Inky Awards Ambassador Program:
Schools Toolkit

Resources for Inky Awards ambassador schools

Schools build active, engaged readers by building a culture of reading
www.eduweb.vic.gov.au/edulibrary/public/commrel/celeb/vicprc/PRC_Book_Fund_brochure.pdf

By becoming a school ambassador for the Inky Awards, your school will become the centre of your local teenage reading culture, placing your students at the heart of a thriving literary community who together can reap the benefits of reading fiction regularly.

You will be:
• developing your local youth-lit community
• fostering a culture of independent teen readers
• growing a network of teens invested in their own learning
• prioritising innovation, communication and imagination.

The Inky Awards are the only awards in Australia that give teenagers autonomy over the judging process, meaning that the results truly reflect what they are reading. This is an example of self-directed learning, where teens design their own learning based on their interests, strive for excellence because they're truly invested in the work, and rapidly develop the skills they need. Student-led learning is covered in more detail in the next section of these notes.

'Much is written about how the contents of students "virtual school bags" can play a powerful role in their learning … about how schools need to become more collaborative learning spaces where children's diverse interests, backgrounds and identities are nurtured.'
Dr Paul Molyneux, Melbourne Graduate School of Education, via 100 Story Building

The Inky Awards ambassador program is managed by the student committee at the host school. The resources for the teen ambassadors offer extensive advice on how to successfully manage their events from inception through to creation, promotion and chairing. These resources therefore, are tailored to specifically support the expectations of the ambassador schools, to allow you to maximise the experience of your students and have them get the most from the project.

What are the Inky Awards?

The Inky Awards recognise high-quality young adult literature, with the longlist and shortlist selected by young adults, and the winners voted for online by the teen readers of InsideaDog.com.au. There are two awards: the Gold Inky Award for an Australian book, and the Silver Inky Award for an international book.

The Awards are named after Inky – the Inside a Dog mascot and all-round wonder-dog.

Key Dates

Longlist announced	17 March 2016
Call for teen judges	27 February – 21 March 2016
Shortlist announced/ voting opens	16 August 2016
Voting closes	18 September 2016
Winner announced	4 October 2016

Expectations of ambassador schools

Your teen committee will be expected to:
• Devise and deliver three key events -
   1. A celebration of the books on the longlist to encourage reader involvement within your teen community
   2. An event to celebrate and promote the announcement of the shortlist
   3. An event to celebrate and announce the winning authors of the Inky Awards
• Facilitate two engagement activities during the Awards season (such as reading Olympics, vibrant displays or online book clubs)
• Actively promote and support the Inky Awards in their state's teaching community
• Report back to the Centre for Youth Literature on the success of their events.

You can support their efforts by:
• Providing advice where necessary
• Offering them space and time to meet
• Assisting to facilitate where necessary (and when requested)
• Providing a venue for their events
• Ensuring they have access to school technology.

Student-led learning

Student-led initiatives

"-when given an opportunity, students can, and do, take ownership of their learning." Kathy Checkley, ASCD

The Inky Awards teen ambassador program gives students the opportunity to tailor their learning experience by being given autonomy over a project that they are interested and invested in. Student-led learning (examples provided in resources p7) has demonstrable efficacy – students with a personal investment in a project show pride in their work and a commitment to making it the best that it can be.

In a student-directed learning environment teachers are invited to be 'co-learners', which puts them in a position of demonstrating a valuable approach to learning that is driven by an attitude of discovery and curiosity. Students work with their peers to identify the skills they'll require to achieve a particular task and then research it, with the assistance of staff if necessary. This isn't a lack of structure, rather it is a structure defined by individual students that has proved successful at all levels – from primary through secondary and tertiary, and into the workplace.

