

COLLECTED

31

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Thay vì lan tỏa nghiệp chúng, hãy lan tỏa yêu thương!

Bạn đã chọn trong những "mon quà" danh tiếng cho "kẻ thù" của mình chưa? Khi bạn chắc chắn người nhận mở-quà-ra là cười ha-ha, chứ hổng phải người ta nhân-xong-là nhà mình sáng nhất cái Sài Gòn (vì bị đét) nghen.

Đơn hàng của bạn đã sẵn sàng gửi...
Cười đi thiết nghệch? Nghi kĩ chưa? Chắc là gửi ha? Gửi xong có hỏi hận không đó paaa? Dám chơi dám chịu nhai! Cởi qua bay đi là không biết hai ai là đực. Tụi tui mong các nghiệp-thủ cứng sẽ như thế, đừng gôm gôm thủ hân về rồi gửi đi, bường bỏ sản si sẽ làm đời nở hoa hơn.

NOT JUST BOOKS

BRAND FOR YOUR ENEMIES

BYE

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EDITORIAL

How many times have you heard the saying, 'a library is not just books'? Maybe that's your own mantra as a school librarian. We can all agree that our students don't just come to our libraries because of the books...they come for warmth, to socialise, for the best wifi in the school (apparently the case in my library), to join an activity, to hide from the school world, or maybe to avoid distractions and get their homework done. Students may come into libraries for a variety of reasons - not always positive, lately my job description has grown to include the title 'loo-brarian' which is not always positive either - but I've noticed that they all enjoy one thing in particular - connections.

To be accepted is one of the deepest human desires, and libraries are the most accepting places for our students, within these walls they can let their own walls down and belong. Have you noticed that silent girl sitting there each day with her nose in a book, she is cognisant of everything happening around her. Maybe she's there because she wants to connect, but she lacks confidence. Sarah's library might just be the place for her to 'give you the scoop' and start a conversation with like-minded readers and Janelle's lunchtime games might entice her into joining in and realise that games are a fun non-threatening way to connect with other students as well as the librarian. Sometimes we overlook the 'studious' youngsters in our libraries, sometimes they are the ones we should be connecting with. Maybe she just needs a little scaffolding to help her? Bernice's article about reading aloud could help you connect with her, Bernice might be preaching to the choir, but it is a timely reminder for us all that sharing an experience together, whether it be a book or just a chat, will help form relationships with library users. When we facilitate ways

for our students to connect with us and their peers, we are giving them the opportunity to form relationships which will help them in their future. Pamela and Penny are doing just that by helping their students to connect regarding research and inquiry. It seems that under the tutelage of these two ladies, their students will be well equipped to enter the world of research or perhaps a protest movement. I most definitely would join in protesting against school on Saturdays!

While we may be extolling the benefits of everything but books in this issue, I'd like to play devil's advocate and say that without books where would we be? We wouldn't be able to read Louana's research about how her graphic novel circulation is rising, and that her students are actively connecting with each other due to reading book series together. Neither could we hear about our NE reps' adventures at the ASLA conference and what they learned from people whose passions have culminated in BOOKS. Passions are also rising as we are beginning to hear about book banning reaching Aotearoa's shores, what's more galvanising than connecting through our love of Judy Blume? (Whose books I refreshed last year in hopes of enamouring a new generation.) And after a devastating cyclone in Hawke's Bay, what do the children need? An escape into the world of books! As you read through *Collected* #31, I think you will agree, the great things we are doing and offering in our libraries are strengthening connections between us and our students. (Although I have yet to feel a connection to toilet vandals.) We are building these connections on the foundation of our books, and we're making our libraries better places because of the inspiration books give us to build extra programming in our libraries.



A huge thank you to all who have contributed to this issue, those who have submitted articles, proof-readers, our graphic designer and especially our business members, without their support, we would not be able to publish this magazine.

One more thing – mark your calendars for September's conference in Palmerston North. Librarians need to make connections too and I'm looking forward to connecting with you!

Lauryn Urquhart-Eaton
Editor, *Collected Magazine*

PRESIDENT'S COLUMN

COLLECTED 31

I hope everyone had a relaxing holiday over the summer break and that your first term of the year was filled with lots of school library fun. Unfortunately, the weather hasn't made for a great start to the school year, adversely affecting a significant portion of the motu during February and again in early May. We will need to especially support impacted school libraries and their librarians as best as we can as these regions recover. I was excited to see that school libraries and their resources were specifically mentioned in a Budget 2023 announcement on 14 May, thanks to the hard mahi of our biggest supporters, the NLNZ Services to Schools team. A significant amount of money has been ring fenced to support school libraries in a flood and cyclone recovery package. Look out for further updates about this funding.

SLANZA is delighted to be involved in the community led project 'Books Back Better' thanks to local Hawkes Bay school library supporters approaching us to collaborate on this fundraising initiative helping restock school libraries impacted by Cyclone Gabrielle. Together we have raised nearly \$15,000 so far, with more money coming in every day. Our current step is making sure impacted schools know applications are open for this funding. Check out Mary-anne Scott's article to find out more about this great project.

Back in November I was invited to the Sustainable Libraries Symposium. This was an opportunity to engage and connect with a large portion of the library sector, and to discuss ideas around building sector wide sustainability. We learnt about the The Data, Research and Evidence Strategy and The Workforce Capability Framework reviews that were outcomes of Covid-19 recovery

funds awarded to build the wider library sector. Sector organisations presented on their Strategic Partnership Grants NZLPP projects. I presented on the A Bit Sus project and supported Ana Pickering with a presentation on the Tertiary Grants project. A similar event is being held in mid-June which I, along with Claudine Crabtree (as President-Elect) will be attending. It's great to have these opportunities to educate organisations about the school library sector and to be a part of sector-wide discussions.

In early December I was especially pleased to be part of the group to get Pay Equity for school librarians and assistants over the line, thanks to the fantastic work of Clare Forrest and Kaaren Hirst and the NZEI team. I truly believe this is a game changer for our sector. Never before have we had such a thorough investigation carried out which covers the varied tasks and responsibilities that we perform in our role as school librarians. The pay correction that was negotiated will benefit most of our members with a new work matrix including pay rates that NZEI will continue to build on through our Collective Agreement negotiations.

Our National Executive continues to work on our Governance Review, with the purchase of the OverView Resource Library which is a repository of policy templates and 'how to' guides on organisational governance, and a productive second coaching session with Carol Scholes earlier this year. This work that will help build sustainable governance is an exciting undertaking for our organisation, and a lot of learning for us all professionally. I am especially excited to encourage our members to join 'working groups' that will enable SLANZA to keep developing and growing into the future, more on that soon!

