AnyQuestions / UiaNgāPātai
what does the research tell us?

Information Literacy or Transliteracy
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Not research again
all they do is copy and paste stuff!

Craig Smith
we talk to NZ Post Book Awards Children's Choice winner 2010

Editorial

Donna Watt, SLANZA Communications Leader

Welcome to the first edition of our new SLANZA magazine. Thank you to all those who have offered up their ideas and inspiration as we brainstormed what it might look like, and a huge vote of thanks to Miriam Tuohy who has worked her usual digital magic in putting together the contributions we received. Please also doff your hats to our invisible editing and proof-reading team, Frances Gibbons and Senga White.

We want to receive your feedback on this first issue in particular, to help us shape future issues to meet your needs. So let us know what you think, put forward ideas for future themes, or matters of interest, suggest new columns, and above all – do put up your hand and offer to contribute something. Writing for publication is great professional development, it would be something to add to your professional journals, and, quite frankly, being published looks pretty nice on your CV, too!

We have chosen to have an information literacy (or should I be saying, Transliteracy?) focus for the first issue, because it lies at the core of our business, and it helped to make the task seem a little more achievable when we focused on just one thing. For that reason, we approached people that we knew might have something interesting to say on the topic. Annie Coppell has written about Any Questions for us, and discusses the findings of some recent research into the efficacy of the Any Questions project. Liz Probert has provided us with some research based information on the topic, and I hope that my piece on Transliteracy will start some discussions on where this term fits in our practice. We have an interview with the fabulous Craig Smith, of Wonky Donkey fame, which is completely off topic, but hopefully his answers to my inane questions will entertain you. It really is hard to come up with 'new' questions to ask an author, particularly when he's actually a musician!

We also start two of our regular columns this time. The first is Web 2.0 and Social Media. In this issue we look at Twitter, and the column will follow a how-to format. We hope that some of you will be challenged to dip your toes in the water. I am assured that as long as there's no blood, you should be quite safe in the briny… The other regular column will of course be the book reviews – we would have no street-cred at all if we didn't go there, now would we?

So, have a read, we do hope you enjoy, and please send us your feedback, ideas and offers of future contributions. Let's make this the start of something big!

Kind regards,
Donna

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www.flickr.com/photos/thomashawk

President's column
by Senga White

Already we are past the mid-way point for 2010 and I know I will not be alone in being fully immersed in the busy-ness that is a school library. Library Week 2010 is shaping up to be a good one and I, for one, am in the throes of organising a bigger and better bash at our place.

Strategic direction

On the National Executive front, the team has been working hard on, among other things, our two-year strategic plan which will focus on:

- promotion of school libraries to improve student achievement
- professional development
- advocacy for SLANZA members
- communication and visibility

10 Year Celebrations

The plans for our SLANZA 10 year celebration are coming together nicely and will be held in Auckland at the new National Library Centre on Friday 29 October. Regions are being asked to contribute an A3 sized poster detailing their ten years of SLANZA, and further information will come out via your regional representatives. We'll have our SLANZA AGM on the same evening, and our final National Executive meeting over that weekend.

2011 SLANZA Conference

Organisation is well underway by our wonderful Auckland Conference Committee, ably led by Kaaren Hirst, towards the next SLANZA conference.

On the Wave: There is a wave that breaks; there is a wave that swells.

So pencil into your diaries now: 24th-27th July 2011, at St Cuthberts College. A "heads up" for budget purposes – approximate cost should be around $400 with some accommodation available at the College at around $60 per night including breakfast.

SLANZA Blog

As part of our planning around communications, watch out for the new SLANZA blog which I will be regularly posting to in an endeavour to keep you all up to date with what's happening with SLANZA, our National Executive work and general ponderings from me about what's happening in school libraries in general, both here and further afield.

National Library's Auckland Service Centre

There was a good turnout of SLANZA members at the recent opening of the new Auckland centre for Services to Young New Zealanders. The official opening was well supported, with Hon Nathan Guy, Minister for National Library doing the honours, along with National Librarian Penny Carnaby and Poet Laureate Cilla McQueen.
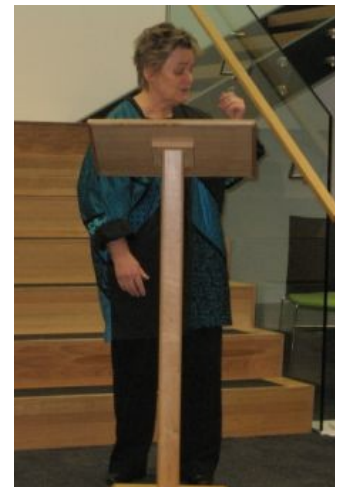
Hon. Nathan Guy   *Penny Carnaby*

SLANZA members at the National Library's Auckland Service Centre opening

Front row: Lisa Alcott, Senga White, Jill Stotter, Fiona Mackie
Back row: Trish Webster, Jackie McCormick, Elise Goddard, Linda McCulloch, Maree Paveltich, Kaaren Hirst, Pauline McCowan, Janet McFadden

AnyQuestions UiaNgāPātai – what the research tells us

by Annie Coppell

Annie Coppell works for Auckland City Libraries and is the national coach for AnyQuestions / UiaNgāPātai

Since its inception, the core principle of AnyQuestions.co.nz / UiaNgāPātai.co.nz has been information literacy. Over the five years of its existence, the world has changed. Students – and librarians! – are more familiar with technology, and technology has improved. Where once, we were overwhelmed by homework-sheet style questions – *what is the longest river in New Zealand*, or *I'm doing an 'a' quiz and all the answers start with the letter a* – now we are seeing more complex questions – *compare the leadership qualities of Winston Churchill and Genghis Khan* or *Who was the most famous person in 1953?* It is possible to type simple questions into Google and get reasonably trustworthy answers.

As you can imagine, it was difficult to model and guide students through the information literacy process when faced with a question like *I'm doing an 'a' quiz*. Now, we have more opportunity to model skills and help students work through the information literacy – or inquiry – process.

AnyQuestions.co.nz / UiaNgāPātai.co.nz operators are trained in reference interview skills, or 'unpacking the question', website evaluation, and web search skills.

Yes, we often go to Google. We do this in the knowledge that Google is often the first resort for students – so we use a site they're familiar with, and try to teach them how to make Google work better for them. We model search strategies, discuss alternate search terms, a bit of Boolean searching might sneak in, too. We also discuss how to evaluate the reliability and trustworthiness of a site, based on reading the address.

Sometimes, students come on with a really broad topic – like *goldrush* – with no real idea of what they need to know. Often, all they can tell us is *it's for my inquiry*. This is enough to make our hearts sink. It is very difficult to undertake a reference interview when the student has little, or no, background information.

Measuring impact
In term one, 2009, CORE Education carried out research on AnyQuestions.co.nz/UiaNgāPātai.co.nz to discover whether working with the operators was developing students' information fluency. Because of the environment we work in, it is difficult to gauge the impact on students. As operators, it is rare to know whether the student is a repeat visitor. So, we do our best to guide each student in that transaction.

About AnyQuestions.co.nz / UiaNgāPātai.co.nz

AnyQuestions.co.nz / UiaNgāPātai.co.nz is a free online reference service for New Zealand school students.

