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Opening Pandora's box: Teacher librarianship in the twenty-first century

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Abstract
In a world that is currently struggling to come to terms with the Internet, the exponential explosion in the volume of readily available information and a plethora of delivery modes and resource formats; the role of the teacher librarian and the school library in this new information landscape is murkier than ever before. This presentation looks at how teacher librarians can re-invent themselves and their school libraries to become an essential component of the core business of the school, i.e., teaching and learning. It is all about unlocking hidden talents, facing challenges and taking control.

Introduction
Who was Pandora and what can she teach us? Pandora was the first woman on Earth in Greek mythology. She was endowed with every charm, including curiosity, and one assumes, intelligence. Pandora was created by Zeus as an act of revenge on Prometheus who stole fire from heaven and gave it to man. She was given to Prometheus’ brother as his wife, along with a box that Zeus forbade her to open. Of course Pandora opened the box and let out all the evils of the world. Only hope remained inside the box (Encyclopedia Mythica, 2001). A Pandora’s box may be interpreted to mean ‘a gift that appears valuable, but in fact will inflict no end of misery on its owner’. ... To open a Pandora’s box means to unwittingly unleash chaos on yourself and those around you (Ask Yahoo, 2003). Interestingly, the name Pandora also means ‘one who gives all gifts’.

The legend of Pandora can be interpreted in two ways. It is a cautionary tale about curiosity and listening to your elders, or it is all about accepting challenges, exploring and taking risks. I prefer to think of Pandora using the latter interpretation. She was a modern woman, an explorer and a risk taker, who was open to new challenges and new knowledge. Opening the box was the first step in accepting the challenges, issues and rewards that always accompany new knowledge. But beware, Pandora’s tale is also a cautionary one, because opening the box resulted in certain uncomfortable repercussions.

If we all take a leaf out of Pandora’s story and open the box labelled Teacher Librarian (TL) in the twenty-first century, what sorts of challenges, issues and rewards will we find and, more importantly, what strategies can we use to control the contents of our box? Firstly, what are our challenges? It is important to label these challenges or issues so we know exactly what we are dealing with, before seeking out solutions and strategies. Attached to these challenges are personal and professional issues that may be confronting and uncomfortable and require us to re-evaluate ourselves and our performance. Our challenges are:
Technology
Time and workload
Status and role

Challenge 1 – Technology and the changing nature of information
The information environment has changed radically during the last twenty years and technology is now a significant factor in how we work, play and learn. For young people especially, technology is an integral part of their everyday landscape. Many young people have never known a world without instantaneous access to vast quantities of information using a multitude of formats, text types, graphics and multimedia. They are the ultimate consumers and, for them, technology is transparent and a part of their social, economic and educational landscape. They have no fear of technology. Adults observe and marvel at their seemingly effortless and sometimes simultaneous use of a wide range of technologies, often without referring to instruction manuals.

The speed of technological development and the convergence of technologies are often quite frightening. We have information being produced in an ever-expanding range of formats such as electronic, print, photographs, maps, architectural plans and models, databases, CDs, CD-ROMs, DVDs, videos and web-based materials. Other formats include streaming video; podcasts; teleconferencing; videoconferencing; multimedia; interactive, multi sensory, haptics; 3-D stereo-sensory visualisation systems; email, chat; mp3s and PDFs. We can now access information via webcams, mobile phones, iPods, palm pads, PDAs or laptop computers that fit into your top pocket as a laser device the size of a pen. Using Bluetooth wireless technology, this device produces both a virtual monitor as well as a keyboard on flat surfaces from where you can carry out the normal operations you do on your desktop. Of course, there are still the traditional media such as books, big books, kits, realia, audiocassettes, charts, pamphlets, brochures, displays, newspapers, magazines, journals, TV and radio. Just because we have the Internet and digital media doesn’t mean that these traditional media formats have disappeared. In fact, we are now publishing more in print than we have at any time in our history. A major result of developments in technology has been the increased depth and breadth of our library collections and this facet is likely to proliferate in the future.