As always with volunteer-led organisations, our National Executive is made up of an ever-changing group of individuals. Since the last Collected issue, we have farewelled one member and welcomed three new members to our board. In December Leonie Grigsby, librarian at Waikato Diocesan School for Girls, joined us as our WaiBOP rep. Leonie has hit the ground running by leading our efforts in the Books Back Better Project and has recently joined a group led by LIANZA to create a toolkit around book challenges and the freedom to access information via libraries. Michelle Summerfield recently stepped down from NE as she is excitingly taking on teaching leadership opportunities. We have valued her knowledge of and passion for school libraries, as well as her perspective as a secondary school teacher. Lauryn Urquhart has replaced Michelle as our NE Rep for Otago; you'll know her as our hard-working Collected editor. Lauryn is the librarian at Taieri College and brings with her a strong enthusiasm for our sector. As Claudine Crabtree will be moving into the President role within the next month or so, we are pleased to have Trena Lile join us as the new Tamaki Makaurau Auckland NE Rep. Trena has worked in school libraries over all year levels during her time in our sector, and is currently librarian at Massey High School. We are delighted to have such a wealth of knowledge joining NE with these three new appointments.

School libraries are all about connecting with reading, learning and we especially value connecting with each other. Unfortunately, the Covid-19 pandemic stopped us in our tracks when it came to organising SLANZA conferences, so we are excited that there are school library events and conferences in our sights once again. Central will be hosting a regional conference in Palmerston

North over the weekend of 23-24 September later this year, and Christchurch are well on the way to organising our next national conference to be held in the Sept-Oct school break in 2024. We look forward to having these opportunities to connect and learn together. Look out for updates.

We were honoured to be invited to present at the recent ASLA Conference. Four representatives from SLANZA NE attended this biennial 3-day event in Coolangatta during the April school break - Julia Smith, Clare Forrest, Claudine Crabtree and myself. Julia, Te Tai Tokerau NE Rep, presented on 'Building Culturally Responsive School Libraries', and Clare and I presented about our School Libraries Transform campaign. This was an amazing opportunity to engage and connect with our Australian school library sector colleagues. We met with the ALSA board and had the opportunity to launch the DANZ Book Award, a brand-new book award celebrating diversity in Australasian books, together with ASLA President Nat Otten and award-winning author Kate Forster.

We have been closely monitoring the possibility of rising challenges against diverse and inclusive books in Aotearoa NZ schools. We must make sure that we are readying ourselves for overseas influences. Historically, we know these kinds of things move to our shores. I believe it is our responsibility as school librarians to ensure our policies are robust and that our collections are representative of and reflect the needs of our school communities. During April 2023 we held a 'discussion' event in our Facebook Connected Community Group 'What is book banning? Has it arrived in Aotearoa and what can we do about it? An online discussion'. Later in this magazine

you'll find a list of resources and articles that we hope will help our members navigate this matter. We are also working with LIANZA to develop a toolkit for the library sector.

This is my last Collected column as your President, so I would like to take this opportunity thank you for allowing me the privilege of being SLANZA President and especially for all the support, time, words of encouragement, inspiration, guidance, and help that the amazing members of National Executive have all given me during the last two years. I have been lucky to have such a great team to work with, who have achieved great things over the last couple of years. I am looking forward to supporting Claudine Crabtree into the President role over the next few months.

He aha te mea nui o te ao

What is the most important thing in the world?

He tangata, he tangata, he tangata

It is the people, it is the people, it is the people

Nga mihi,

Sasha Eastwood
SLANZA President



REGIONAL REPORTS

AORAKI

The Aoraki Committee has again had changes this year. At our AGM we had a change of Chair. Saskia Hill has been our Chair for approximately 10 years and has stood down to allow more time to be our Conference Convenor (more about that later). Dayle Campbell resigned from her position as Committee Treasurer. Dayle has been on the Committee for over 20 years and is a founding member of SLANZA. Maree Silver from Hillmorton High School stepped up to be our Chair and Emma Stillwell from Christ's College joined the committee and has taken on the Treasurer role. Becky Howie from Middleton Grange has taken on the Secretary role.

Our current committee is Maree Silver (Chair), Emma Stilwell (Treasurer), Becky Howie (Secretary), Sally Brown (NE Rep), Saskia Hill, Liz Jones, and Cathy Kennedy.

SLANZA NE is making some changes and one of them is to increase membership involvement with Working Groups helping with particular projects. It is great that we already have one happening with Aoraki members – Updating the SLANZA Reading Lists. Claudine Tapsell, Zac McCallum, Maree Silver and Liz Jones are part of this Working Group. If you have any questions or additions please email Zac McCallum zac.mccallum@halswell.school.nz.

Aoraki are very excited to begin organising the SLANZA national conference to be held in Christchurch in 2024. Saskia Hill is the Convenor and has been joined by a merry band of keen beans including Cathy Kennedy (National Library), Abanti Antara (Christchurch Girls), Wendy Wright (Avonside Girls/Shirley Boys), Isabel Milward (Rangi Ruru), Stephanie Hutchinson (Timaru Boys), Sally Brown (Riccarton), Phyllis Bennett (Papanui), Felicity McKay (St Margarets). If you have any ideas, suggestions, or questions, please email Fran on fran.pashby@stmargarets.school.nz.

There will be many more exciting announcements to follow, so watch this space.

The start of the year saw our first Aoraki event in Christchurch. The Big Little Book Fair brought together independent book sellers for a buyer's night followed by our AGM. Below are some photos of the event.

Planning is underway for more great events and PD during the year, including a Paper Plus Hornby Buyers Night, a PD day around Neurodiversity and a possible road trip to Timaru.

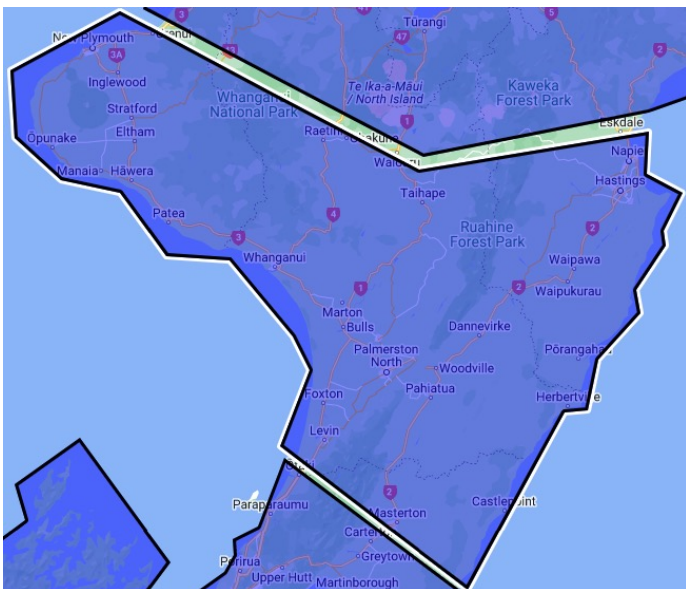
Sally Blake, SLANZA – Aoraki NE Representative



CENTRAL

The SLANZA central membership has been consistent over the last few years. As of the end of April we have 33 paid members for 2023.

At the end of 2022 we had 48 members, there were 51 at the end of 2021 and 49 members at the end of 2020.