To fit within existing education frameworks there needs to be an element of assessment, and the following links and resources will hopefully suggest ways that make incorporating a self-directed initiative into the classroom more manageable. Involvement in the teen committee for the Inky Awards could be an extra curricular activity or it could be set as a student-led learning task in many subjects, depending on the interest of the student. The teen committee members might have an interest in the literary side, making it a suitable project for English, or the design or photography side, making it suitable for art, media or communications. Be sure to set clear expectations with the student at the outset so that they are aware of how the project can fit within their assessment.

Benefits of student-led learning

- Problem solving
- Increases teamwork and peer-to-peer communication
- Innovation
- Initiative
- Time management
- Effective communication
- Prioritising research skills and process above rote learning
- Freedom for students to learn at their own pace
- Builds confidence in their own skill set and their ability to adapt to projects beyond the high school environment
- Personal investment in the work and the outcome
- Makes learning more accessible
- Positions the teacher as co-learner
- Demonstrating and development of unique skills (e.g. marketing, design, writing, public speaking, critical reading, management, photography).

Assessing student-led learning

- Ask students to keep a notebook in which they document their work on the project, their role, any problems that arose
- Ask students to choose a particular skill that they'd like to work on for the project, and to keep a development journal of their progress charting the way their knowledge/skill has progressed, and outlining the ways they've built that skill or knowledge
- Choose a theme around your school's participation in the Inky Awards and ask students to research their participation in relation to the theme
- Ask students to present their project to the class in a creative way that demonstrates some of the skills they've learnt – it could be a photo essay, a blog, a film, a review or a group activity – let them decide!
- Ask students to identify any gaps in their knowledge and to consider why they might need to address these gaps, and how they could do it.

Resources regarding student-led learning

- *The benefits of student-led learning in international schools,* Lauren Merryweather, Teach Away Inc. www.teachaway.com/2014/04/02/benefits-student-led-learning-in-international-schools
- *Strategies to enhance student self-assessment,* Assessment for Learning www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_strategies_enhance.html
- *Student-directed learning: balancing student choice and curriculum goals,* Kathy Checkley, Association for Supervision and Curriculum Development www.ascd.org/publications/newsletters/education_update/dec95/vol37/num09/Student-Directed_Learning.aspx
- *Teach me: student-led Instruction strategies,* Rosshalde Pak, Teach Hub www.teachhub.com/student-led-instruction-strategies
- **VIDEO** *The power of student-driven learning: Shelley Wright at TEDxWestVancouverED* www.youtube.com/watch?v=3fMC-z7K0r4
- **VIDEO** *Creativity, Learning and the Curriculum: Sir Ken Robinson* www.youtube.com/watch?v=9X0CESnGQ8U
- **VIDEO** *Student led learning – creative teaching for creative learning* www.youtube.com/watch?v=DhOsU-xmqrw
- **VIDEO** *What if students controlled their own learning? Peter Hutton TEDxMelbourne* www.youtube.com/watch?v=nMxqEkg3wQ0

Supporting your teen committee – hosting an author

Hosting an author: a month out, a week out, a day out

Your teen ambassadors may wish to have an author speak at one (or several) of their events. You can help facilitate this using the following checklist to ensure they have the available funds and space, and that the visit they book will run smoothly.

Authors can encourage readers from beyond the school to attend your events, they can attract media attention and give your reading community a valuable insight into the writing process. Your students have also been provided with this information in their toolkit.

Costs

Rates might vary between authors and booking agents. Below is a guide based on the rates set by the Australian Society of Authors (ASA). It does not include agency fees, travel or GST.

- Keynote speech $1000
- Reading (maximum 30 minutes) $230
- Panel member participant (with 3+ participants in the same panel) $147.50 per panellist.

Making contact

There are a number of booking agencies that can assist in the booking process. The major Australian booking agencies have been listed below.

