Sally Rasaiah, teacher librarian, explains how the Quality Literature Corridor has become an essential component of teaching and learning at Cammeray Public School.

The Quality Literature Corridor at Cammeray Public School

In 2011, Cammeray Public School became a Lighthouse School for Best Start. A close analysis of our reading data at that time revealed that, although many of our students were able to read quite complex texts with fluency, our teachers were finding that deep comprehension was a challenge for many of our independent readers. Through a series of professional dialogue sessions, a decision was made to purchase sets of 10 high quality pieces of literature to share between all our classes from K–6 and the Quality Literature Corridor (QLC) was born as an annexe of the library.

By purchasing 10 copies of each title rather than whole class sets, teachers could match books to suit the interest and reading abilities of the range of students in their classes. The books were not levelled but, instead, there has been a focus on making connections according to themes and concepts. Diversity has also been an important element in the decision making process and we have ensured that...
there is a range of authors, settings, contexts and styles from picture books through to dense, complex novels.

Elizabeth Bernasconi, Deputy Principal Cammeray Public School

The role of the teacher librarian: collection development

The corridor has evolved and changed over the past five years to reflect the needs and priorities of staff and students. Currently, the collection consists of approximately 700 sets of books across fiction and nonfiction sections. The nonfiction collection was added more recently in response to the requirements of the new HSIE and Science syllabuses. The general capabilities and Cross-curriculum priorities, mandated in the Australian Curriculum, also informed our selection of fiction and nonfiction resources.

Subsequent to the initial setup of well known and recommended resources, the selection criteria for the corridor has been guided by sources that include:

- Scan resource reviews (Figure 1) and Resource guides
- English Curriculum support: Concept padlets
- award-winning titles and authors from Australia and overseas
- recommendations from Teacher Professional Learning (TPL) sessions
- Bookshelf books reviewed in The School Magazine
- suggested texts for the English K–10 syllabus
- suggested texts for HSIE from sites such as Geography Teachers Association of NSW and publications including History for those new to teaching the subject.

Nonfiction texts are grouped according to their subject headings (Figure 2). Related charts, maps, The School Magazine or National Geographic Kids articles are included, as appropriate. Where a NSW Premier’s Reading Challenge label is needed, this is also added to the box with the Oliver barcode.

Easy access for staff

New additions to the collection are accessioned, the books numbered 1-10 and each box placed in alphabetical order via title. The decision to use this method of shelving was to make access as simple and immediate as possible for staff self-selecting when the teacher librarian was unavailable. New sets are commended to the staff and shown on the splash page of Oliver in a New Library Materials information box.

Once a title has been chosen, staff leave the box with their name on the circulation desk and take the books immediately. When time permits, the barcode on the box is scanned as borrowed by the staff member and replaced in the corridor. This process has proven to be the most efficient in terms of time management and accountability. This also allows for visual checking by teachers and library staff ascertaining what resources are currently borrowed (Figure 3).
A check on Oliver produces all the relevant information regarding current borrower.

The role of the teacher librarian: collaborative teaching support

The teacher librarian is well placed to support conceptual programming by locating, selecting and organising appropriate, rich resources that teach ideas, structure and language. Having a considered, targeted collection allows teachers to engage their students in rich conversations about texts while focusing on core English ideas or concepts. The English session series and Concept padlets at English Curriculum support’s Primary hub are valuable resources supporting collection development.

... using a conceptual lens to choose texts has the power to invigorate the use of the old standbys and gives real purpose to the search for engaging texts for the classroom. The conceptual lens approach craves quality literature because it needs texts that are well crafted, artistic, multi-layered and diverse to achieve the depth of learning that students deserve and are capable of ... Students need rich texts that challenge and broaden their thinking ...

Greene, 2016, p.29

Quality texts in the QLC

Table 1 features examples of quality texts in the QLC at Cammeray Public School that support the teaching of English textual concepts.