AnyQuestions.co.nz / UiaNgāPātai.co.nz focuses on supporting the New Zealand curriculum. It is accessible from any internet connected computer anywhere; school, library or home.

AnyQuestions.co.nz / UiaNgāPātai.co.nz is staffed by 120ish (numbers change regularly!) librarians from public libraries around New Zealand – from Wellsford to Dunedin, and National Library reference librarians.

The service is an additional resource, to work alongside and complement, (but not replace) existing school and public library services - a 'guide on the side' at the point and time of need.

AnyQuestions.co.nz is staffed from 1pm to 6pm Monday to Friday (February to December).
The te reo version, UiaNgāPātai.co.nz is staffed from 2pm to 3pm 6pm Monday to Friday (February to December) – or by appointment!

ManyAnswers.co.nz is the FAQ sister-site – which is available all the time, from anywhere.

AnyQuestions.co.nz/ UiaNgāPātai.co.nz went live in November 2004, and officially launched in February 2005.

The research found:

- There was little evidence of information literacy skills developing over time from the sample of student / operator interactions.
- There was some evidence of the development of information literacy skills within individual transactions, and information searches.
- There is ample evident of AnyQuestions.co.nz / UiaNgāPātai.co.nz operators providing effective guidance, advice and support as they take students through information searches.
- Evidence suggests that the process of 'unpacking the question' is the critical step in any operator / student transaction. A significant amount of time is spent clarifying exactly what students need to find out, in order to enable the operators to guide the students to relevant sources of information.

The researchers interviewed six students – all high users of the service. Three students attended one school, and they were interviewed, along with their teacher. This school used AnyQuestions.co.nz / UiaNgāPātai.co.nz as part of their inquiry approach to teaching and learning in the classroom. The teachers of the other students didn't know about AnyQuestions.co.nz / UiaNgāPātai.co.nz, let alone their students' use of the service.

Feedback
So, what did the students say about us?
"I learned lots of things that I could put on my PowerPoint, and information and websites, and that."
"I learned how to search properly, like what key words to use, what words, and websites, not just going to Google, but going on government websites, that sort of stuff."
And the teachers?
The fact that [the operators] don't just give them the answers, but that [the operators] actually make them think, refine the questions they're asking, and that it also tells them to go and look for the information themselves. [The operators] will suggest a website – "have you tried this? Have you tried that?" It's not just feeding them, but actually making them process, and think all by themselves.

This is all great, and positive! But, then it comes to what the students understand about the inquiry process. Most of the students had had some guidance through the inquiry learning process, but none could describe the process. When asked, the researchers got responses like "it's something you're working on" or "finding information to put on my PowerPoint".

Distressingly, two students' interactions – over a two week period – showed little change in their questioning or understanding of their topic.
The researchers believed that contributing reasons for this included:

- Students having English as a second language,
- The teacher having little understanding of the topic,
- The school's inquiry learning methodology, and
- The teacher providing little guidance in ways to research the topic.

However, to cheer us up, the researchers focused on a secondary school student, who had used AnyQuestions.co.nz / UiaNgāPātai.co.nz in primary school. This student had eight interactions over a week. The student's topic was 'environmental impact' and they were asked to research a local issue to explore in class, and for homework. The teacher had provided a guide sheet, and encouraged them to consult a range of experts. When interviewed, four weeks after the research topic had finished, the student was unable to describe the inquiry process.

The student dealt with eight different operators, each resulting in a lengthy transaction. Through the process, the student learnt! From *Water quality in the Wairarapa* to *I need to know like the social impacts on water quality, environmental impacts and the causes humans have on water quality* to an answer: *people are using water like it's never going to run out, but clean water will become more scarce, and with the impact of global warming and climate change, the next 50 years will be drier than the last 50 and if we don't look after our supplies of fresh, clean water, one day we could run out.* And, how did the student come by that answer? *Some1 on here helped me find it.*

Setting students up for success
What does this actually mean? The operators questioned by the CORE Education researchers made suggestions for how schools and teachers might better set their students up for success in any information search:

- Teachers who know the information literacy process and are capable and competent information researchers themselves. "Often, the problem with the student's question is the teacher's lack of knowledge on the information available, and how to guide students' inquiries."

- Teachers setting better homework questions.

- Teachers taking students into a library and actually guiding them through the search process. "I have given up asking about keywords because just

about all the children I have ever come across don't even know what keywords are."

• An apparent decline in spelling and grammar limits the success of students' searches, and increases the difficulty operators have in determining their information needs.

So… stepping onto my personal soap box! The opinions below are my own – developed over years of working and interacting with children and students.

Reigniting original thinking

As the national coach for AnyQuestions.co.nz / UiaNgāPātai.co.nz operators, I have developed a module on the Inquiry-Based Learning process for the operators. When trying to articulate the process, I usually describe it as like a four-year-old finding a bug – thus inspiring a series of questions: *what colour is it? Why is it that colour? How many legs does it have? What does it eat?* And, thanks to the guy operators – *if I put it in a jar with another bug, what bug will win?*

This example is probably a result of my Playcentre background and indoctrination. I'm also the aunt who – when asked *were worms around when dinosaurs lived?* by a four-year-old niece – gave her parents a book on earthworms (with information about when they developed) and a book on dinosaurs – leaving them to figure out the answers themselves.

What happens to our inquisitive four-year-old? They go to school and are taught facts, and the importance of finding the right answer. Then, they become senior secondary and tertiary students and – eventually – have to develop opinions and explore topics they are unfamiliar with. By this time, the emphasis on facts and their regurgitation has buried their abilities to think and opine. I 'learnt' how to do 'research' as the first component of my school certificate English subject – and never, officially, 'learnt' it again.

I think the information literacy / inquiry-based learning process is a godsend for reigniting original thinking and questioning. However, if it is a 'process', undertaken once or twice – as a special project – it will not become an ingrained learning process. It needs to be part of everyday learning so students can lay down those neural pathways (thanks Nathan Mikaere!) and become thinking, questioning, opinionated and confident adults.

ManyAnswers on your own site

The ManyAnswers website has Code Snippets you can use to embed a search box, tag clouds, or a search/tag cloud combo widget onto your website or blog.

Grab the code from the ManyAnswers website:

http://manyanswers.co.nz/snippets.aspx

Information literacy or Transliteracy – what's the difference?

by Donna Watt

Donna Watt works at Aurora College in Invercargill, and is SLANZA's Communications Leader

As we approached the idea of creating our first SLANZA magazine, I decided that this first issue would have a focus on information literacy. There seemed endless opportunities to think and write about a topic that lies at the heart of school library practise.

But the more I thought about it, and poked around my favourite watering holes on the Web, it became increasingly apparent that the current buzz word is Transliteracy.

What is transliteracy?
I have heard my principal talking about multiple literacies (or multiliteracies) in a range of professional development contexts, and the information community has been talking about digital literacy for some time now. It seems that this latest adaptation, which I'm sure will soon reach overload on our vocabulary dials, is intended to cover the range of literacy skills required in the 21st century world. I found a nice explanation at librariesandtransliteracy.wordpress.com/what-is-transliteracy/ written by Bobbi Newman.
(That Buffy Hamilton is another writer on this blog certainly reinforces its authority, too.)