So our first challenge as TLs is to come to terms with this changing information landscape. Our second challenge is to assist others to make sense of this sea of information that is growing exponentially. For many of us, these are fundamental challenges to overcome. We are members of a greying profession. Many librarians and TLs consider they have already had their major flirtation with technology in the form of automated catalogues, the introduction of (Web)OPACs and the convergence of information telecommunications technologies (ICTs) that were a feature of libraries in the 1990s. In many schools the integrated automated library system is the only example of a fully functioning database that has intranet and Internet facilities and is available for students to learn how to access information.
electronically in a relatively safe environment. Even a stand-alone automated catalogue requires students to use the same skills to be able to find information electronically as those used to search the Web, a salient fact rarely advertised by the TL or acknowledged by administration, teachers or students. Many TLs are reluctant to move out of their comfort zones again and accept the new challenges continuing advancements in technology pose for educational environments and school libraries.

In many cases, TLs have become library managers, rather than teachers. While the day-to-day management of the library’s systems is essential for the smooth running of the facility, it is one that can be left in the capable hands of a trained library technician or a competent library officer, depending on your staffing. The TL should be acting as a manager in this role, rather than as a hands-on technician. The first step towards taking up the challenges posed by technology is to accept that your role is not the day-to-day management of the library – it is so much more. The second step is to get serious about gaining and updating your technology skills. This can be daunting, exhilarating and incredibly satisfying once you get started. It re-connects you to what is happening in the world of information, acts as intellectual stimulation when you re-engage with your peers and leads to lifelong learning – something educators, schools and teachers often preach about, but rarely model in actual practice. You can access formal short courses or self-initiated Web tutorials in how to use word processing, PowerPoint and desktop publishing programs or you can learn how to create Web pages and use collaborative tools such as Moodle and chat. You can access tertiary certificates to upgrade your qualifications, or complete a Masters degree on evidence-based practice in your school.

The completion of formal courses is a commitment to personal professional development that goes beyond attending conferences and sharing best practice, although these are very important as well. Of course Rome wasn’t built in a day and updating yourself will take time. You also want to avoid becoming the network technician – this is not your role either. If schools are serious about the provision of technology and the educational benefits that it can provide for students, then they will fund the appointment of a network technician. You do not want to suddenly become manager of the network as well, where you spend your days troubleshooting broken equipment, disciplining students and staff for inappropriate use or documenting missing mice, malfunctioning screens and broken connections. In your role as information specialist you do, however, want to have a say in policy development, the ways in which learning technologies are integrated in curriculum programs in the school and how the network is used for access to information, resource-based learning and curriculum development. To do this successfully, you have to have some knowledge of what is happening in the world of information outside the school.
**Strategy 1 - Learn to prioritise**
Determine what you need to update yourself and set in motion a realistic timeline. You need to enjoy yourself, otherwise your learning will become as tedious as some of the programs we inflict on our students.

**Strategy 2 - Be realistic**
Partners, family obligations and real life surprises need to be accommodated. We are not superwomen or supermen. If you are not realistic about what you can do, then there is a real possibility of burn-out, non-completion and a real feeling of failure. When this happens, it is even harder to accept the challenge and begin again.

**Strategy 3 – Become a strategic planner**
We plan our teaching programs; daily, weekly and annual school calendars; and for technology upgrades, but we rarely strategically plan for ourselves. Use those skills you already have to write down a personal strategic plan. Include all aspects of your life, personal and professional. Revisit the plan every six months to reflect on, and evaluate your progress. While you may not reach your goals every time, at least you know what your goals are, and sometimes you will be successful.

**Strategy 4 – Learn to delegate and collaborate**
Learn to delegate those things that someone else can do, so you can get on with your real job as TL. Resist the urge to check their work. Delegation means handing over responsibility, empowering others and managing their work. If your library technician or officer has the skills to put up displays, produce brochures and signage, download catalogue records or put things onto the website, then let them do it. You develop the annual operational plan and the content, decide the timelines and performance manage staff. If you don't have the technological skills you require to complete a task, such as developing a website for a piece of online curriculum or a WebQuest, then collaborate with someone in your school such as the Digital Media or Computer teacher who does have the knowledge and skills. You can even collaborate with students! Use your local expertise rather than trying to re-invent the wheel yourself. You will not only save time and your sanity, but may be surprised at how little you know about your colleagues and their areas of expertise. Extend your collaborative partnerships outside your school. Attend local conferences and become an active member of your professional association. These events and bodies provide opportunities to forge new partnerships and discuss programs at a practical level. The Internet also provides opportunities for you to create virtual networks, participate in collaborative partnerships and share best practice.