SLANZA CENTRAL COMMITTEE

We held our 2023 AGM via Zoom on 21 March. At this meeting, members were re-elected as follows:

- Sasha Eastwood, Central National Executive rep.
- Katie McMillan, Secretary
- Suzette Stephens, Treasurer
- Christina Bate, committee member
- Andrea Knap, committee Member

We were delighted to welcome Crystal Hilton and Susan Hosokawa as new Central committee members.

We sadly accepted the resignations of long-standing committee members Bev Harrison and Steph Ellis. We are immensely grateful for their passion, commitment and the time they have offered SLANZA Central over a number of years. They will be missed.

We have representatives from Manawatu, Rangitikei, Wairarapa, Taranaki and Hawkes Bay on the committee, we would welcome representatives from the Horowhenua, Wanganui regions to join us.

At the meeting Katie McMillan agreed to continue to administer the [SLANZA Central blog](#).

We meet via Zoom at least once a term to organize events in our region and to give sector wide and member observations and feedback to National Executive. We aim to organise PLD events every term including a termly Book Club via Zoom to share book recommendations.

SLANZA SESSIONS PODCAST

A new initiative, the [SLANZA Sessions podcasts](#), was launched late last year. These are run and hosted by Central members Alan Dingley, Chris Auer and Sasha Eastwood. This podcast is created at the Manawātū People's Radio studios with support from NZ On Air.

"We want to share our love of books for youth and young people, and our passion for school libraries. We will be asking questions and seeking answers about how we can all ensure the School Library maintains its valuable place in the NZ literacy and education landscape."

We would love some feedback as we continue to develop our podcast series. You can follow us on [Twitter](#) or email us at podcast@slanza.org.nz



SLANZA CENTRAL REGIONAL CONFERENCE

Planning is underway for our upcoming regional conference being held in Palmerston North later this year. We can confirm the dates – Saturday 23rd- Sunday 24th September. So, diary this date and check out our SLANZA Central Blog for updates. We can't wait to see you all in Manawātū.

Sasha Eastwood & Suzette Stephens – Central NE Representatives

OTAGO

To end 2022, we met at the St Hilda's library for an end of year quiz, pizza and bubbles. We formally farewelled Jayne Downes who has been a long serving member of the committee and faithful part of our SLANZA region for many years. We wish her all the best for her well-deserved retirement and her travel plans.

Carole Gardiner has offered to host an Access-it session for those of us who would like a refresher. Unfortunately, this had to be postponed this term but we have it on the agenda for Term 2 along with the possibility of an event in the Central Otago region – watch this space!!!

There have been some staff changes in our region since last AGM, we have lost Kate Innes from Otago Boys and welcome Kelly Kinghorn. We also welcome Carla Bayard of Kaikorai Valley College.

Our recent AGM was hosted at Logan Park Library, unfortunately Rod Stewart put paid to our dinner plans and stopped some members from even attending due to road closures all around the Dunedin stadium. Despite this we enjoyed a PD presentation on "Connecting with your Library Community through Social Media" which was presented by Colette Mahoney and Lauryn Urquhart.

Two members have stepped down from our committee - Angela Thompson left her role as treasurer in 2022 and Michelle Summerfield is stepping down from her role as National Executive Representative. They will be greatly missed and we thank them for their service.

Jan Simpson has accepted the role of treasurer and Lauryn Urquhart has accepted the role of the new National Executive Representative.

We have two new committee members who have been voted on, Sarah Ranby from St Hilda's Collegiate School and Liz James from Logan Park High School.

Thanks to everyone for the way you contribute to our SLANZA Otago region. We appreciate the work you do and the time you put into supporting this, your organisation.

Michelle Summerfield – Otago NE Representative

TAMAKI MAKAUROU AUCKLAND

The most important asset of any library goes home at night – the library staff. Undoubtedly the most important asset of any committee is, of course, the people on it. Those who step forward and volunteer their skills, experience and time. We are thankful to have a great team on the Tamaki Makaurau Auckland Committee – Michele Coombridge (Chair), Lorraine Clark (Secretary), Chantelle Dunn, Victoria Elisara, Alison Hewett, Lisa Kenny and Jo Parker. Two new members have also recently joined us, Trena Lile and Emma Smoldon.

Trena is Library Manager at Massey High School and will be the new SLANZA National Executive Representative for Tamaki Makaurau Auckland when I move in to the role of President. Previously she has worked in a Primary School Library, Public Libraries and Book Publishing. She has two teenagers, two fish and one husband all living together in West Auckland. Trena is passionate about libraries, especially school libraries and is looking forward to working with SLANZA to continue the progress that has been made in advocating for school libraries. Trena admits to being a monogamist reader and series junky.

Since our last update the Committee hosted a super successful Christmas Event at Baradene College – the first in-person event for some time! We had a great turnout and lots of fun with raffles, prizes, bingo, yummy food and wine, as well as a wonderful speaker in Melinda Szymanik. Melinda delighted us with gems of wisdom and encouragement for all we do in creating environments where NZ authors are celebrated and where students can find like-minded lovers of books and reading. We were so impressed with Melinda's presentation we asked her if we could share the speech with you all. So, Melinda turned her speech into an open 'Love letter to Libraries'. She has recently shared this on her blog, and below I share a few quotes from the speech, which you can read in full [here](#).

In March we hosted a LibCafe Event at Dilworth College and held our AGM (a little earlier than usual) to bring reporting and date in line with the new requirements of the Incorporated Societies Act 2022. The LibCafe included a slide smackdown, with slides presented by the person who submitted them, on anything they wanted to share with their fellow colleagues. We had a great range of topics including SLANZA Reading Lists, Te Tōtara – the Workforce Capability Framework (National Library), a 'caught reading' initiative, book lists, creative dividers with Canva and recycling book boxes. There was also an opportunity to join a group discussion on a variety of topics - School Library Week, Readers Cup, promoting reading for pleasure, primary school libraries and developing your collection. A challenge then went up and a mock battle ensued between those who agree graphic novels have a place in the school library and those who don't. Thankfully no one was injured and it was all in the spirit of fun!

At the AGM, the Treasurer's, Convenor's and N.E. Rep's reports were presented and shared. If you would like a copy of the AGM Minutes, the reports or any P.D. notes please see the TMA page on the SLANZA [website](#) – or send an email request to auckland@slanza.org.nz.

A huge thanks and appreciation for the time, skills, advice and experience contributed by Lisa Alcott to the Committee. Lisa has now left the Committee (after many years!) but will continue to inspire, engage and advise in her role at National Library as a Facilitator in the Services to Schools National Capability team. She currently works with schools in South Auckland, Manurewa and Franklin, running face-to-face and online professional development for school library teams in the areas of reading engagement, digital resources and school library development.

Emma Smoldon is now the National Library representative on the Committee. Emma is a Facilitator in the Services to Schools National Capability team. She has a background in secondary education in both in the UK and NZ, and was an educator for Auckland Playcentres Association. She co-wrote the book *Ideas for Play: Literacy — Playful Ways to Grow Children's Communication*.

