connections - sources of metadata** **Renate Beilharz**, Cataloguing Team Leader, SCIS, Education Services Australia
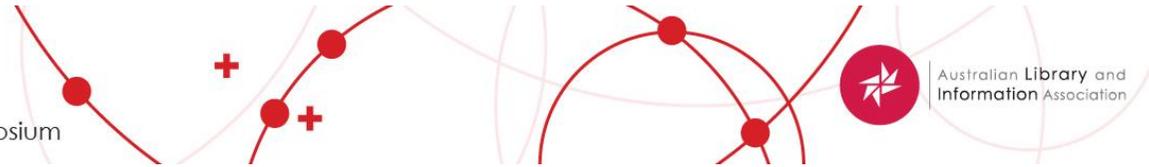
12:00pm (AEST) 10:00am (AWST)	Catalogue records are all about creating connections. - Connecting people with resources and information that meet their needs. - Connecting a resource with others that have similar content, are in the same series, are by the same creator. - Connecting records in one bibliographic database to another through use of recognized standards. - Connecting data from various sources into a single record. Schools Catalogue Information Service (SCIS) provides catalogue records to school libraries in Australia, New Zealand, United Kingdom and across the globe. SCIS cataloguers create records according to SCIS Standards for Cataloguing and Data Entry, preferring to have the item in hand when doing so. Resources are mostly received from schools and publishers. During much of 2020, catalogers worked from home, with limited access to physical resources. Data for records had to be obtained from sources other than the physical item. SCIS cataloguers rose to the challenge of cataloguing without item in hand, sourcing and connecting metadata from a wide range of online sites and data repositories into one SCIS record. This presentation will describe and evaluate the range of sources of data with which cataloguers connected to build SCIS records. Sources ranged from publisher and distributor websites to literary databases to union catalogues. Library and information technicians who undertake original or copy cataloguing will be interested in some of the excellent and less useful sites that SCIS cataloguers have found
	A Day in the Life of an Audiobook Narrator and How They Become Considerably Longer in Lockdown!
1:25pm (AEDT) 12:55pm (ACST) 12:25pm (AEST) 10:25am (AWST)	**Caz Prescott**, Voice Over Artist, Caz Prescott Pty Ltd Caz has narrated several audiobooks as one facet of her long career as a professional Voice Over Artist. She enjoys listening to audiobooks as much as the next person but creating them is another world entirely. Half torture, half triumph, come and hear Caz spill all the beans from the booth, as she guides us into the deafening world of literature, lockdown and leaf blowers.
1:45pm (AEDT))	**Break**

1:15pm (ACST) 12:45pm (AEST) 10:45am (AWST)	

Keynote - What will the future hold? Skills for the new library world

Roxanne Missingham, University Librarian, Australian National University

2:00pm (AEDT)
1:30pm (ACST)
1:00pm (AEST)
11:00am (AWST)

Over the past 18 months libraries have responded to the challenges of COVID-19 by reshaping services and collections. Library technicians have developed new capabilities and contributed to transformed services with verve. As we hopefully come to the end of lockdowns what will be the enduring changes our clients will expect and what are the capabilities library technicians and other library staff need to develop to deliver transformative support for our clients. The talk will outline the needs for digital collections that are more than digitised books and virtual reference initiatives including virtual reading rooms.

COVID shutdown and Stars and Stripes

Michele Oldfield, Senior Library Technician, Gold Coast Health Library Service

2:30pm (AEDT)
2:00pm (ACST)
1:30pm (AEST)
11:30am (AWST)

Gold Coast Health Library Service reflection on having to suddenly close our two library physical spaces and with the reopening with limited access to the physical resources, computers and study spaces.

Our Health Service having high-profile movie stars such as Tom Hanks and his wife Rita here quarantined with COVID. Everyday, was surreal as life, our organisational requirements were changing. We quickly ascertained what was required and made it happen to maintain our service via phone, email and online with our staff either worked behind closed doors from one location or at home.
Post lock down has become the new normal with both locations open with limited access to computers and study spaces along with the use of PPE resources as per Work Health & Safety guidelines.

COVID-19 made us work together nationally

Hayley Hillson, Library Technician, Torrens University Australia

2:45pm (AEDT)
2:15pm (ACST)
1:45pm (AEST)
11:45am (AWST)

Pre COVID-19 library staff worked pretty much in silo models servicing face to face students. Many services were then expanded and transition to online due to COVID-19. National working models across the main organisation of Torrens University Australia made everyone come closer together and make meaning connections with each other. Library staff expanded their skill sets in the online environment and worked together in different was to provide high quality library and information services to all students no matter their location. Even though staff worked across the country they didn't feel far away from each other in the online environment.