**Strategy 5 – Don’t make assumptions**
If you are going to assist students and staff to make sense of this new information environment, don’t make assumptions about their skill levels. Research shows that while young people are fearless users of technology, they use it at a superficial level. They flick, bounce and surf the Web; they do not know where they are in virtual space; and they trust any information they find via electronic means.
implicitly (Combes, 2006). They are not effective or efficient users of technology and they don’t actually understand issues such as copyright and intellectual property in an environment that uses terms such as open source, free Web, creative commons, freeware, shareware and public domain. It is little wonder that we are now witnessing a ‘cut and paste’ generation, where plagiarism and breaches of copyright are rife (Combes, 2005). I suspect that many staff members also fall into this category of the superficial user.

**Strategy 6 – Staff professional development**

Professional development for all your staff is essential if you are going to create a dynamic, multi-dimensional library and information centre that is the focus for teaching and learning in your school. All members of your staff need to have ongoing professional development in updating technology skills and sharing best practice with others. You need to include these opportunities in your operational plan and the budget. All professional staff should also be encouraged to pursue further professional development in their own time and at their own expense as part of their commitment to the profession. This should be included in your staff performance management.

**Strategy 7 – Promotion and advertising**

Always promote yourself and your library. This may take the form of publicising your successes in the Parent newsletter, giving your Principal a copy of your latest conference or journal paper, providing your Principal with a report of staff professional development that includes an evaluation of how this will benefit student learning outcomes or offering to share your knowledge in the form of professional development sessions for school staff. Take every opportunity to remind your school community that the library is the centre of curriculum in the school and you are the information specialist and support teacher. Always self-promote. This may be subtle and include simple things as including a library logo and your copyright information on every template, FAQ sheet or teaching aid or document that you produce to assist teachers and students. Always include a direction back to the library and yourself for further information and/or assistance.

**Challenge 2 – Time and workload**

Two major challenges for TLs in schools are time and workload. A school presents a very complex working environment, where staff often spend more time dealing with crisis management, than actual teaching and learning. Dealing with students who bring to school social, economic and physical or health issues, means that teachers are not only educators, but instructors, surrogate parents, advocates and social workers. The library and the TL are often viewed by students as non-threatening or less intimidating and both have been viewed over the years as safe havens. The library has traditionally been the place where students go to escape the terrors of the school yard, an unsympathetic teacher or just to get out of the cold.
Coupled with this social role, the library should also be the centre of teaching and learning in the school. It is the place where students can find, learn to manage, evaluate and authenticate, and use information efficiently and effectively. It provides physical, human and virtual resources that both teachers and students can use to achieve teaching-learning outcomes. It is the place where students can develop, maintain and expand their literacy skills development in a non-threatening environment. The dual role of the TL as teacher and library manager is time consuming and usually consists of a workload that is neither understood nor recognised by administration and teachers alike. Finding ways to deal with these challenges, often means changing the focus of the TL and the library from a service orientation to a dynamic environment that encapsulates the core business of the school, i.e. the achievement of quality teaching and student learning outcomes.

Mike Eisenberg calls it our martyr complex (Eisenberg, 2005), but I prefer Gary Green’s term – humble functionary (Green, 2004). We need to resist the urge to become obsessed with minutiae and library management or housekeeping. TLs should be focussing on the bigger picture which centres on the provision of information and curriculum, specialist support for teachers and students in the areas of literacy and information literacy learning outcomes. Your job is not downloading catalogue records, shelving books or running after a teacher who suddenly appears at your door and wants a video because they don’t have a lesson plan organised. Your job is not crawling under desks checking network cables or plugging in digital projectors for staff who refuse to become technologically literate. Your job is to support teachers in the:

- design of innovative curriculum that embeds information literacy and literacy skills development. It may include the integration of learning technologies and electronic resources.
- provision of a range of resources, formats and delivery modes to support resource-based, independent learning.

**Strategy 1 - Learn to prioritise**

Decide what you can do as one person and prioritise according to your context. If the systems in your library are not functioning well, there are a thousand items to process and get onto the shelves, the collection requires a major stocktake and weed, your physical space needs redesigning and refurbishment to make it more attractive to students or the automated catalogue needs a cleanup and rethink; then make this a priority and do it. In many cases we work very hard because our housekeeping is not in order, i.e. the library’s systems are not functioning at an optimum level. We struggle with day-to-day management issues. If this is your current context then take the time to fix it, thus allowing you to delegate and get on with the major part of your role which is teaching and learning.