Finally a note from me as I shift from being N.E. Representative to the President of SLANZA at the national AGM. I will aim to honour the whakatauki - He aha te mea nui o te ao? *He tangata he tangata he tangata! What is the most important thing in the world? It is people! It is people! It is people!* SLANZA represents all our members and their schools, staff and students in advocating for and improving school libraries in Aotearoa and all that impacts – our reading, our learning, our literacy. After all the most important asset of any library goes home at night – the library staff.

Claudine Crabtree – Tamaki Makaurau Auckland Representative

A special note on a special school librarian – Karen Leahy was the much loved Librarian at Kelston Boys High School in Auckland. Sadly Karen lost her battle with cancer in 2020 and is greatly missed by all the staff and students. From the Kelston Boy's website - *Mrs Leahy will always be remembered for the enormity of her heart and her love for our boys. She loved her boys as a mother would, both with care and with firmness. Kelston Boys has truly been enriched by her. She will be sorely missed.* In honour of Karen, the library has now been named after her and all she did for her school community. A wonderful tribute to a wonderful person and much missed SLANZA member.



TE TAI TOKERAU

Our Term 1 event was an evening Zoom meeting on the 23 March 2023.

We started the meeting with an interesting and engaging session with guest speaker Jess Starr presenting the work she is doing, along with Clare Giesbers, on the Aotearoa NZ Histories Curriculum. These two librarians, Jess from Ruakaka Primary and Clare at Northland College, signed up to work with National Library's Any Questions/ Many Answers team to create history topics that will be regionally focused, relevant, credible resources accessible to all Aotearoa students. They were trained on content creation and curation of local Te Tai Tokerau history for the histories curriculum as part of the SLANZA pilot programme with the NZ Library's Partnership Programme.



This was followed by our AGM in which the following the members joined our committee:

ELECTION OF OFFICERS

- National Exec Rep – Julia Smith, Kerikeri High
- SLANZA TTT Treasurer - Lynne Petty, Maunu Primary
- SLANZA TTT Secretary - Jeannie Skinner, NLNZ
- Chairperson – position vacant

COMMITTEE

- Anne Dickson, NLNZ
- Aimee Ruka, Ohaeawai Primary
- Imogen McLeod, Otamatea High

Julia Smith – Te Tai Tokerau NE Representative

TE WHANGANUI-A-TARA WELLINGTON

SLANZA Wellington has a years' worth of school librarian activities planned for our members (members currently numbered at 83), beginning with our series of Online Book Clubs.

Term 1 – Graphic Novels and Manga

Term 2 - Thursday May 25th 7pm – New Zealand Authors

We held our Wellington AGM at Rāroa Intermediate in person, it was lovely to be able to get together face to face. We had an inspiring session from Dahli Malaeeulu who talked about her passion for writing books for our Pasifika students, because they are so urgently needed. Her energy and commitment to ensuring this is happening is amazing and we all ordered and bought many of her books.

We are in the process of planning a repeat of the very enjoyable Shop Local Book Fair that was held for the first time last year. This year it will be held at Naenae College, the date to be confirmed. It is always fun being surrounded by books and the experts who sell them. The whole day PLD we will hold later in Term 2 about Information Literacy will be a combined National Library event.

It is with great sadness that we have farewelled our long-standing committee member Marianne Dobie. She has been a hardworking and dedicated stalwart of the Wellington committee for over 10 years and her quiet efficiency, experience and her eye for detail will be sorely missed.

Clare Forrest – Wellington NE Representative





SLANZA PAY EQUITY UPDATE - 'REGRADING INFORMATION

PE NEGOTIATION TEAM – NZEI REPRESENTATIVES

This week our pay equity regrading funding applications open. We understand that this could be a time that some members of our workforce may need support and guidance around next steps. This update will hopefully help members feel more informed. **If you have any queries about your individual circumstances, please contact NZEI 0800 693 443.**

Late last term the Ministry of Education and NZSTA held a series of webinars for Principals and school payroll officers. Here are some notes from that webinar:

- Here is the [road map](#) with dates of when things will happen (and have happened).
- School librarians will be paid their new rates and backpay by 31 August 2023 at the latest!

The regrading timeline (for those who believe they are not going to be on the right grade once automatically translated across) is as follows:

- 1 May 2023 - Pay equity regrade funding applications open and [guidance published](#)
- 1 December 2023 - Final date an employee can request regrading from their school or kura as a direct result of the settlements
- 15 December 2023 - Pay equity regrade funding application cut-off date (including appeals). Final date for schools and kura to apply for pay equity regrade funding on behalf of their employees

NOTE: There is no automatic translation to the new Grade D. If you or your employee believe an existing role belongs in Grade D please see the Pay Equity Regrading Guide.

- Education Payroll will look at existing employees' grade(s) and step(s) on 23 November 2022, based on data provided by schools and kura, and automatically convert them to the equivalent grade(s) and step(s) on the new pay equity scale. The pay equity translation is additional to, not a replacement for, annual progression.
- Employees with annualised pay translate based on the grade and step, not the annualisation rate. Annualisation is a mechanism to spread pay over 52 weeks and it does not affect the grade and step.

ADDITIONAL LINKS:

[Pay Rate Translation Guide](#)

[Work Matrix Guide](#)

NOTE: That there will be a pay increase through our [Support Staff Collective Agreement \(SSCA\)](#) on 2 June 2023 that was negotiated by NZEI in June 2022.

All Pay Equity information (including the above links) can be found [here on the Ministry of Education website](#) for those who want to do a deep dive.

[You can find the webinar slides and recording here.](#)

We hope this information will help with those who need it.

*Ngā mihi,
Clare, Kaaren & Sasha
NZEI School Librarian PE Negotiation Team*

PAY EQUITY FOR NEW ZEALAND SCHOOL LIBRARIANS AND LIBRARY ASSISTANTS

MIRIAM TUOHY & SASHA EASTWOOD
NATIONAL LIBRARY SERVICES TO SCHOOLS

In 2020, amendments to New Zealand’s Equal Pay Act 1972 were passed into law. These amendments enacted recommendations made by the Public Service Commission Joint Working Group on Pay Equity and provided a clear process for making pay equity claims. The Public Service Commission describes pay equity this way: “Pay equity is about women and men receiving the same pay for doing jobs that are different, but of equal value (that is, jobs that require similar degrees of skills, responsibility and effort.” (Public Service Commission et al., 2020).

According to OECD data, New Zealand’s gender pay gap in 2021 was 6.7% (Fifty Years of the Equal Pay Act 1972 - New Zealand Parliament, 2022). This is lower than the figure for Australia which the OECD calculates as 15.3%. The school sector here is dominated by female staff. In New Zealand schools, as elsewhere, support staff roles are most often filled by women. NZEI Te Riu Roa (the union for principals, teachers, support staff and specialist staff in New Zealand schools) has now successfully raised and settled several support staff pay equity claims with the Ministry of Education. These settlements cover:

- teacher aides
- administration staff
- kaiārahi i te reo — support staff who work alongside teachers supporting the Māori language (te reo Māori), and Māori customary practices and principles (tikanga)
- science technicians
- school librarians and library assistants.