They begin their examination of the concept with this:

> "Transliteracy is the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks"

Source: Wikipedia, and www.transliteracy.com

Watch the video at http://librarianbyday.net

Libraries and Transliteracy

Our patrons need us to change.

They further discuss that this is a phenomenon that has been growing through the centuries which is now accelerating through the exponential development of the internet, and particularly, Web 2.0 interactivity.

So, my point is that while it is still important for school library teams to focus on teaching students to become information literate, we do need to broaden our lens to incorporate the range of platforms, media and tools that our students will encounter on entering the real, post-education world.

How do we teach transliteracy?

Some ponderings follow, on ways that we might begin to facilitate Transliteracy in our roles…

- Infographics spring to mind. This is a growing 'genre' on the web, many are interactive, and they are becoming more easily found. Adding the word infographic to a search string will often get results, and if you are new to the phenomenon, try seeking out this website as a great starting point www.coolinfographics.com/
  This blog infographicsnews.blogspot.com/ also provides a great doorway, with a huge array of further links to follow. This blog in particular tends to feature the very topical (soccer world cup features at time of writing.)

- News aggregators featuring different ways of managing teacher/student access to current events. Try newscred.com/ which allows you to create your own newspaper by setting the filters according to your needs. Lead the way by creating your school's own newspaper online, and sending the link to staff! Or try newsmap.jp/, which is

Google's contribution to the genre. This allows you to filter by country, and news type, offers mouse-over interactivity, and would be perfect for teaching critical literacy – for example you might try comparing the reporting of controversial news items across opposing countries. The BP oil spill fiasco would be worth a look here. Colour coding for news type in the Newsmap interface will be useful in teaching students to skim and scan. Both of these would work particularly well on an interactive white board.

- Promote media literacy on your school website, or through other channels, to staff.
A good starter site here:
eduscapes.com/seeds/use/literacy.html.
It needs to become cross-curricular, at all levels, not just a unit of work in English.

- When requesting resources from National Library Service Centres, we can specifically request a range of sources, including web links, and we can ask for a range of points of view across the media provided. Discussions with staff at the service centres have proved fruitful in my experience, so give them a call. Use the online request form natlib.govt.nz/services/access-to-items/curriculum-resources/cis-online-request or call your closest service centre.

And finally, how about inviting teaching staff into some collaborative practice with you? Write 5 simple questions, using texts from your reference section. Find the answers yourself, and break down ALL of the skills you used to find the answers. Write two versions of the questions sheets – one for students to answer, one for teachers with answers, AND a breakdown of the information literacy skill set required e.g. alphabetical ordering, biographical entries under last name, text features like captions and headings, skimming and scanning, print conventions.

Create stations in the library, ask teachers to group students and have them move round the stations using the texts to answer the questions. Brief teacher about one of the stations (preferably using encyclopedias of some kind), have them observe that task, and you cast your eye over the others.
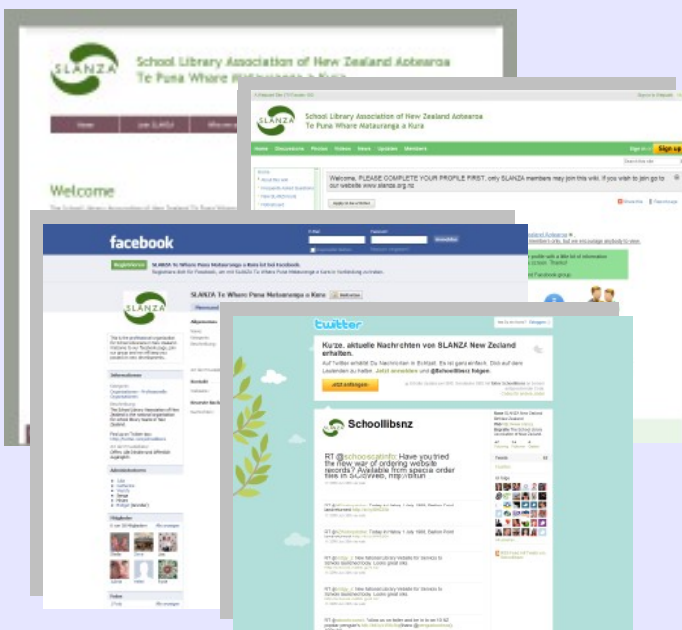
The objective is to open everyone's eyes:

- To the real skills required in locating information
- To the false assumptions we all make about the level of skills students bring
- To how useful your input can be in planning information literacy activities
- To future opportunities for collaborative practice
- And to establish some observational data that you and the teacher can use for evidence based practice – and therein lies a whole other story!

A sample of one such activity rotation can be had by emailing dwatt@auroracollege.school.nz

If you are interested in finding out more about the ongoing discussion around Transliteracy try this blog for size – it's worth the bookmark.

librariesandtransliteracy.wordpress.com/what-is-transliteracy/.

Find SLANZA online
Use this URL to catch up
with the latest news from SLANZA.

http://krunchd.com/slanza

Links include:

Facebook,
Twitter,
the SLANZA wiki &
the SLANZA website

Not research again –
all they do is copy and paste stuff!
by Liz Probert

Liz Probert is a Senior Lecturer in the School of Arts, Languages & Literacies at the University of Auckland's Faculty of Education.
Liz is a trained Teacher Librarian, and was SLANZA President from 2003 to 2005.

For too many years parents have shuddered and wiped their brows and muttered under their collective breaths when their children have come home from school announcing that they've got a new project to do. What parents see ahead are several weeks with trips to the library, hours searching online and frantic efforts late at night with the project due to be handed in the next day. The children themselves seem to have little idea of how to complete such a project apart from copying out lots of stuff and making a colourful cover page. In 2010 this is not good enough. It is becoming increasingly important to ensure that our students in New Zealand are better able to manage growing amounts of information, including and in particular, information from online sources.

Lifelong learning

Our new New Zealand Curriculum (2007) includes in its vision (p. 8) the statement that all students will be lifelong learners. Lifelong learners are described as "literate and numerate", critical and creative thinkers", "active seekers, users and creators of knowledge" and informed decision makers. This sounds wonderful but there are no details about how it will happen or what it looks like in the classroom although the section in the curriculum document, Effective pedagogy, (pages 34-36) does provide some general guidance particularly around teaching and learning effectively. It is left to each individual school to decide, though, what skills and attributes their students will need in order to become lifelong learners.

The literature concerning lifelong learning emphasises the pivotal role played by information literacy in such development. When assessing the characteristics of lifelong learners, de la Harpe & Radloff (2000) describe a number of information literacy strategies as well as other skills that students need to develop in order to become effective learners. Schools which already have a focus on lifelong learning have a strong focus on information literacy development (Bryce & Withers, 2003). An information literate person is able to locate, evaluate, use and disseminate information, using a wide variety of resources including print, ICT, people and visual images. Such information processing activity is a highly complex procedure, incorporating affective, behavioural and cognitive experiences not just sets of skills (Kuhlthau, Maniotes, & Caspari, 2007). Members of a knowledge society as Hargreaves (2003) noted, "process information and knowledge in ways that maximise learning, stimulate ingenuity and invention and develop capacity to initiate and cope with change" (p. 3). It would appear therefore, that a lifelong learner must be information literate.