Lifelong learning, Learning Cities and Libraries

Lara Pugh, Project Leader Learning City, Wollongong City Libraries

Wollongong City Libraries is driving an innovative project to establish Wollongong as a UNESCO-accredited learning city that promotes lifelong learning for all by 2024.

3:10pm (AEDT)
2:40pm (ACST)
2:10pm (AEST)
12:10pm (AWST)

What is lifelong learning?
In embracing all forms of learning from 'cradle to grave', lifelong learning can be defined as "…all purposeful learning activities undertaken throughout life with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective." Lifelong learning underpins the development of a sustainable community as lifelong learners are empowered to be more adaptable. Furthermore, every goal in the 2030 Agenda for Sustainable Development requires education to empower people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies.

What does lifelong learning have to do with local government?
Local Councils are concerned with matters close to our homes, such as building regulations and development, public health, local roads and footpaths, open spaces and recreation, libraries, environmental issues, waste management, and many community

services. They also develop community strategic plans that outline the community's priorities and aspirations, and how these can be achieved.

Education plays a central role in achieving many goals in Our Wollongong 2028 Community Strategic Plan; for example, there are programs to tackle the issue of waste management under the goal 'We value and protect our environment':
• 'Garden Fun with FOGO' educates pre-schoolers on waste management.
• 'Love Food Hate Waste' promotes waste reduction amongst school-aged children.
• There are resources and workshops for adults to compost and establish worm farms.

What is a learning city?
A learning city promotes lifelong learning for all; according to the UNESCO Institute of Lifelong Learning (UILL), learning cities foster individual empowerment as well as social, cultural and economic development through cross-sector lifelong learning initiatives.
In Australia, learning cities are established as a driver for change in communities through active partnerships between local government, business and the community. There are benefits to working in partnership to address economic, social and environmental issues, namely, an increased pool of resources in terms of funding, knowledge, assets and experience.

Why is the library driving the Learning City project?
Wollongong City Libraries (WCL) play a core role in delivering on Wollongong City Council's commitment to creating a community that is informed, engaged, creative and connected. The Wollongong City Libraries Strategy 2017-2022 – Your library, your place sets out a clear vision to inspire reading, lifelong learning, creativity and inclusion in the community, with deliverables including "…develop and deliver training and educational programs to meet diverse community needs".

3:40pm (AEDT) 3:10pm (ACST) 2:40pm (AEST) 12:40pm (AWST)	**Break**

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3:55pm (AEDT) 3:25pm (ACST)	**Pandemic partnerships: How challenging times became an opportunity for a teaching and learning partnership with TAFE**

2:55pm (AEST)
12:55pm (AWST)   **Sharon Beccaria,** Senior Library Officer, Special Collections at Murdoch University
Helen Balfour, University Copyright Coordinator at Murdoch University

Library Professionals know it is important for teaching and learning in the classroom to be supplemented with examples of practical applications in current workplaces. The North Metropolitan TAFE in Perth, Western Australia offers the Diploma of Library and Information Services. One of the core units taught in this course is 'Monitor compliance with copyright and licence requirements'. Copyright is a complex area for non-legal studies students to learn. The Copyright Act is a myriad of clauses, inclusions and exemptions, requiring detailed interpretations and applications. In 2019, Murdoch University Copyright Coordinator Helen Balfour was invited by Louise Bond, Lecturer in the Diploma course to commence an outreach program with the students undertaking the copyright unit. The TAFE students visited Helen at Murdoch University and she presented a session about the interpretation and application of copyright and what it's like to work as a Copyright Coordinator in the academic library environment. In 2020, Helen was unable to visit the students in their class due to COVID-19 restrictions. TAFE enabled Helen to deliver her presentation remotely via their LMS (Collaborate). This online learning allowed the outreach program to maintain its momentum and ensured that the students were still able to participate in the session and not miss out due to circumstances beyond their control.