THE LIBRARIANS AND LIBRARY ASSISTANTS’ PAY EQUITY CLAIM

In November 2020, NZEI Te Riu Roa (‘NZEI TRR’) raised a pay equity claim with the Ministry of Education (‘the Ministry’), on behalf of school library staff in state and state-integrated schools.

The claim rested on 3 points:

- “The consistently female-dominated workforce.
- The characterisation of school library work as women’s work.
- Occupational segregation and the feminisation of library work.” (NZEI Te Riu Roa - Pay Equity for Librarians | Mana Taurite, n.d.)

Although the Equal Pay Act sets out a clear process for making a pay equity claim, there are many steps involved, and a lengthy period needed to work through them.

In January 2021, the Ministry agreed that the librarians and library assistants’ claim was arguable. At that time, other pay equity claims with the Ministry were in progress, so the school librarians and library assistants’ pay equity claim joined the queue. By October of that year, the terms of reference were agreed, and the investigative stage of the claim process began.

Prior to any support staff pay equity claims, School Library Association of New Zealand Aotearoa (SLANZA) National Executive were already aware how crucial pay equity was for members, and of the need to be well prepared for a future claim.

Several SLANZA members, who were also NZEI TRR members, joined the investigative phase as members of the interviewing team. Along with NZEI TRR staff and members of the Ministry’s pay equity team, they conducted interviews with school library staff and their supervisors. Interview transcripts were then analysed to produce thirteen general areas of responsibility (Ministry of Education Te Tahuhu o te Mātauranga & NZEI Te Riu Roa, 2023, p. 50). The general areas of responsibility (‘the GARs’) were reviewed and finalised following feedback and further interviews with library staff.

Once the GARs were ready, comparator roles were selected. The comparator roles were all public sector roles. Some had to be male dominated (including fishery officers, parking compliance officers, cadastral surveyors, corrections officers and customs officers). Others didn’t need to be male dominated, as long they had already had a successful pay equity claim, so these included teacher aides, and school administration support staff.



Figure 1: School librarian and library assistants’ general areas of responsibility

The original set of questions were used again to interview workers in the comparator roles. The Ministry of Business, Innovation and Employment holds all the interview data, and this can be used in any future pay equity claims.

NZEI TRR and the Ministry of Education used the GARs and the interview data to produce their evidence report. The report was published, and sex-based discrimination confirmed, on 23 November 2022.

Almost immediately, NZEI TRR, the Ministry and NZSTA entered the settlement negotiation process. Three members of the NZEI TRR team were also SLANZA members, who brought their expertise to the negotiations, along with the weighty responsibility of representing all school library staff. The approach used in negotiations was ‘interest-based bargaining’, which starts with a statement – in this case, the agreed aim of the settlement. All parties came to the table focused on achieving the same goal and committed to working collaboratively through a range of solutions. From SLANZA’s point of view, the experience was on the whole extremely positive and empowering.

From these negotiations, the terms of the settlement were drafted, and shared with all the affected workforce for consultation. Voting opened on 3 February 2023 and the terms of the settlement were agreed by a large majority. The agreement was ratified on 22 February 2023 and signed on 6 March 2023, with an effective date of 23 November 2022 (Ministry of Education Te Tāhuhu o te Mātauranga, 2023).

IMPROVED PAY RATES

For most library staff working in New Zealand schools, their employment is covered by the terms of the Support Staff in Schools’ Collective Agreement (‘the SSSCA’) between the Ministry of Education, NZEI Te Riu Roa, and E Tū (another trade union, covering workers in a range of occupations and industries) (Support Staff in Schools’ Collective Agreement, 2023). Far fewer school library staff have an individual employment agreement.

Data from our 2022 national survey of school libraries found that most responding school library staff were employed on Grade C of the SSSCA (National Library of New Zealand Aotearoa Te Puna Mātauranga o Aotearoa, 2023). Hourly rates in this pay grade range from \$23.69 (just above New Zealand’s current ‘living wage’ of \$23.65) to \$26.30 per hour. When teacher aide and administration staff pay equity claims were settled, those staff received significant increases in their pay rates. So, for many library staff, their pay fell well below that of their support staff colleagues. From the same 2022 survey, 66% of library staff respondents said their pay was inappropriate considering their role and responsibilities; only 20% of respondents felt their pay was appropriate.

The pay equity settlement will see hourly rates rise considerably for school library staff. This change applies to union members and non-union members, those covered by the SSSCA and library staff with individual employment agreements. As an example, the range of hourly rates for staff currently in Grade C will rise to \$28.08-\$33.68 per hour (up from \$23.69-\$26.30 as above). Extra allowances for relevant tertiary qualifications are unchanged — these will still be applied above the new hourly rates.

By the end of August this year, school library staff will receive a settlement payment backdated to 23 November 2022. This settlement payment is funded directly by the New Zealand Treasury. Once the settlement is implemented, schools’ operational funding grant from the Ministry of Education will increase automatically (based on 2022 payroll data) to cover the new pay rates.

CLEARER ROLES AND RESPONSIBILITIES

The settlement agreement introduces a major change to how school librarian and library assistant roles are defined and described — the Work Matrix Table (‘the work matrix’).

The work matrix defines 4 grades, with increasing levels of autonomy from Grade A through Grade D. For each grade, the work matrix helps to clarify:

- accountability and levels of autonomy
- supervisory or management requirements
- levels of necessary skills and knowledge
- the type of problem solving required
- interpersonal and communication skills needed.

The work matrix and the general areas of responsibility combine to provide a very detailed description of all the work that school library staff do. In the past, much of this work, plus the levels of accountability and responsibilities that school library staff have, were not always evident to those outside the school library. As one respondent to the 2022 survey of New Zealand school libraries put it, “Skills needed in a modern library are not well understood by teaching staff and management. We don’t just put books away.”

One important principle of the settlement is that a ‘pull up’ policy applies. This means that librarians and library assistants don’t have to do every activity listed in a particular grade in the work matrix to be positioned in that grade – it is enough to perform just one of the requirements regularly, to be placed in that grade.

FURTHER BENEFITS FROM THE SETTLEMENT

The pay equity settlement provides a lump-sum parental payment equivalent to 6 weeks’ pay, for staff who take primary carer leave after 6 March 2023, return to work before or at the end of that period, and work for a further 6 months.

The terms of the settlement also include ‘Additional workforce matters’ — agreement that future consideration will be given to three key issues for school library staff. These are:

- that the current review of the funding model that applies to teacher aides be extended to consider other para-professional roles in schools, including library staff
- that research underway about current practice and use of teacher aides be extended to include the use of library staff in schools and kura
- that the working group considering career pathways and professional learning and development for administration staff, also considers librarians and library assistants’ needs.

NEXT STEPS FOR SCHOOL LEADERS AND LIBRARY STAFF

To be ready for implementation, library staff and school management need to:

- review and update library job descriptions, to ensure they are up-to-date and an accurate reflection of the role and responsibilities
- check up-to-date job descriptions against the work matrix and determine the correct grade and position for the role.

During a recent webinar for schools about implementing payroll changes for library staff, NZSTA Senior Advisor Carla Palmer reminded viewers that “Job descriptions are living documents, and that means it’s not a document that you just roll over without taking a look at it and considering whether or not the needs of the school, the requirements for the role have changed” (New Zealand School Trustees Association [NZSTA], 2023).