The New Zealand Curriculum

Directions for Learning

Vision
Young people who will be confident, connected, actively involved, lifelong learners.

Information literacy

The term information literacy can be problematic though and can mean different things to different people. It arose in the tertiary library sector in the 1970s and has tended to focus, in that sector, on finding and evaluating sources of information. In the compulsory school sector though, the term includes a wider range of skills, attributes and attitudes, more akin to 'making active use' of information including organizing, note taking, processing, synthesis and communication and presentation of findings and solutions. Others see it referring solely to ICT. One definition which a number of organizations refer to is the American Library Association (ALA) definition of information literacy:

To be information literate, a person must be able to recognize when information is needed and have the

ability to locate, evaluate, and use effectively the needed information. Information literate people are those who have learned how to learn. (American Library Association, 1998)

Another definition understands information literacy as a "broad concept that embraces information skills, ICT skills and library skills along with the problem-solving and cognitive skills, and the attitudes and values that enable learners to function effectively in the information landscape" (Ministry of Education and National Library of New Zealand, 2002).

Some years ago, teachers were 'sages on the stage' whereas today teachers are often seen as 'guides on the side', with students supposed to manage their own learning, carry out their own investigations and where teachers act as facilitators. This type of learning is often referred to as inquiry learning or problem based learning or even discovery learning. Too often, however, the results are disappointing and we are back to the dreaded 'project'. The research questions asked by students are low level and answering them requires very little thought or effort. The completed assignments, while often presented within colourful covers and with word processed contents or as clever PowerPoint presentations, contain too much copied and pasted material and too few thoughtful findings and conclusion demonstrating original thought.

Lack of explicit skill development

Why is so much of this type of learning so disappointing? Because what is not usually recognised is that successful inquiry learning involves some prior knowledge of the topic, the use of a process and a lot of direct instruction including the explicit teaching of many skills. Most students cannot successfully carry out inquiry without much teacher guidance, especially at first, hence the term guided inquiry. Giving students a topic and telling them to bring back their assignment in 3 weeks is doomed to failure.

There is good evidence that many New Zealand students lack these skills and attributes. The New Zealand National Education Monitoring Project (NEMP) began in 1993 to assess and report on the achievement of Years 4 and 8 primary school

students in New Zealand across all areas of the curriculum. Information skills were tested in 1997, 2001 and 2005 and analysis of the results found that there was little evidence of change in the ability of year 4 and year 8 students to find and gather information between 1997 and 2005 (Flockton & Crooks, 1998; Flockton, Crooks, & Baker, 2002; Flockton, Crooks, & White, 2006). The Education Review Office (ERO) report, Student learning in the information landscape (Education Review Office, 2005), provides more evidence of students' lack of information literacy development. ERO visited almost 400 schools in late 2004 and early 2005 and found that information literacy was not well developed in most schools and particularly not in secondary schools, with little evidence that schools were systematically implementing an information processing model across the curriculum. Hipkins (Hipkins, Conner, & Neill, 2006), interviewing secondary school students about their research procedures, found these appeared to consist mainly of the "retrieval and repackaging of information". She emphasised the need for students to develop the skills which will instead allow them to find, evaluate and process information, to become effective lifelong learners. More recent findings (Hipkins, Cowie, Boyde, & McGee, 2008) notes that many schools are using inquiry models but with varied success. The report warns of the urgent need to provide professional development for teachers.

Need for professional development

Recent research involving a group of schools in Auckland has demonstrated that information literacy development can be improved with appropriate professional development. A needs analysis was carried out to discover the levels of understanding and practice of information literacy among staff and students and revealed that few had much understanding of information literacy. Very few teachers were explicitly teaching information literacy skills, with many believing that students will develop such skills naturally over time. The project's lead group, which included the librarian from one school, adapted an information processing model and then designed and, over the next 18 months, carried out professional development to help teachers implement the use of the model and to provide them with
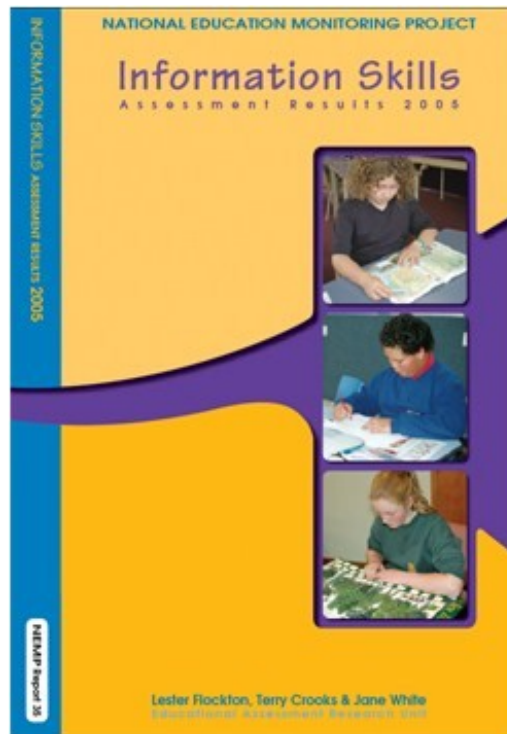
appropriate teaching strategies. Early findings indicate that some change is now occurring, with students able to complete curriculum-based research and then to explain in detail to the researcher the process they followed.

Teaching as Inquiry
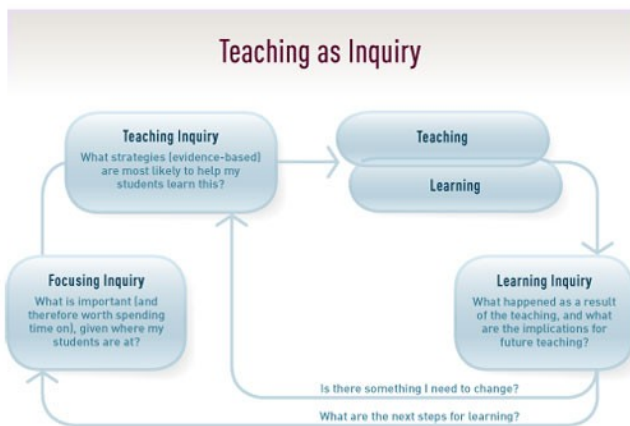
What you can do

If you are concerned about the situation in your school, you could form a small group of library staff and concerned teachers or use members of the local school library network meetings and as a group read and discuss the implications of the section, Effective pedagogy, on pp34-36 of the NZ Curriculum (2007).

You could carry out a small, simple needs analysis to discover what staff and students know about lifelong learning and information literacy. It might reveal that staff already have good knowledge of information literacy and are explicitly developing the necessary skills and that students can describe a research process in detail. It is more likely though, given findings from recent research, that you will find such skills are not being explicitly taught (NZC, 2007, p.35). If this is the case then it is unlikely that your school can successfully develop students who are lifelong learners and therefore cannot implement that part of the vision of the 2007 New Zealand Curriculum. You could suggest in a report, for example, to your principal, that these findings indicate the need for appropriate professional development to remedy the situation. Good luck.