Booked Out Speakers Agency (VIC)
email: bookings@bookedout.com.au
phone: (03) 9824 0177
www.bookedout.com.au

Carole Carroll (SA)
email: bookings@literaryaustralia.com
phone: (08) 8376 4662
www.literaryaustralia.com

Creative Net (VIC)
email: fordstr@internode.on.net
phone: (03) 9416 4062
www.creativenetspeakers.com

Lateral Learning (NSW)
email: bookings@laterallearning.com.au
phone: (02) 4945 8555
www.laterallearning.com.au

Speakers Ink (QLD)
email: info@speakers-ink.com.au
phone: 1300 979 465
www.speakers-ink.com.au

Preparing for an author: a month out

❑ Make sure the booking is confirmed
❑ Check confirmation paperwork – has the author or agency made any queries or requests?
❑ Provide the author with a mobile number for their contact on the day
❑ Advise the author of meals if necessary – will there be food provided, and if so, do they have any special dietary requirements?
❑ Make sure you've allocated a big enough space, book a room at the school if necessary
❑ Distribute promotional material – more on this in 'connecting with your community'
❑ Brief your author – make sure they know what you're expecting them to do on the day (including book signings, meeting a bookclub etc)
❑ Consider inviting your local bookseller to sell books at the event – contact them to arrange order forms and to give them time to order stock.

Preparing for an author: a week out

❑ If the author hasn't contacted you to confirm their booking, contact them or their agency to make sure everything is okay
❑ Make sure the author is aware of where to go when they arrive at the school, who will be meeting them and what time
❑ Do an equipment/room check – make sure anything you need is booked (including a microphone if it's a large audience/space, chairs, data projector if required, the room, an author parking space, camera equipment if you have a student taking photos)
❑ Plan your introduction for the speaker – who will introduce them (in this case one of the teen ambassadors), check whether they need help writing a speech, ask the author to provide you with their current bio
❑ Ask the library to make a display of the author's books that you can direct students to following the session
❑ Ensure students (and other local teenagers) are aware of the event – calculate numbers for chairs, etc.
❑ Liaise with teen ambassadors to make sure that they are prepared – address any issues they have.

Preparing for an author: a day out

❑ Set out any promotional material you have (including Inky Awards bookmarks and posters)
❑ Put up signs to direct audience members coming from outside the school
❑ Set up chairs, data projector, microphone
❑ Check that everybody involved is able to arrive early to the event and knows what they'll be doing
❑ Do a final tech check.

Which author?

Australia has a bounty of YA authors who are skilled presenters as well as writers. Below is a list of those authors who have also made it onto the longlist for the Inky Awards in the past, and so would be a good starting point for your celebrations.

Australian Capital Territory
Anthony Eaton *Into White Silence*

New South Wales
Randa Abdel-Fattah *Where the Streets had a Name*
JC Burke *Pig Boy*
Laura Buzo *Good Oil*
Jane Caro *Just a Girl*
Bill Condon *Confessions of a Liar, Thief and Failed Sex God*
Michelle Cooper *The FitzOsbornes in Exile, A Brief History of Montmaray*
Kirsty Eagar *Night Beach, Raw Blue*
Joanne Horniman *My Candlelight Novel*
Steve Johnston *The Other Side of Nowhere*
Will Kostakis *The First Third*
Margo Lanagan *Sea Hearts*
Justine Larbalestier *Razorhurst, Liar*
Garth Nix *Clariel, A Confusion of Princes*
Tim Sinclair *Run*
Gabrielle Tozer *The Intern*
Claire Zorn *The Protected, The Sky So Heavy*

Northern Territory
Clare Atkins *Nona and Me*
Barry Jonsberg *My Life as an Alphabet*

Queensland
Steph Bowe *All This Could End*
Sean Condon *Michael Sweeney's Method*
Nick Earls & Rebecca Sparrow *Joel and Cat Set the Story Straight*
Pip Harry *Head of the River*
Steven Herrick *Black Painted Fingernails*
Andrew McGahan *The Coming of the Whirlpool (Ship Kings)*
James Moloney *Silvermay, Kill the Possum*
James Roy *City, Anonymity Jones, Town*

South Australia
Vikki Wakefield *Friday Brown, All I Ever Wanted*
Allayne Webster *Our Little Secret*