No further action is needed if the employee is already on the correct grade for their role. However, if the job requires re-grading, school staff will need to work through a re-grading process. The Ministry of Education will provide guidance about this during the year — the deadline for re-grading applications is 1 December 2023.

LOOKING FORWARD

Settlement of the pay equity claim is an enormously positive outcome for school librarians and library assistants throughout New Zealand.

Significant improvements in remuneration correct an historic undervaluing of school library work. Library staff pay will soon be commensurate with the expertise required to do the job. The increases will once again put librarians and library assistants’ pay on an even footing with their support staff colleagues.

The process of investigating and settling this claim has been beneficial in other ways, too. The Ministry of Education, and other sector stakeholders, have a better understanding of the skills and expertise required of school library staff. The process has also raised awareness of the important role that school libraries and school library staff play in supporting teaching and learning, and student wellbeing. As schools work through the next steps towards implementation, this will raise visibility within the school of the value of the library and the staff who work there.

Maynard Scott, National Employment Relations Advisor for NZSTA, says “It’s great to see them get the recognition that they so rightly deserve. We also firmly believe that the provisions in the settlement are going to address other issues for schools and kura such as improving recruitment and retention. The impact that this settlement will have on the people employed in these roles is great, we know the impact they have on kaiako, teachers, schools, and our communities — the value they provide to them” (New Zealand School Trustees Association [NZSTA], 2023).

The evidence report and the work matrix can be additional resources used to advocate for the development of the school library sector, and for school librarianship as a viable career path.

In the months ahead, SLANZA and the National Library will support schools and library staff in various ways.

SLANZA will ensure members have the most up-to-date information and guidance, and know how to access help, for example, by encouraging members to join NZEI Te Riu Roa and contact them for assistance.

The National Library’s support for schools, including website content, includes guidance about leading and managing a school library (National Library of New Zealand Aotearoa Te Puna Mātauranga o Aotearoa, n.d.). This guidance and related resources such as job descriptions will be reviewed and refreshed over the next few months.

We are grateful to all those people who helped bring the Librarians and Library Assistants’ Pay Equity Claim to fruition. Now we look forward to seeing that hard work and dedication make a real difference for our school library colleagues and their communities around the country.

Miriam Tuohy & Sasha Eastwood

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ASLA CONFERENCE



The Australian School Library Association invited us to speak at their biennial conference 'School Libraries: Navigating the Future' which was held in Coolangatta during the April school break. Thanks to funding from the Department of Internal Affairs, which was matched by SLANZA, four SLANZA National Executive members were given the opportunity to present and attend. This also provided us the opportunity to meet with the ASLA board to further SLANZA's aims. This allowed us to compare and discuss our organisations and sector with an international lens providing insight and wider understanding that we hope will enhance and strengthen both our organisational capabilities.

Julia Smith wowed the room full of our Australian colleagues with her 'Building Culturally Responsive School Libraries' presentation, sharing her insights into how school libraries can and should be leading this space in the education sector. Clare Forrest and Sasha Eastwood educated and informed a curious audience about how the school library sector works in Aotearoa and the 'why, how, highs and lows' of running our School Libraries Transform campaign.

We were delighted to share this experience with a small but proud group of school librarians from Aotearoa who also attended. School librarians love to connect. We were lucky enough to establish some wonderful collegial friendships with school librarians over the ditch and to build relationships with prospective business partners for future sector sponsorship and conferences.

We would like to share some insights into some of the sessions we were fortunate enough to attend.

KEYNOTE - 'LEE CROCKETT: AGENTS TO AGENCY

SASHA EASTWOOD

Lee Crockett is an author, speaker, designer, inspirational thinker, and the creative force behind some of the most exciting transformations in education happening worldwide.

Lee believes in a bright future and our ability to build it together through humour and compassion. Lee Crockett works with governments, education systems, international agencies, and corporations to help people and organisations connect to their highest purpose and realise their wish for the future. Living in Kamakura, Japan, he practices Zen and studies the Shakuhachi, a traditional Japanese bamboo flute. Mindfulness and joyful curiosity are the foundations of his approach to his work and his life.

<https://www.hbe.com.au/lee-crockett.html>

Lee's presentation talked us through the philosophy of his latest book ['Agents to Agency: A Measurable Process for Cultivating Self-Directed Learner Agency'](#).

Agents to Agency explores how to adopt learning practices that develop and enhance learner agency, and will provide the understanding you need to move forward with it in your classroom. The reader is guided through the content with clear summaries, key points and tangible examples of each level of agency.

Lee provides a well-structured and systematic framework for developing agency in the classroom and enabling students to become capable and independent learners. Agents to Agency breaks down what agency is and discusses why it is essential to successful and meaningful learning. The book then examines the crucial topic of learning intentions and success criteria which is pivotal to students knowing what proficiency will look like and guiding them towards achievement.

The following are some takeaways from Lee's presentation:

- He led with asking us "Is your practice perfect?". He then followed up with there is only 'evolving practice'.
- Change is happening around us all the time.
 - Moore's Law – technology capacity doubles every 24 months was a trend defined in the 1970s, which is now doubling every 18 months. This 'law' is projected to become obsolete in 2036.
 - That internet speed has no sign of slowing down
 - The growth of the internet – 1.88b websites in 2021 (in comparison there were 1.98b websites in 2022 and 1.13b websites exist so far this year).
 - Infowhelm – overabundance and ever-increasing amount of accessible information



Lee Crockett

- Literacy is an outcome not a subject.
- Are your learners agents of the teacher or have they agency over their learning?
- Learners need to develop into divergent thinkers – 'How many ways can we use a paper clip?'
- Is your practice centred around 'Future Focused Learning'?
- Destinations – places we will visit together on our journey, expressed in general terms, concepts or ideas.
- Milestones – measurable points of progress, indicators of positive movement towards destinations.
- Footsteps – small, essential positive actions towards a milestone to be accomplished in a specific period.
- **Change is happening – embrace it!**

Sasha Eastwood

NED HEATON AND THE TURTLE TRIBE

CLARE FORREST

I was lucky enough to go to the ASLA 2023 Biennial Conference in April, where we discovered that school librarians are lovely people in Australia too, and I found out I don't know enough about Australian authors and their books, despite there being so many great ones.

I chose to go to a conference session called 'The Making of a Changemaker: How inspired kids can change the world' and had the privilege of meeting the most charming and indeed inspiring 15-year-old. Ned Heaton began his conservation journey from an early age, spending time helping to clean up local beaches during holidays at Moreton Island National Park. With support from his parents, he eventually founded [The Turtle Tribe](#) in September 2018, offering bamboo toothbrushes as an alternative, and started on his mission to get plastic toothbrushes banned. At the age of 11!