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SLANZA Wiki Information Literacy – Tips & Resources

by Bharathi Char

Bharathi Char is a trained Teacher Librarian, and works at Henderson High School

Check out the Information Literacy (IL) page and its sub pages on the Wiki.

The importance of information literacy is indisputable for the current 'Google Generation'. If we do not teach our kids how to search for information, it is like sending them out into the world without teaching them to read. It is obvious that we librarians as educators and information experts are the best people to promote and teach Information Literacy.

The Information Literacy page on the SLANZA Wiki is a valuable collection of resources. It is a combination of theory and helpful links for all librarians and teachers. There are links to various Information Literacy models. You will be able to gain a better understanding of these models and select/adapt one to suit your needs. You will also be able to:

- Find online bibliography tools like BibMe to help you build your students' referencing skills
- Educate yourselves, your staff and students to evaluate information resources through links to resources like ICYouSee
- Find practical and relevant information on copyright licensing in education and links to useful sites like TKI copyright in schools for librarians.
- Check out the New Zealand Digital Resources page which has links to rich and in- depth local resources.

These are only some of the fantastic resources on the Wiki. This is not just a pathfinder to the rich online resources but will in the future enable us to share successful information literacy programmes.

Though the Information Literacy page on the Wiki is a page in progress, it still has a good collection of sources and examples that will widen your thinking and give you ideas to implement programmes. It is guaranteed to make a significant contribution to enhancing the understanding, teaching and promoting of information literacy skills.

So get on to the SLANZA Wiki, check out the resources, test them, implement them and let us build an information literate community!

Resources mentioned in this article

You can access all the online sources mentioned in this article using this link:

http://krunchd.com/IL-links

WWW.LIBRARYWEEK.ORG.NZ
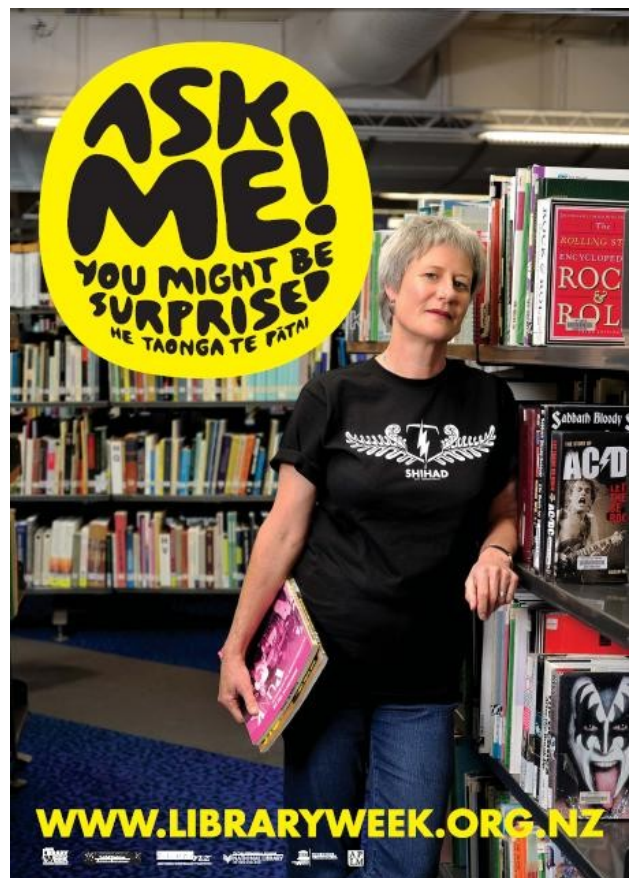
Interview – Craig Smith
by Donna Watt

Craig Smith is a musician and author, whose book, The Wonky Donkey, is the winner of the 2010 New Zealand Post Children's Choice book award

DW: Well, as you're talking to an audience of library people this time, the questions are going to have a little bit of bias, Craig. It's obvious, after listening to the interviews on your website that music is the life you have chosen, and the songs are great! Can you tell us about the process of taking a song, and turning it into a children's book? And, how much interaction was there between you and the very talented Katz Cowley?


CS: The process of turning a song into a book was all about who I gathered around me. The song was written; the lyrics of the song had to change only slightly. So it was about getting Scholastic on board and then getting an illustrator involved. Katz is a friend of mine who is also very talented. It was easy to decide who I wanted to illustrate the book. And yes, we work together closely on ideas and brainstorming. We also have some other friends who make contributions also.

DW: Tell us about school-boy Craig – was your interest in music and writing lyrics a feature then, or did it come later? Often, in my experience, creative people can find it hard to find their niche at school – what was your experience?

CS: Yes. I was a bit of a tearaway in both Primary and High school. I had a really hard time being fitted into any box. Sports and especially basketball was a big outlet. At 12 I found another outlet in the guitar. The Wakatipu High School gardener (Gary Kernahan) taught me. He's still there but now is the gardener/music teacher. He's great with kids.

Even with all of this, I was still asked by the principal to leave high school.
This happened two more times at two more different high schools (Southland Boys & Cargill).
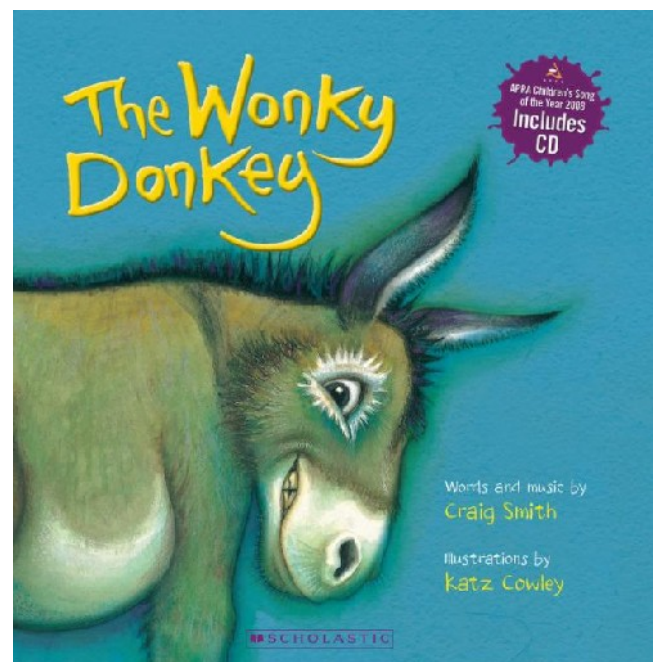
DW: Where do you find the inspiration for your music? And, are you a lyrics first, or melody first writer?

CS: If I have an idea for a song then this is the inspiration for the song. Then it's melody first.
I find I can write the lyrics to the idea easier than I can write the music to fit the lyrics… most of the time.

DW: Tell us, honestly now (you are amongst friends!) Do you read? I'd ask you what books are on your coffee table, but knowing that most of us display what we want people to think we read there, I won't…

CS: Yes I read a lot of non-fiction. One of my favourite autobiographies was Nelson Mandela's. Another was Ernesto "Che" Guevara Motorcycle Diaries. I also read a lot of current affairs magazines and internet articles.