**Strategy 2 - Be realistic**

You may be a lone practitioner with assistance in the form of an untrained officer, providing services for up to fifty staff and hundreds of students. Be realistic about
what you can achieve. Trying to do too much is as bad as trying to do too little. Always decide in advance the number and type of programs you intend to implement, the collaborative partnerships you intend to establish and what your contribution will be within that partnership. Be kind to yourself.

**Strategy 3 – Become a strategic planner**

Policies and operational plans are formal documents that clearly outline the goals and direction of the library and how these relate to the core business of the school, i.e. teaching and learning outcomes. These are essential documents that we rarely complete or update. They provide your Principal with a clear articulation of your role, the place of the library within the school, your expertise and a basis for applications for future funding and extra staff.

Your strategic and operational plan should always include a time allocation and clearly indicate who is responsible for completing tasks. It provides an analysis of library staff workload and library operations. You should always take the time to evaluate your performance and complete a report at the end of the year. This may be as simple as highlighting those things you managed to compete in blue with some brief commentary about your successes. Those that remain incomplete are highlighted in red, with a brief explanation, such as not enough time, limited staff or budgetary constraints. These policy documents should be updated and signed off by the Principal every year.

**Strategy 4 – Learn to delegate and collaborate**

Work smarter, not harder. Delegate tasks and empower your staff members. Hold regular meetings where they provide written reports and updates on their areas of responsibility. Include them in the operational planning process and have clear processes and procedures in place. Begin the process by writing down everything you do and then determine those things that can be delegated. Remember, no one is, or should be, indispensable.

Review good management practice theory:
- listen to your staff and create a team environment;
- give public praise and recognition;
- delegate tasks and manage or monitor operations, resist the urge to check up by re-doing the task; and
- when collaborating with teachers, clearly indicate your role and stick to it. Don’t offer to do everything just to get access to the students.

**Strategy 5 – Don’t make assumptions**

Don’t make assumptions about your collaborative partner, they may have hidden talents. Always begin your collaborative negotiations from a position of strength, i.e. have a draft program already written that includes a rationale, student learning outcomes from the library perspective, possible activities and resource support including information literacy documents to scaffold student learning, assessment rubrics and a clear outline of responsibility. When conducting your collaborative
interview with teaching staff, always have a sweetener such as good tea or coffee and chocolate biscuits on hand. Collaboration with you should always be seen as a positive experience.

Wherever possible, turn student interactions into a tangible teaching-learning opportunity. For example, if the assessment calls for students to produce a PowerPoint presentation, create a series of tutorials that can be reused, where students must gain an introductory, intermediate or advanced certificate or license in PowerPoint. Tutorials might include technical expertise in using the software, design principles and how to present an oral presentation. Link the integration of this learning technology to student outcomes and the assessment rubric to be included in the program. Include a pre-test to review prior learning and revise old skills. Use checklists, observation charts, portfolios and rubrics to make assessment less onerous, but consistent and rigorous. Assist in the development and execution of assessment rubrics, as well as team teaching with your collaborator wherever possible. Active participation in curriculum design and execution will raise your credibility with staff.

**Strategy 6 – Staff professional development**
Management of professional development for your staff should always include a formal performance management process. Staff become responsible for their own professional development and the process allows for the open exchange of ideas and information. This will ultimately save you time and decrease your workload. You are the ‘ideas person’, the catalyst and specialist support teacher to help teachers design, teach and assess innovative, resource-based curriculum. Good management is the process where others do the work for you. Take the time to help teachers increase their skill levels rather than doing it for them.

**Strategy 7 – Promotion and advertising**
When deciding on your priorities and strategic and operational goals, remember to take little steps. Inform your community about your successes through the school newsletter, set up displays outside the library especially during parent/teacher nights, share your achievements with others at school professional development days, local conferences and in your professional association’s journal or in the local newspaper. Always credit collaborative partners and recognise the support of your Principal and/or other key players in your school community. Promote yourself, your library, your staff and your expertise.