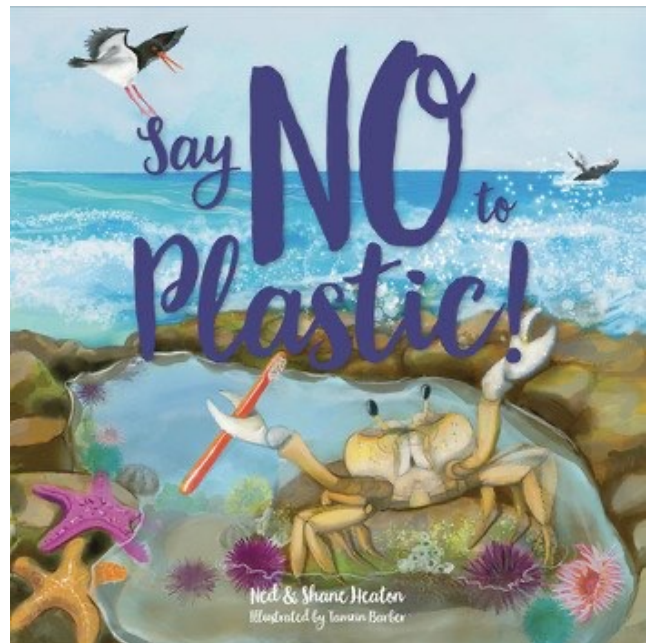
Ned told us that his early teachers and school librarians helped develop his love of reading and learning (smart kid to say this at a school librarian conference, of course), and he has since written his own picture book, with the help of his dad, to encourage and inspire more children to save the sea world from plastic pollution.

It's a nice picture book, with a simple story in rhyme of how we can make a difference and save the creatures that live in and by the sea. There are things to find along the way and teacher notes are available.

Ned has achieved so much for such a young man; it is both impressive and exhausting seeing how passionate and accomplished he is. Keep an eye out for what he can get done in the future.

- Winner, *Changemaker of the Year 2019*, in the global 'Be the Change' Awards for the Social Impact sector, London, UK.
- Winner, Best Film, and Best Ocean Theme U13, for 'Twice a Day, Every Day', Cicada Film Festival 2019, Brisbane.
- Winner, *Entrepreneur of the Year 2019*, Youth in Business Magazine, Melbourne.
- Winner, Best Litter Prevention Program U17, CitySmart/Brisbane City Council Cleaner Suburbs Awards, presented by Lord Mayor Adrian Schrinner, 2019.
- Awarded the *Governors Medallion* by his excellency, the honourable, Paul de Jersey, Governor of Queensland, at Brisbane City Hall, 2019.
- Winner, *Create Change*, 7News Young Achiever Awards Qld, 2022
- Winner, *Australian Teen Entrepreneur of the Year*, Teens in Business Awards, 2022
- Winner, *Most Impactful Teen Business*, Teens in Business Awards, 2022

Clare Forrest, SLANZA Wellington National Executive



DR MARGARET MERGA - STUDENTS' HEALTH LITERACY AND THE ROLE OF THE SCHOOL LIBRARY

JULIA SMITH - SLANZA NE REP FOR TE TAI TOKERAU

Have you ever heard of health literacy? I hadn't until I had the opportunity to attend one of the marvellous Margaret Merga sessions on this topic at the Australian School Library Association national conference. Dr Merga delivered a fascinating presentation steeped in her research and knowledge. In this brief overview, I simply won't do her the justice deserved, nevertheless, we all do need to be aware of health literacy and our role as school librarians in guiding our students through this literacy.

WHAT IS HEALTH LITERACY?

"Health literacy is the skills, knowledge, motivation, and capacity of a person to access, understand, appraise and apply information to make effective decisions about health and health care and take appropriate actions." (Merga, 2023)

THE INTERSECTION BETWEEN HEALTH LITERACY AND OTHER LITERACIES

Obviously, health literacy is another literacy. We know our job entails helping students become critical consumers of information, enabling our young people to find valid, trusted information in books, websites, and social media. We teach them about misinformation (inaccurate information), disinformation (deliberately circulated false information), algorithms, and lateral reading. We may utilise the S.I.F.T. evaluation framework. As part of that teaching, we need to encompass health literacy examples.

THE EMERGING ROLES OF SOCIAL MEDIA PLATFORMS AS A SOURCE OF HEALTH INFORMATION FOR YOUNG PEOPLE

Dr Merga is concerned about the quality of health information young people encounter on social networking platforms, and the qualifications, expertise and ethics of content creators disseminating this information.

She embarked on a case study of TikTok because of its popularity and the prevalence of health-related content on that platform. TikTok enjoys over a billion worldwide monthly users and a third of those are under fourteen years of age!

THE BENEFITS AND RISKS OF ACCESSING HEALTH INFORMATION FROM SOCIAL MEDIA CREATORS

Her research revealed that TikTok can be a valuable space for sharing vital public health messages and it is not uncommon for health professionals to debunk health information on this platform.

However, topics of controversy include body image, vaping and cannabis usage positively framed, disordered eating, and pharmaceuticals being promoted by non-medical people. Content creators can be highly persuasive and manipulative and are exploiting this platform for economic gains.

"Strong digital health literacy skills are a vital safeguard given the potential harm of false information around health issues can cause." (Merga, 2023)

THE UNIQUE ROLE THE SCHOOL LIBRARY AND ITS STAFF CAN PLAY IN HELPING STUDENTS NAVIGATE ONLINE HEALTH INFORMATION

For our young people to make informed decisions about their health, they need health literacy skills to locate, evaluate, and comprehend health information. Research shows that health outcomes are positively influenced by the level of health literacy. School librarians need to be aware of health literacy and add it to our skill set.

We need to promote both our fiction and non-fiction for students to explore health issues, ensuring that the sources are age-appropriate, current and credible. Dr Merga suggested we may need to weed extensively, as well as build and maintain our physical books on health information, that books are such a critical source of trusted information for our students.

We also need to ensure our young people have the digital health literacy skills to evaluate the information they find, or that is so often pushed at them:

- is the creator both impartial and expert?
- is the information reliable?
- is the information supported by reputable websites?

Dr Merga said we need to model those skills for our students - find videos, and together with our students, evaluate the credibility of the information.

For more information, see Dr Margaret Merga's book, *School Libraries Supporting Literacy and Wellbeing*, 2022. She can be found on Twitter @MKMERGA

Julia Smith, SLANZA NE rep for Te Tai Tokerau

SLANZA BANNED/CHALLENGED BOOK TOOLKIT

SUZANNE LIVETT



During April 2023 we held a 'discussion' event in our Facebook Connected Community Group - What is book banning? Has it arrived in Aotearoa and what can we do about it? An online discussion.

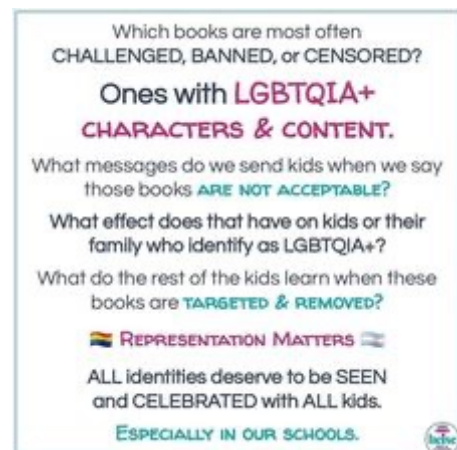
Whilst SLANZA doesn't believe that 'book banning' is prevalent in Aotearoa New Zealand, we are nonetheless concerned that this serious matter is quickly developing overseas and about the increasing media around this topic. We are mindful that we need to be ready in case these types of challenges increase in the wider library sector here in Aotearoa New Zealand.