Tasmania
Richard Harland *Worldshaker*

Victoria

Myke Bartlett *Fire in the Sea*
Ananda Braxton-Smith *Merrow*
Cath Crowley *Graffiti Moon*
Emily Gale *Steal My Sunshine*
Kelly Gardiner *Act of Faith*
Alison Goodman *Eon*
Leanne Hall *Queen of the Night, This is Shyness*
Nicole Hayes *The Whole of my World*
Lia Hills *The Beginners Guide to Living*
Simmone Howell *Girl Defective, Everything Beautiful, Notes from the Teenage Underground*
Kim Kane & Marion Roberts *Cry Blue Murder*
Amie Kaufman *These Broken Stars*
Melissa Keil *The Incredible Adventures of Cinnamon Girl, Life in Outer Space*
Sue Lawson *Finding Darcy*
Rebecca Lim *The Astrologer's Daughter*
Ellie Marney *Every Breath*
David Metzenthen *Jarvis 24*
Allyse Near *Fairytales for Wilde Girls*
Tim Pegler *Game as Ned*
Alice Pung *Laurinda*
Penni Russon *The Indigo Girls*
Adrian Stirling *The Comet Box, Broken Glass*
Penny Tangey *Loving Richard Feynman*
Tom Taylor *The Deep: Here Be Dragons Vol. 1*
Chris Wheat *Screw Loose*
Gabrielle Williams *The Reluctant Hallelujah*
Fiona Wood *Wildlife*

Western Australia

AJ Betts *Zac & Mia*
Ambelin Kwaymullina *The Interrogation of Ashala Wolf*

Supporting your teen committee – technical requirements

Event technical requirements

As a host school, we would expect that your events be open to the maximum number of readers in your local community. Some things to consider:

- **How many people will the largest venue at your school hold?** If capacity is less than your expected audience, consider running your key events in conjunction with your local library or community hall, who may be willing to offer a larger space
- **Is there seating for all attendees?** If not, what are the seating arrangements and will this affect the concentration of the audience? (If the host or speakers are on a stage with a large group of students sitting on the floor, there's a danger that the separation will lead to a lack of concentration and engagement, so if chairs aren't available, perhaps promote the event as 'standing room only')
- **What time will the event be?** Will there be parking for parents, public transport for those catching it? Will they have time to get there if coming from another school?
- **Is there a microphone for the speakers?** If you have more than one speaker, or a panel event, if possible ensure that there are working microphones for everyone, otherwise at least one for the chair and one for the panellists to share
- **Will there be book signings?** If so, check that there's a table set up with water and a pen for the author. If the line is going to be long, putting people's names on Post-it notes on the title page of the book can make the process run faster.
- **Will there be a bookseller?** If so, they might need a power point for eftpos. Make sure that a sturdy table is set up close enough to the rest of the event that people are able to see that there is a bookseller, and whoever closes the event should mention their presence. Provide students with a price list prior to the event, and consider giving them the option to pre-order.
- Consider asking one of your media students to get involved in the project to take photos of the event.

Supporting your teen committee – spreading the word

Connecting with your communities

There are a number of ways to make sure that you reach the widest number of teenagers in your community. Many of you will have school networks and these are a great place to start, particularly any English teacher or librarian networks. A list of suggested networks has been provided below. It would be worth asking them to distribute your event to their members and also to upload your event details to their online calendar (if they have one). Many have their own publications, and for those that do there would be a real opportunity to ask if one of your teen ambassadors could provide some content in the form of an article or review of one of the books on the Inky Awards longlist, or about their experience being a teen ambassador.

