of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). Successful application has been made to the Victorian Curriculum and Assessment Authority (VCAA) so that each student is able to undertake the traineeship program at their own school under the normal conditions of a School Based New Apprenticeship / Traineeship.

...a real buzz in the cutting-edge, multimedia venue...

The traineeship provides students with the opportunity to develop skills and an understanding of workplace practices used in libraries which will enable them to either enter the library workforce, to undertake further qualifications in the field or to support other future studies with enhanced skills to research and analyse information using databases and a range of information sources. Engaging these young 'digital natives' in an authentic learning project with tasks that lead to future jobs is a very successful model and the interaction of SLAV members via the association's metropolitan and regional branch network has also offered 'word-of-mouth' endorsement of the initiative and the positive impact upon the students involved.

The momentum provided by the cross-sectoral partnerships has also resulted in the successful staging or establishment of a number of ambitious projects. Notable among these was the Information Evening regarding Careers in the Library and Information Industry held on Tuesday 22 July at Experimedia @ the State Library of Victoria from 5.30 - 7pm. Representatives from the industry and from tertiary institutions were on hand to inspire the 120 prospective library and information professionals, assisting with advice and information. There was a real buzz in the cutting-edge, multimedia venue as young members of the profession offered behind-the-scenes snippets and highlights of their working lives – public libraries, corporate and special libraries and school libraries came to life for the audience and engendered questions and a great deal of enthusiasm. Needless to say, the *Promoting Library Careers Group* was delighted with the response to its first careers event and the evaluation results were fantastic with 80% of participants rating the information evening as excellent or very good.

Keeping the interest alive in pursuing careers in the industry has also been tackled by the group. The *destinationlibrary wiki* has been developed with just this in mind; to provide a resource and encouragement for anyone considering a career in libraries. It aims to be informative, stimulating and flexible through the collective wisdom and experiences of people in the library and information industry.

The wiki is regularly updated and offers secondary students, and others considering this career path, not only course details, but the chance to delve a little more deeply into what it is like to work in the industry. It offers information about careers, working overseas, salary, people profiles, workplace examples, learning institutions and media articles. Visit *destinationlibrary* at **http://destinationlibrary.pbwiki.com/** find out more and pass the address on to your network!

Complementary to the wiki, is a promotional campaign via the distribution of a cool, eye-catching postcard which was designed via a competition organised to identify key messages and images which would attract young people to not only pick up the card at a café, theatre, library or shopping centre, but to visit the wiki and investigate their future options in the library and information industry.

The by-product, of course, of being involved with such a vibrant, cross-sectoral group is professional stimulation not only for those involved but for the organisations that they represent. From the perspective of the SLAV, it is wonderful for our members to see themselves as making a real and positive contribution to the next generation of their profession and offering mutual support to their colleagues across the industry.

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Celebrating 34 years at Charles Sturt University

The School of Information Studies (SIS) at Charles Sturt University (CSU) this year celebrates 34 years of providing tertiary education in the Library and Information Science (LIS) field, and with its recent move to the Faculty of Education, becomes the only stand-alone LIS school in Australia. We see this move as a key strategic placement that will enable the School to continue to develop in line with emerging government priorities in lifelong learning and the growth of the knowledge economy.

The new government's emphasis on the digital economy demands workers who have the skills to work creatively with information and knowledge-based products within and across a global information environment. New ways of thinking about how we access and use information are shaping patterns of behaviour for the individual, for the organisation and for society. Those who work with information need to be comfortable with these new paradigms and their impacts.

In the immediate future the School plans major revisions to its Bachelor of Applied Science (Library and Information Management) and Master of Applied Science (Library and Information Management) courses, with its many library-orientated subjects to be supplemented by the broader information and knowledge management subjects demanded by the marketplace. Subject development continues in the areas of digital libraries, social networking, online education, business analysis, knowledge management, online content management, recordkeeping, archiving, open source development and collaborative environments, and in the cultural and social impact of information and technology.

The School has also been adding to its core Librarianship and Teacher Librarianship offerings in recent years, with courses in areas such as Information Architecture and Audiovisual Archiving. We aim to offer more advanced level and specialist courses in the near future, as we continue to work closely with the information professions to identify areas

for development and growth. In addition to formal course offerings, the School is aiming to become actively involved in the delivery of professional development programs targeted at industry needs.

The School currently has fourteen academic staff members in continuing positions, six academic staff members in fixed-term positions, and three full-time administrative staff members. They support a student cohort of over 1600 students across the various programs, including around 20 doctoral candidates. With the introduction of Interact (Sakai-based learning management system) in 2008, SIS is pioneering new modes of online teaching and learning, whilst continuing to strengthen its holistic approach to producing well-rounded graduates through teaching practice, support from the SIS team across both teaching and administration, and the encouragement of student engagement with professional activities (placements, conferences and workshops).