**Challenge 3 – Status and role**
A major challenge for TLs over the last ten years has been establishing our status in the school community and clearly communicating our role. After the heady days of the 1970s and 1980s when the importance of school libraries and their contribution was clearly recognised through centralised funding and professional staffing, we have now reached a stage where libraries of all kinds are under threat, even though there is a plethora of research that tells us that pro-active school libraries make a huge difference to student learning outcomes. Across the US, Canada, Australia, Europe and the United Kingdom, libraries and school libraries
are under-funded and under-staffed. In some cases they have been closed or transformed into Internet cafes. There are several reasons for these changes.

1. There is a belief by politicians, systemic educators and senior administration, that technology can be used as a means of education delivery, and has the potential to provide a wide range of ‘free’ resources for schools (SOCCI, 2000). Underpinning this belief is a basic lack of understanding about information as a commodity, the public domain Internet, issues such as copyright and intellectual property, and the hidden costs of technology.

2. Apathy on the part of library professionals who have focused on the service and management aspects of their role, rather than teaching and learning, has been a major contributor to the library’s poor image. We have not placed the library squarely at the centre of the school’s core business, i.e. teaching and learning outcomes for students. Many of us have looked on the teacher librarian’s role as an opportunity to ‘escape’ from the classroom and an educational change process that demands major alterations to content, the way teachers teach and the assessment learning outcomes. Parents, industry stakeholders, administration and society are demanding a more professional attitude and accountability from teachers in schools. They want graduates who are flexible and adaptable, able to cope with a constantly changing workplace and who are able to learn new skills. The library, rather than being an escape option, should be the centre of teaching and learning for the whole school community. The TL should be leading and supporting educational change.

3. A lack of succession planning and the public perception that libraries are populated by grey-haired, middle-aged women and who are technological dinosaurs in a new information age, has only enhanced the stereotype of librarians. Instead of launching ourselves into this brave new world, many of us are still standing nervously at the water’s edge, afraid to get our toes wet. Others, who have successfully begun swimming, are still caught up in the service ethic and fail to capitalise on their expertise. TLs and librarians are not perceived as leaders in their school communities, either in terms of curriculum or technology.

Clearly, if we are going to survive, this perception needs to change – we need to change. We need to accept that part of our role is educating administration, the staff and our school community as a whole about the new information landscape and our role.

**Strategy 1 - Learn to prioritise**

Prioritise your time and value yourself. These are two important steps towards changing perceptions about your status and role within the school community. Have a booking sheet for the library and include yourself and other professional staff on the sheet. Plan and set aside time for your professional and teaching duties, management and housekeeping tasks and collaborative meetings. Avoid crisis management and actively discourage teachers from using the library and
yourself as stop-gaps for their poor planning. Your time and expertise is valuable and you need to let them know it!

**Strategy 2 - Be realistic**
Change is an intimidating process, both for the individual and the organisation. Incremental change and education are the best strategies to use here. Slowly introduce new procedures, plan your staff/school community education program and always let people know well in advance if you are going to change things. Always ensure that change is for a specific purpose related to the teaching and learning outcomes of the school. 'If it ain't broke, then don't try to fix it.' Save your energies for the important things. Don't shift furniture, re-write policies and procedures or change things unless there is a clear cost-benefit for the school, and make sure you articulate the benefits. Use technology as a tool to make time and space in your day. Don't allow library management to overwhelm you or dictate why and how you do things. Take charge and be in control. Of course, in the real world this takes time, patience and persistence. Always take little steps, be kind to yourself and remember your value.

**Strategy 3 – Become a strategic planner**
Differentiate yourself (Green, 2004) and become a strategic leader in your school community. There are a number of strategies you can use here.

- Observe your colleagues closely. Who is the most powerful or influential person in the school? It may be the Principal, but can also be the Deputy, the Registrar, the Teaching-Learning Coordinator, the Computer teacher or even the secretary in the front office. Target this person/s and find out how they see your role and the role of the Library. You cannot change your role and status if you don't know you are perceived by the key players in the school.

- Make decisions based on educational outcomes rather than organisational ones. You must have a clear educational vision and couch all your discussions with staff in an educational context. This gives you credibility as a teacher and information specialist. Provide professional development for staff to help them become technologically literate. You will gain respect and influence.

- Don't just belong to educational committees and groups within the school, offer to be the chair person. As the chair person you will be doing what you do best – delegating and organising tasks, and collecting and collating information. It is always the chair person who knows what is going on in the school.