Special Collections commenced collaboration with Helen's outreach program, due to the close working relationship that had evolved between the Copyright Coordinator and Special Collections while undertaking the preparation for digitisation of the Irene Greenwood Collection. The session 'Special Collections and Copyright' was initially presented remotely via Collaborate as the students were unable to visit the university campus due to COVID-19 restrictions limiting the number of external visitors. These sessions have continued and in October 2020 with restrictions lifting, the special collections and copyright session was held with the TAFE students visiting the university campus and included a tour of the Special Collections workspace and storage area. This inspired 2 students to undertake a 5 week practicum project in Special Collections in October 2020.
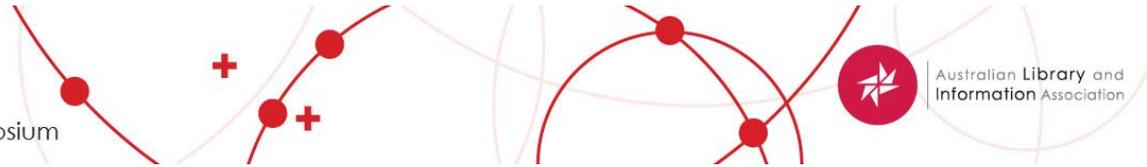
Whether teaching and learning in person or remotely, the partnership between North Metropolitan TAFE and the Murdoch University Library has survived the challenges and roadblocks that the pandemic has thrown up during the last 18 months. Students have been able to continue to supplement classroom theory with practical applications in the workplace. In this presentation Sharon and Helen will talk about this partnership and the many benefits it's provided to TAFE and to Murdoch and how working together in the GLAMR sector has great outcomes for all.

The Times They are for Upskilling: Design thinking as a framework for service improvement initiatives

Sally Chik, Site Services Advisor, University of Sydney Library
Jeffery Cruz, Associate Director Site Services, University of Sydney Library

4:20pm (AEDT)
3:50pm (ACST)
3:20pm (AEST)
1:20pm (AWST)

There has been an increased use of design thinking in libraries to help us understand the needs of the client in rapidly changing environments. This presentation shows several examples of how design thinking has been used in an academic library to help library staff adapt to changes in client needs from the leadership team to the staff at service points. Through case studies, this presentation will explore the different ways design thinking has been implemented from a train-the-trainer approach, leadership-lead approach and frontline staff approach. Engaging with different perspectives—from the visibility of frontline staff to new ideas for client engagement events—design thinking has been used to empathise with client needs and to execute iterations of new ideas to improve the client experience. Design thinking as a framework for service improvement initiatives has:
- increased efficiency, freeing staff from the need to get it right on the first go
- assisted with finding consensus on improving client experiences when staff opinions differ
- helped staff deliver client-centred services in changing environments
- empowered staff working in frontline roles to innovate
- upskilled all staff involved to develop user experience skills to improve client service
Overall, the increased use of design thinking has lead to an enhanced client experience and increased learning and development opportunities for staff. With the uncertainties and challenges of Covid-19, design thinking has connected staff to the client experience and also opened up staff to connect with iterative approaches in service improvements.

Keynote - Unstacked - Curated by the People: A real-time collection visualisation project

4:35pm (AEDT)

4:05pm (ACST) 3:35pm (AEST) 1:35pm (AWST)	**Elisa Lee,** Creative Director and Business owner, Unstacked Collections are the heart of many cultural institutions. Unstacked - Curated by the People showcases your collection and institution locally and globally in real-time through the eyes of your patrons. Unstacked brings to light not only how people are using your collection, but also the treasures it contains. When someone accesses an item from your collection, it comes alive not only for that one person, but for everyone, providing more exposure and community engagement through a self-sustaining, always fresh exhibition, curated by the people. In this presentation, Elisa Lee from Unstacked will talk about how the project has been personalised to different institutions ranging from its inception at the State Library of NSW through the inaugural DX Lab Fellowship, subsequent implementations at the State Library of QLD and State Library of Victoria and the recently launched University of NSW Library Unstacked - a totally new visualisation tailored to the unique context of an academic library.
5:00pm (AEDT) 4:30pm (ACST) 4:00pm (AEST) 2:00pm (AWST)	**Symposium close and launch of the Library Technician of the year award** **Vicki Edmunds,** ALIA President

Wednesday 3 November 2021

3:00pm (AEDT) 2:30pm (ACST) 2:00pm (AEST) 12:00pm (AWST)	**Post-event discussion** Join us for a virtual post-symposium catch-up to delve deeper into the issues, questions and provocations raised at the symposium. This is an opportunity for delegates to reflect on the presentations and share their thoughts. Bring your questions, highlights, learnings, and challenges from the day and join the conversation.