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Library and information science education 2.0!

Web 2.0[1] is changing the nature of libraries and the role of library and information science (LIS) professionals. Libraries are no longer about books or even information. Instead, libraries are about "facilitating people to participate, interact and create, to provide the means for that to happen".[2] Web 2.0 is forcing the library barriers to break down: "barriers librarians have placed on service, barriers of place and time, and barriers inherent in what we do".[3] Web 2.0 requires an LIS professional with a new type of skill and knowledge. Enter librarian 2.0!

> The program was developed to help library workers to learn about web 2.0 through play.

The LIS profession is quickly recognising that web 2.0 requires an LIS professional "that is better equipped and broadly educated than one just ten years ago".[4] In the last twelve months blogging librarians have begun to compile their informal list of 'core competencies' needed by librarian 2.0. The call to the LIS profession is becoming clear: "it is essential that we start preparing to become Librarian 2.0 now".[5] At the 2007 conference of the International Federation of Library Associations and Institutions (IFLA) Saw and Todd noted that "library 3.0 is just around the corner and even though we don't know exactly what from library 3.0 we will take we do know that it will deliver a new generation of library products and services". They challenge the LIS industry to "ensure that library staff – current and future – workforce possess the necessary skills to work in library 3.0 successfully".[6]

This challenge has been taken up in various informal ways within the LIS profession. One of the most notable examples is the 23 Things[7] program developed by the staff at the Public Library of Charlotte and Mecklenburg County in the US in August 2006. The program was developed to help library workers to learn about web 2.0 through play. The current state of formal LIS education was commented on by Jenny Macaulay, in her Life As I Know It blog: "in my time in library school so far we haven't talked about web 2.0 or about library 2.0 in any specific capacity. We have used some web 2.0 technologies. I can't say that the faculty know about these technologies or not".[8]

Beyond the informal blog discussions no systematic study has taken place to identify the skills and knowledge required by librarian 2.0 so they may successfully provide library 2.0. In addition no work has considered to what extent existing LIS education is providing the industry it supports with professionals possessing the skill and knowledge the rapidly changing industry requires.

In May this year I received one of eight Associate Fellowships from the Australian Learning and Teaching Council[9] (formerly the Carrick Institute for Learning and Teaching in Higher Education). The fellowships seek to further enhance the quality of tertiary teaching through research projects.

Over a twelve month period I will develop *Guiding Principles for Library and Information Science Education 2.0*. The Principles will be developed by (i) identifying the current and anticipated skill and knowledge required by LIS professionals in the age of web 2.0 (and beyond); (ii) establishing the current state of LIS education in Australia in supporting the development of the "web 2.0 professional", and in doing so, identify models of best practice.

The project will help ensure that Australian LIS graduates are equipped with the capabilities required of the contemporary profession. Commencing in September 2008, I will be calling upon members of industry – professionals and educators – to provide input. I hope you will join me on my journey of discovery. And of course stay tuned as I will be disseminating my findings along the way.

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1. Web 2.0 refers to a perceived second-generation of web-based service, such as social networking sites and communication tools, that emphasize online collaboration and sharing among users. (**Wikipedia, http://en.wikipedia.org/wiki/Web_2.0**)
2. Mackenzie, C. (2007) Creating our future: workforce planning for library 2.0 and beyond. *APLIS*, 20(3), 118-124.
3. Stephens, M. (2007) Web 2.0, library 2.0, and the hyperlinked library. *Serials Review*, 33, 253-256.
4. Feng, A. (n.d). Corporate librarian 2.0: new core competencies. **http://units.sla.org/division/dpht/division_info/travel-presentations/feng_essay.pdf**
5. Abram, Stephen. (2006) Web 2.0, library 2.0, and librarian 2.0: preparing for the 2.0 world. *SirsiDynix OneSource* Jan 2006, v2(1). http://www.imakenews.com/sirsi/e_article000505688.cfm
6. Saw, G. & Todd, H. (2007) Library 3.0: where art our skills? World Library and Information Congress, 73rd IFLA General Conference and Council, 19-23 August 2007, Durbin, South Africa. **http://www.ifla.org/IV/ifla73/papers/151-Saw_Todd-en.pdf**
7. **http://plcmcl2-things.blogspot.com/#23**
8. Jennifer Macaulay, Life As I Know It **http://scruffynerf.wordpress.com/2007/05/30/what-constitutes-a-good-library-education/**
9. The Australian Learning and Teaching Council **http://www.altc.edu.au**