National
- Australian Association for the Teaching of English (AATE), - links to all state associations for teachers of English www.aate.org.au
- Australian Library and Information Association (ALIA) www.alia.org.au/groups/alia-childrens-and-youth-services and www.alia.org.au/groups/alia-childrens-and-youth-services-qld
- Australian Literacy Educators Association (ALEA) www.alea.edu.au
- Australian School Library Association (ASLA) www.asla.org.au
- Australian Teacher Librarian Network (OZTLNET) www.oztlnet.com

State specific
- Queensland School Library Association (QSLA) www.qsla.org.au/network/
- School Library Association of the Northern Territory (SLANT), via National Library of Australia www.trove.nla.gov.au/people/623404?c=people
- School Library Association of NSW (SLANSW) www.slansw.asn.au
- School Library Association of South Australia (SLASA) www.slasa.asn.au
- School Library Association of Victoria (SLAV) www.slav.org.au
- Western Australian School Library Association (WASLA) www.wasla.asn.au

Beyond school-specific networks, there are always media opportunities for community projects, particularly those with a youth literacy focus. Below is a list of possible organisations worth contacting, and a few websites to start the process. Some things that local media outlets tend to be interested in are:

- What's different about the project (it's teen driven, a focus on recreational reading with books chosen *by* teenagers, your event is being run by a committee of teen ambassadors)
- How it's managing to connect with the wider community
- How it's showing an innovative approach to learning – supporting literacy through the promotion of recreational reading
- Who's involved – particularly if you've chosen to run an event with a visiting author or other special guest.

These media and marketing suggestions are a great opportunity for the teen ambassador committee at the school to manage the project, so contacting media is covered in detail in the information kit for students. You can offer support to them by going through the list of the following organisations or outlets and helping them find contact details for the best person to speak to, and helping them draft and edit their correspondence.

Places to contact

- Local newspaper. The following link has an extensive list of state and local newspapers and is searchable by state. Consider contacting the editor that deals with either community news, education, the arts or events. Contact details are generally available in the paper itself or on their website. www.newspapers.com.au/
- Community radio. The following link has an extensive list of community radio stations and their programs, and is searchable by topic and/or location. www.cbaa.org.au/station#zoom=2&lat=-28.09305&lon=127.9498&layers=TB
- ABC Radio has a number of stations and programs that can be found at the following link. They tend to be very interested in events that involve the literary community and support education. radio.abc.net.au/stations
- Your school newsletter/blog and any other newsletters or blogs run by the local community – other schools, public libraries or even the council website
- Parent networks – reach out to local parents and business owners to see if they can promote your events in their shops or newsletters.

Tell us what you think

This helps us ensure that the opportunities in the teen ambassador program are relevant and working – if they're not then this is the time to tell us.

Following each of your Inky Awards events, please collect the following information and send it to inkyawards@slv.vic.gov.au

What was the name of your event?_____

How many people attended? Total:_____ Students:_____ Staff:_____
Other (adults):_____ Other (teens):_____
How many attendees were from outside the school?_____

What was your role?_____
Who else was involved? _____
Where was your event held? (include postcode)_____
Did you have an author in attendance? **Y/N** Who? _____

Did you have any media coverage of the event? Please provide links or a pdf of any promotions (including school newsletters/blogs, etc).
_____
_____
_____
_____

Please send your event photos to inkyawards@slv.vic.gov.au. Let us know if you do not want these to be used by the Centre for Youth Literature for acquittal or promotional purposes. (see Copyright Release Form on next page)

Did you have any successes or failures that you'd like to share? What information could the Centre for Youth Literature provide to make things run more smoothly for you next time?
_____
_____
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Copyright Materials Release Form

If the person to be recorded is under 18 years of age, this form must be signed by a parent or guardian.

I, *(print name)*_____
of *(insert address)* _____
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❑ Age _____

❑ School name _____

❑ State _____

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• this authorisation is ongoing, however should I wish to withdraw this authorisation, it will be my responsibility to inform the Library in writing. This correspondence should be addressed to: Program Coordinator, Centre for Youth Literature, 328 Swanston St, Melbourne VIC 3000. Withdrawal of this authorisation will not apply to any use of the materials already made by the Library
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Contact

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inkyawards@slv.vic.gov.au
@CentreYouthLit
#InkyAwards

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