DW: The New Zealand Book Awards Children's Choice – that must have been pretty cool? Has being nominated, and getting that award, impacted on the opportunities coming your way? I see the schedule on your website is pretty full for the next few months…

CS: I've always kept myself busy but this has definitely opened doors for me. Even though my "adult" stuff has slowed down it's still helping.

DW: We know how interesting it can be working with kids – have you had any 'interesting' or funny moments at your school gigs that you can share with us?

CS: Every day! Some of the comments from kids are just soo funny. Kids dressing up for shows, 3 legged donkey outfits, kids that have brought the ukuleles, and stand up live Elvis strumming away while I play along. I never know what I'm going to get although in my shows I encourage this behaviour. It keeps it fun for me.

DW: Having done one book for children, can you see any more on the horizon? And do you have any plans to extend the marketing of Wonky Donkey – overseas markets, etc.?

CS: Wonky was released in Australia at the same time as NZ. It's doing great there too; I'm off there in September for a 3 week tour. It was released in India and the USA/Canada about 6 weeks ago. It will be the first NZ book available on the iPad when it is launched at the end of July.
My next book is out in October. Also a song off my kids album "Not just for kids". It's called Willbee the bumblebee. The Wonky box set with a soft toy wonky comes out then too.

DW: Back to the writing process – is there a lyric that you've written that you think stands out? Would you like to share a few lines with us? And, it just occurs to me to wonder, do you think that a song lyric should be able to stand on its own merit, outside of the melody? Or are the two inextricably linked?

CS: From a song called Wake up (off my new album "45 south") "As our affluent effluent flows into our seas, comes back to us full circle in the form of disease".
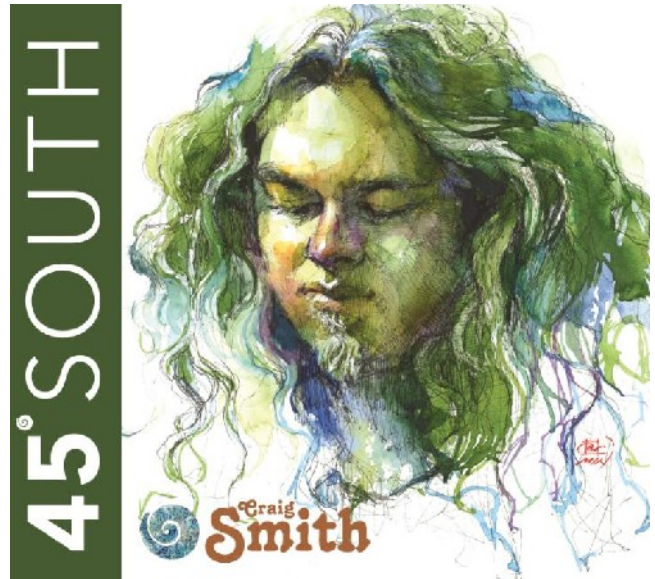
Some lyrics, like the ones above can stand alone, without the music. In Wake up's case the music adds to the message. However some lyrics are nothing without the music behind them. e.g. Well shake it up, baby, now shake it up baby, twist and shout etc. This is why the Beatles were so good. They had songs that were just fun and full of nothing, if you wanted to just get up and dance and not think, they had you. If you wanted deep and meaningful lyrics they had that too. Eight to 80 years, they had it. All the great bands/ artists are like this.

DW: Thank you so much, Craig, from library teams all around New Zealand for taking the time to do this interview for us. If we want to get hold of you for school and/or library visits, I guess we email you at craig@craigsmith.co.nz or visit your website www.craigsmith.co.nz . We will wait with bated breath for the next book!

Nielsen BookData NZ Booksellers Choice Award 2010

The Wonky Donkey has been shortlisted for the NZ Booksellers Choice Award!

Booksellers nominated the three books they have most enjoyed reading, selling and promoting during the past twelve months. The award carries a prize of $NZ2500 for the winning author. Good luck Craig!

Profile – Senga White

A conversation with Donna Watt

Senga White (RLIANZA) is the current president of SLANZA. She is the Library Manager at James Hargest College in invercargill.

When we asked Senga about her qualifications and experience, the list was fairly long, as you might expect from someone of Senga's stature:

- 10 years working at James Hargest College with experience merging three schools into one, on 2 separate campuses with 2 libraries
- Extensive knowledge and expertise in setting up library programmes and services for school libraries, especially around the teaching of information literacy and reading for enjoyment
- SLANZA National Executive member since 2006
- Current president of SLANZA
- Schools' representative on EPIC Governance Group and the Strategic Advisory Forum
- Speaker and presenter at conferences, workshops and professional development opportunities

Senga's vision for school libraries as we move into the digital age has us wanting to stick around and see what happens!

- Collaboration, collaboration, collaboration!!!!
- Interactive opportunities for sharing ideas
- Virtual libraries where we are no longer restricted by opening hours or physical space

On professional development, Senga says:

"My passion is for creating an environment using the library as a catalyst where students and staff can have meaningful experiences with books and the world of knowledge and information which is successful and fulfilling.

I enjoy any opportunity to share this, whether it is with other librarians, teachers in a one-on-one chat or more formally presenting at staff meetings, or with people I know who are foolish enough to ask me what I do for a living. Collaboration with others is the best kind of professional development there is."

And books, because every good librarian has a lot to say about books, and Senga didn't disappoint:

"So many books! Among the books that have stayed with me would be:
- *The Messenger* by Markus Zusak – one of my fave authors. He has a wonderfully descriptive writing style that draws you in and makes you care about the characters.
- *The Road* by Cormac McCarthy – stark, shocking, controversial but, in the end a wonderful story of love and hope.
- *The Sparrow* by Mary Doria Russell – I'm not normally a science fiction reader, but this novel is superb.
- *The Guernsey Literary and Potato Peel Pie Society* by Mary Ann Schaffer - the best book I've read in this letter-style format. I wanted to be one of the characters! I love the meshing of some element of history with a "what might've happened" approach.
- *Pay it Forward* by Catherine Ryan Hyde – I was intrigued with the concept behind this novel.

We wanted to know how Senga's Principal or students might describe her, and even though this can be a bit of a guessing game, we think she's on the money with this answer:

"I have a new principal but I would hope he would describe me as a professional, enthusiastic, knowledgeable, approachable, passionate librarian.

It's always a bit of a mystery what goes on in the minds of students! But on the whole I think the fact that nearly every student would know who I was in a school of this size would be a strong indication of how relevant the library is here at Hargest. I was tempted to ask my 55-strong Book Club how they would describe me, but I chickened out!! I tell them every week that our get-together reminds me of herding cats, so there's much good-natured heckling in my library classroom on Wednesday's at lunchtime."

And what about the personal stuff, Senga? Who are you, really?

"I made my stage debut at the end of last year as the stepmother in the local repertory Christmas pantomime for young people and I absolutely loved it.

I take singing lessons and am a member of the Southland Ensemble Choir – another one of my passions. I'm a very keen walker – especially in our beautiful Queens Park in Invercargill and in some of our lovely native bush. I'm planning more expert expeditions in near-by Central Otago so I'm working on my fitness so I can achieve some of them.