<table>
<thead>
<tr>
<th>Titles</th>
<th>English textual concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte’s web</td>
<td>Point of view</td>
</tr>
<tr>
<td>How to heal a broken wing</td>
<td></td>
</tr>
<tr>
<td>A monster wrote me a letter</td>
<td></td>
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<tr>
<td>Each peach pear plum</td>
<td>Intertextuality</td>
</tr>
<tr>
<td>Interrupting chicken</td>
<td></td>
</tr>
<tr>
<td>The wrong book</td>
<td>Argument</td>
</tr>
<tr>
<td>Don’t let the pigeon drive the bus</td>
<td></td>
</tr>
<tr>
<td>The great kapok tree</td>
<td></td>
</tr>
<tr>
<td>Hey, little ant</td>
<td></td>
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<tr>
<td>The Cleo stories</td>
<td>Character</td>
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<tr>
<td>Matilda</td>
<td></td>
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<tr>
<td>The one and only Ivan</td>
<td></td>
</tr>
<tr>
<td>The duck and the Darklings</td>
<td>Code and convention</td>
</tr>
<tr>
<td>Flotsam</td>
<td></td>
</tr>
<tr>
<td>A million brilliant poems</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 Examples of quality texts in the QLC that support English textual concepts
Lists were created to promote differentiation around a common topic (Figure 4). Within classes it may be possible to have three sets of book related to the same topic but with a range of complexity. Similarly, books that support specific English concepts can be differentiated to meet the needs of students.

Springboards published in Scan assist teachers with selecting and teaching with quality texts (Figure 5).

Where appropriate, related documents such as The School Magazine article are added to the box with the quality texts (Figure 6).

Comments from teachers

Our class utilises the wide range of quality text on a weekly basis for small group and whole class lessons. During literacy groups, students will work in small groups predicting, reading and responding to a selected text. During these lessons, students thoroughly enjoy opportunities to share their ideas about these texts. These opportunities serve to enrich students’ understanding of purpose and how illustrations are used to support and enhance meaning. This year, Grade 1 has used selected picture books from the Quality Literature Corridor as the basis of our writing programs. We have used these texts to model and teach the functions of specific aspects of grammar. The texts we selected as a grade all feature beautiful illustrations that provide great stimulus for creative and descriptive writing.

Year 1 teacher

Having a range of fiction and non-fiction texts allows my students to compare books on the same topic that are written and illustrated in different ways for different purposes. We read and enjoyed The windy farm by Dough MacLeod and then discussed the language features in How wind shapes the Earth by Megan Cuthbert and Katie Gillespie. This process guided our narrative writing and the writing of information reports.

Year 2 teacher
are using modals to write the rules for Mr Gumpy’s boat (you must not rock the boat, you should wear a life jacket), or practising the past tense with Wilfred Gordon, or learning more about Australia as they travel around with.

EAL/D teacher

[i] love all the new books and the diversity of the genres and authors. Every time I walk through the corridor there is an intriguing and mysterious book I want to delve into.

[The corridor is a] great way to showcase all the wonderful books that we have at Cammeray.

My students were so inspired by the invented language in The duck and the Darklings by Glenda Millard that they wanted to created their own short movies and book trailers using the book as a stimulus.

Year 6 teacher

I use the QLC books for nearly all EAL/D units. As I have always based my literacy teaching (and more) around the use of quality children’s literature, it is great to be able to take a set so each child can have their own copy. I find I can teach grammar and increase their vocabulary in the context of rich, meaningful, inspiring texts. The illustrations in a good picture book are invaluable for English as a Second language learners. Vocabulary of fruit, colours and adjectives are taught using Handa’s surprise, prepositions with Rosie’s walk, etc. Learning … grammar is so much more fun if you

Comments from Year 5 students
The corridor has a great variety of books. I enjoy scanning the books as I walk past. Great for the younger kids to see all the book covers for them hanging from the roof.

References and further reading
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