- If you have complaints, then keep them focused on educational issues, always have positive suggestions ready as your negotiation tools, and be ready to be an active participant in any solutions.

- Become the resident learning expert on how students learn best in your school. Know the current strategic goals of your education system and the school, relate these to the curriculum, identify the gaps and seek to fill them.
Strategy 4 – Learn to delegate and collaborate
Know your staff, empower them and work with them to build a cohesive library team. They need to feel valued too. Always be a model for best practice. You and your team, even if the team consists of one untrained library officer and some volunteer parents, should present a united vision of the role of the library in your particular school. While your library should always have a client focus, avoid doing it for them and this includes teachers as well as students. Make every occasion, no matter how small or trivial, a teaching-learning opportunity.

Strategy 5 – Don’t make assumptions
Don’t assume anything. Successful curriculum programs engage students only when the students know and clearly understand expectations.

- Use technology as a tool to enhance learning outcomes for students, rather than as an administrative or organisational tool.
- Create templates, ‘how to’ FAQs, instruction guidelines, skills review sheets, pathfinders and directional signage – both electronic and physical – to assist your students.
- Get away from the library or information skills model and work towards integrating skills development where it is most relevant to the student – at the point of need during a curriculum program.
- Don’t assume that students know how to manage or evaluate information, participate in group activities, hold discussions, take notes or write assignments.
- Work with teachers to develop generic information literacy templates to scaffold and guide student learning. Initially this is a lot of work, but the templates are re-usable learning objects, they provide consistency for students and allow you to develop a highly structured, safe learning environment that also allows students to exercise autonomy and independence.
- You become a curriculum designer and specialist support teacher for staff, and a facilitator and guide for students.

Strategy 6 – Staff professional development
Share your expertise and knowledge with your teachers. You want to position yourself and the library as the information and curriculum hub of your school community. You want to be perceived as a curriculum leader, designer and professional development support teacher. You want be the catalyst in your school for the development of innovative and exciting teaching-learning programs that develop literacy and information literacy skills. It is the library or information hub that will help students to become lifelong learners, not silos of out-dated content locked away in subject specialist areas. It is your role to help teachers and students to make the connections across the curriculum, to transfer generic skills and further develop their literacy and information literacy.
Strategy 7 – Promotion and advertising
Promotion of your role is not just advertising. It is also about modelling, best
design and perceptions. Change your image from someone who is focused on the
management of the library to someone who is vitally interested in curriculum and
student learning outcomes. Initial perceptions are very important. Some strategies
include the following.

- Always arrive early and leave late. This is a fine balancing act between taking
  charge of your workload and being perceived as hard-working; and being
  perceived as disorganised.
- Always carry a box of books with you in a trolley. This sends a message to
  other staff that you are hard-working and a teacher too.
- If a request is unreasonable, don’t be afraid to tell the person how it will be
  done much better next time, when you have time to provide the resources and
  assistance required to help students achieve their learning outcomes.
- Actively advertise yourself to your parent community. Their support can be
  invaluable and provide more publicity than anything else.
- Choose your collaborative partners wisely. Look for the innovators and those
  more open to working differently. Note, this may not necessarily be the
  younger teachers in your school.

Changing perceptions and your status in the school will be a slow process, but
persistence, careful planning and the smart use of technology can make a
difference.

Conclusion
Our TL’s box has certainly let loose a multitude of issues and challenges. We have
much to do and overcome as a profession and I have alluded to some today. There
are new challenges on the horizon as technology influences the information
landscape, funding becomes tighter and the expectations of society become
greater. We need to meet the challenges head-on. This is a big ask, I know, but the
survival of our profession is hanging in the balance.

Fortunately, there is something left in our box – hope. We TLs are a resilient and
determined bunch. Our most enduring characteristics are our capacity to move
forward and change, and to support each other by sharing best practice – this
conference being an excellent example. So, if you only take away from this week’s
activities, a little bit of hope; one new idea or strategy; a new contact or buddy; a
reaffirmation that you and what you do has value, and the recognition that your job
is much more than library manager, you will have begun the journey that Pandora
started and be ready to take a peek inside the box. I wish you joy on this journey
as you rediscover learning along with your students. I wish you good fortune as
you meet challenges that will test the quality of your hair dye, but keep you forever
young in mind, body and heart. I do not wish you luck, because I know you will
strategically plan, organise and design your own!
References