I am the mother of two sons – 8 and almost 20. I also have a 22 year old step-daughter and a 28 year old stepson. All of them are gorgeous and bring me lots of pleasure (while contributing to grey hairs – cleverly disguised!)

I love reading (obviously! I couldn't call myself a librarian and hold my head high otherwise), travelling and watching good movies.

I also love to spend as much time with family and friends as I can."

# National Library's new online channel for schools

National Library of New Zealand's Services to Schools recently launched their new website for schools.

The website is the new online delivery channel for services to schools, providing a comprehensive first access point to National Library's expertise and services. It supports and enhances the existing services delivered through the Advisory Service and Curriculum Services.

The site will continue to be developed with further content and features.

The site is designed to support NZ school library staff, teachers, other educators, and anyone with an interest in libraries, literacy and learning. Main features include up-to-date information, media and links to resources related to 21st Century school libraries and learners.

Please take some time to explore the site including the community feature where you can interact with other users and Services to Schools staff.
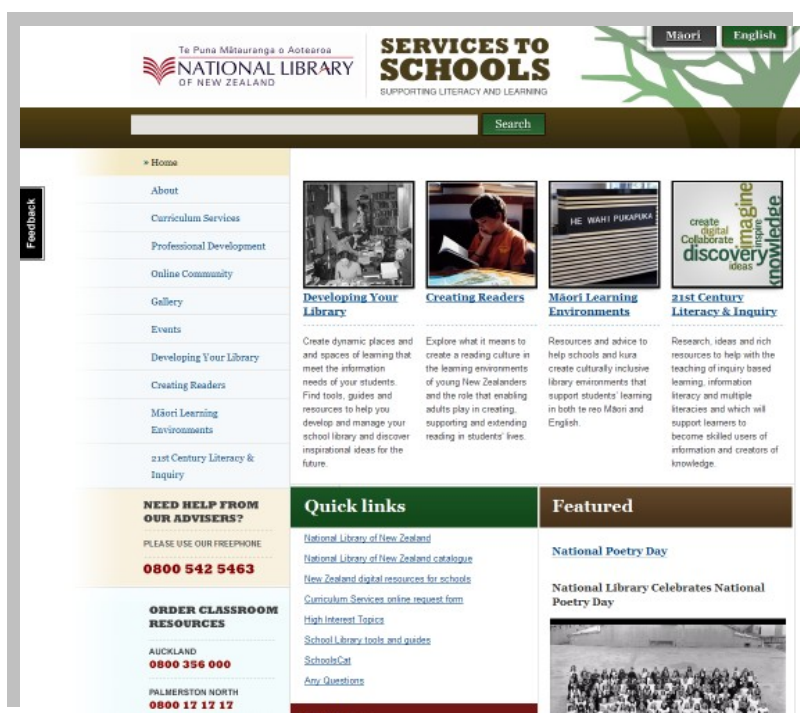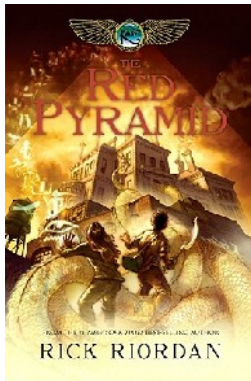

You can share your feedback about the new site using the feedback tab on the home page.

Visit the new website
http://schools.natlib.govt.nz

Book Reviews

The Red Pyramid (Kane Chronicles #1)
by Rick Riordan

If you are looking for another "Percy Jackson" this isn't it. It does have teens as heroes; this time with an Egyptian god mythos as background. The two siblings have the "blood of the Pharaohs" which makes them targets. Their parents were powerful magicians who chose to live in our world.

In true teen fantasy tradition the youngsters are orphaned and left to their own devices much of the time. Riordan communicates background and exposition on the Egyptian Gods through the device of a previously unknown magician-uncle and a minor goddess detailed to look after the children and helpfully tell them what's going on. I got a bit tired of the info dumps after a while. Even if it is annoying to have a know-it-all kid it would make a little more sense for the children to figure a lot of this stuff out themselves. Also I found the alternating chapters as the story was told by first one sibling then the other distracting. I can't help thinking that this was a story idea that Riordan has had for a while and rushed into production after the success of Percy Jackson.

Will I read the next one? Yes, I have a soft spot for Riordan's universe and after the massive explanatory setting of the scene in Book One I'll expect more of a coherent story in the next.

- Maree Pavletich
Library Manager, James Cook High School

Twilight the graphic novel: Volume one
by Stephanie Meyer

Even if you are not familiar with the Twilight series (you have been under a rock obviously) you will enjoy the pretty pictures of this anime-inspired re-telling. After all, everyone's beautiful in this universe. The graphics have all the dazzle and zip you would expect and the story translates very well to the graphic format.

I am not surprised that the novel is split over several volumes as there is a lot going on and the graphics are large for the page. My issues with the whole romantic vampire thing notwithstanding (vampires DO NOT SPARKLE gholdarnit!) it is nice to look at. You will, of course, get more from the original novel but this would do for reluctant readers and ones wanting to quickly get on board with Team Edward or Team Jacob.

- Maree Pavletich
Library Manager, James Cook High School

WWW.LIBRARYWEEK.ORG.NZ

Book Reviews
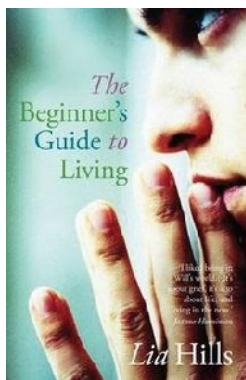
The beginner's guide to living
by Lia Hills

Will is 17 when his mum is hit by a car and killed. The effect on his family is devastating. Will's father becomes detached and starts drinking while his older brother, returned home from overseas, is angry at the world. If he wasn't confused enough Will also falls in love at his mother's funeral. When he finds a book (Marcus Aurelius' Meditations) on his mother's bedside table Will turns to philosophy in an attempt to make sense of life and death.

This is Lia Hills' first novel and it's cleverly written using txt, photos, memories and quotes to supplement Will's account of life after his mother's death. Will's search for answers is one that many of us can identify with. The Beginners Guide to Living is a story about grief, philosophy, sex and love. Above all it is a story about life and that hopeless lost feeling we all get sometimes.

A Finalist in the New Zealand Post Children's book awards this year The Beginners Guide to Living is the perfect read for anyone aged 15 or over with an enquiring mind. (Contains sex scenes and Drug use).

- Donald Cunningham, Young Adults Librarian, Invercargill City Libraries
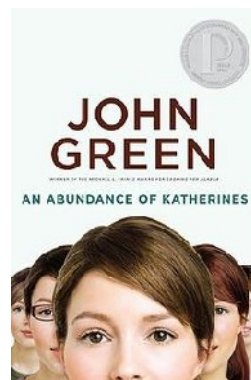
An abundance of Katherines
by John Green

Colin Singleton has a problem, well actually he's got a few. Colin is a former child prodigy and has never been good a making friends. He's just graduated high school and is worried he won't amount to anything. His best days could be behind him. On top of all this Katherine 19 has just dumped him.

There is only one thing worse than being dumped by a beautiful girl called Katherine and that's being dumped by 19 beautiful girls named Katherine. But what can he do? Everybody has a type and Colin's is beautiful girls named Katherine who invariably dump him.

Colin hasn't taken his nineteenth dumping well so Hassan, modern day Muslim and Colin's only friend, decides a road trip will sort things out. When they end up in a backward little town called Gutshot they are persuaded to stay a while and Gutshot could change Colin's life forever.

An abundance of Katherines is a romantic comedy and like so many comedies it relies on its characters. John Green does an excellent job. Colin brings a whole new meaning to the words geek chic, Hassan fits none of the Muslim stereotypes and the inhabitants of Gutshot are lovably redneck.

Be prepared for a few geek jokes in this humorous story for fans of The Big Bang Theory, The IT crowd or anyone who doesn't quite fit in.

- Donald Cunningham, Young Adults Librarian, Invercargill City Libraries

Book Reviews
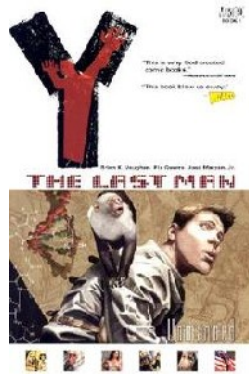
Y the Last Man
by Brian K. Vaughan

Ever heard the expression "not if you were the last man on earth"? Well Yorick Brown really is.

In the summer of 2002 a mysterious plague killed all the mammals with a Y chromosome. Except that is for Yorick Brown and his pet monkey Ampersand. Now with women trying to rebuild a world in ruins Yorick travels in the company of agent 355 and Doctor Alison Mann in search of the cause of the plague and possibly its cure. The world however isn't a safe place for a man and Yorick isn't too happy about the future of the world sitting on his shoulders. This is going to be a long journey.

Published over 6 years between 2002 and 2008 Vaughan story takes Yorick through four continents over a journey taking four years. Vaughan's vision of a world without men is both intriguing and disturbing. He constantly reminds us how male orientated our world currently is while penciller Pia Guerra's art vividly brings Yorick's world to life.
(For mature readers)

Y the last man is collected into 10 volumes;
Book 1: Unmanned
Book 2: Cycles
Book 3: One Small Step
Book 4: Safe word
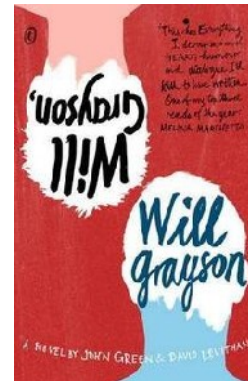Book 5: Ring of Truth
Book 6: Girl on Girl
Book 7: Paper Dolls
Book 8: Kimono Dragons
Book 9: Motherland
Book 10: Whys and Wherefores

- Donald Cunningham, Young Adults Librarian, Invercargill City Libraries

Will Grayson Will Grayson
by John Green and David Levithan

There are a huge number of authors writing books for these guys and my most common complaint is that they don't quite get the voice right. John Green nails it every time. In this book he and David Levithan write a character each and they sound so true, and on the money that these characters could be in my lounge eating my fridge empty or locked in their bedrooms grunting at their parents.

Will Grayson Will Grayson is not just for the guys though, this is a book which is so warm hearted that girls will go melty and especially those who like programmes like Glee.

The story is about two guys called Will Grayson. One has been hurt in the past by friendships gone sour. The other is madly in love with a guy he has only met online. This Will is only really happy when chatting with his online friend, and has withdrawn from his family and life outside. Through a complicated and funny series of events the two Wills meet in an unexpected location.

Why should you buy this book for your secondary school library? Because it is so real, your students both male and female will love the characters. They will all know people like these guys, they will relate to the story, from the musical Tiny is writing, to the gaming friends, to the late night dashes in cars.

This is a book to read over and over. It covers a multitude of issues, it doesn't preach, it doesn't slap you around with opinion, it just gets on with a brilliant story.

- Bridget Schaumann, Librarian
Kings High School

Web 2.0 & Social Media

In this regular column, we will feature a Web 2.0 tool or application, or highlight the use of social media in school libraries.

Why would you use twitter?

It's free!

You can read and post twitter messages with a minimum of time and effort – they're only 140 characters long!

Following the right people will lead you to great tools, websites, lesson plans and more.

Sharing information you've found using Twitter will increase your professional capital, too.

It's a messaging service you use with your computer or mobile phone
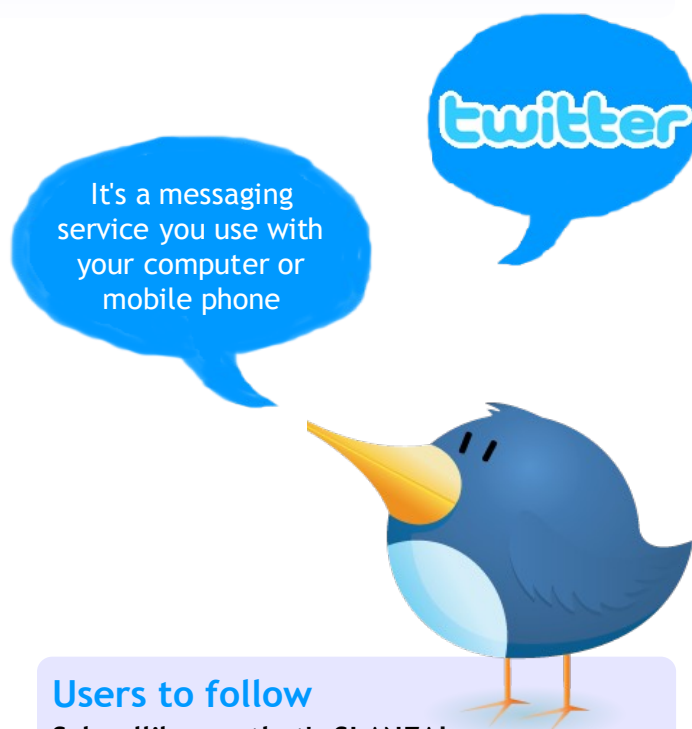
Ready...
Sign up at https://twitter.com/signup
You'll need to create an account,
but don't worry, it's easy!
On the signup page, just fill in your name,
choose a user-name, enter your email address
and a password – and you're done!

Set...
Follow people
We've started you off with a quick list of
library-related twitterers! Check out who
these people follow, to start making your own
connections.

Go!
Start tweeting
Let us know what you're up to,
tweet about your favourite books,
or share what's happening in your library!

Users to follow
Schoollibsnz – that's SLANZA!
UKSLA – School Library Association, UK
AASL – American Assn of School Librarians
ASLA – Australian School Library Assn
NLNZ – National Library of NZ
LIANZAOffice – LIANZA

SLJournal – School Library Journal
RossJTodd
JoyceValenza
BrightIdeasBlog – SLAV Bright Ideas
BuffyJHamilton (and **UnquietLibrary**)
ActiveLearning – Kristin Fontichiaro
HeyJudeOnline – Judy O'Connell
LibrarianByDay – Bobbi Newman
DonalynBooks – Donalyn Miller

LarryFerlazzo – Websites of the day
RMByrne – Richard Byrne (FreeTech4Teachers)

Thanks to Matt Hamm for the Twitter Bird image http://www.matthamm.com/ CC-BY-NC