Here are the articles, links and resources shared:

- [Empower Your Library Against Book Bans](#) - Get to know the current state of book challenges across the U.S. with a look at what led to this particular censorship movement. This presentation offered not only the terminology and groups associated with book challenges in public schools and libraries within and beyond New York; it also offered insight into how to build strong challenge policies, craft effective responses to book challenges, and connect your community allies to ensure your public institution remains committed to information access for all. Released Aug 9, 2022.
- [Complaints about library items](#) - When someone objects to or challenges a library resource you've selected, it's helpful to have a process for handling the situation. Balancing your aim of an inclusive collection against the diverse opinions in your community needs good communications. This NLNZ resource takes the reader through the process of creating a robust policy.
- [Judy Blume: book banning now much worse in US than in 1980s](#) - The Guardian article by Emily Dugan - April 3rd 2023

- [Libraries issued with instructions for securing buildings a protesters try to remove LGBTQ+ books for young people Irish Times](#) article by Carl O'Brien - Mon April 3rd 2023
- [Be Prepared: Censorship Resources](#) - 'It's hard to avoid news of book bans and challenges around the country right now. We want to take this opportunity to remind you of some resources we've put together for librarians, educators, and others interested in preserving access to books.' - Lerner Books Blog
- [Banned Books Resources ASLA 2023](#)

Banned Books – Implications for Teacher Librarians, Suzanne Livett, Head of Library Services, Somerville House, Brisbane



BOOKS BACK BETTER

CRISTINA SANDERS

GETTING BOOKS TO CHILDREN AFTER THE CYCLONE GABRIEL FLOODS

It's been nearly twelve weeks, and the land that Cyclone Gabrielle visited is still a disaster zone of mud, slash and debris, though some of it has been bulldozed into piles to allow access to buildings for the clearing to begin.

A drive past Hukarere Girls' College in Eskdale reveals piles of silt two stories high and a wrecked building slapped with a Civil Defence Emergency sign behind. You cannot drive past many of the ruined schools in the region. The roads have been washed away and bridges not yet rebuilt.

We've all seen the pictures of turgid water lapping the roofs of houses, of people precariously lifted by helicopter, and trees poking out through second storey windows.

I went with a group of volunteers to clear a property in the aptly named "Swamp Road" in Ōmahu, where the Tutaekuri River had jumped its banks and gone overland to join that other river of destruction, the Ngaruroro. The river had thrown a thick quilt of silt over everything. Orchards were flattened, the tips of fence posts just sticking out of the mud to mark where fields of crops once grew. The onion farm along the road had been lifted by the force of the water and 70,000 onions spewed through the properties. We spent a day picking onions out of trees before they started to rot and attract the rats, and we cleared truckload after truckload while bulldozers excavated the silt from the houses.

Stuff estimates that over 10,000 people were displaced by the cyclone across the motu. There are no statistics to confirm how many bookshelves were ruined, how many books were buried in silt or water damaged, but those of us in the heaviest hit areas know the effect of fierce water running through a house, and just how long a household takes to sort and dry. Books don't survive a flood. The maps that show the extent of the flooding also mark the new book-free zone.

So, what does this mean for readers? What does it mean for children in the hard-hit areas who have lost so much? And to the point, how can we help children who have been traumatised by these events engage in the world again and find the consolation that comes from escapism in books?

Immediately after the initial impact had passed and our staunch heroes with their utes and diggers had rolled in to start the physical mahi, Hawkes Bay author Mary-anne Scott gathered a group of local book-people to discuss how we could help young readers who had lost all access to books. Within days, the group teamed up with Wardini Books, SLANZA (School Library Association of New Zealand Aotearoa) and Booksellers Aotearoa NZ to create the "Books Back Better" project.

This campaign was formed to focus specifically on school libraries as the best way of getting appropriate books out to young readers quickly. Boxes of randomly donated books are not always useful. We considered that kura/school, kohanga reo and kindy librarians were best placed to understand the reading needs of their communities, and decided on Book Tokens as the ideal vehicle to ensure money went to the right place and for the right purpose.

Amanda Jarden, who heads the English Department at Hukerere Girls College, said they have spent hundreds of dollars in the past year sourcing specific books relevant for their students and are grateful for the opportunity to replace this curated collection.

There has been a wonderfully positive response to the fundraising call for donations through the SLANZA website. All donations will be used to purchase Booksellers Tokens which will be distributed to kura/schools, kindergartens or Kōhanga Reo in Aotearoa New Zealand affected by Cyclone Gabrielle which fit the project criteria via an application process. These tokens will enable the affected kura/schools to purchase new books from local booksellers to replace those that were damaged. If there is enough money raised, 'books back better' is the aim, a better collection of stories and ideas to engage their readers. Booksellers Aotearoa are supplying the tokens at a 20 percent discount off face value. All details are on the SLANZA website.

Individuals and organisations are encouraged donate to Books Back Better at www.slanza.org.nz/donate.

Cristina Sanders

Books Back Better:

restocking school libraries after Gabrielle.

Booksellers
Aotearoa New Zealand

SLANZA School Library Association of New Zealand Aotearoa
Te Puna Whare Mātauranga a Kura



Building Resilience & Confidence in Children

Why Reading Aloud Matters

As featured in the Teachers Matter Magazine
www.teachersmattermagazine.com



As a school librarian, I have received an increasing number of requests from teachers for books to help children deal with worry, stress and anxiety. Our collection has expanded to include a range of mostly picture books suitable to offer teachers as they support children to manage stress and anxiety - even children as young as five years old. These same teachers are also noting a decline of basic social and literacy skills, along with a lack of resilience in new entrants.

There are clearly a number of factors behind these shifts in behaviour and skill levels, including increased time spent on digital devices by adults and children. More time glued to screens equates to less time for human interaction and free-range play, less opportunity to explore the world and to learn to self manage. Natural language pathways in children's early years are being interrupted and obstructed, meaning a deficiency in oral language skills and vocabulary when the children arrive at school.

A five-year-old should ideally be arriving at school with a working vocabulary of 5000 – 6000 words, but it is clear that many new entrants at school - especially those who are struggling to express themselves verbally - have a much reduced vocabulary stock. Lack of vocabulary and lack of resilience creates a state of disempowerment for an individual. Without the ability to express oneself, to articulate feelings, to solve simple problems, to persevere at a task, it is easy to see how a child might become stressed, worried or anxious.

Reading aloud is an obvious way to introduce children to the wonders of language and storytelling and to build up vocabulary, but a recent study from the University of South Australia has found that reading aloud to children provides so much more. Researchers have found that reading aloud can triple a child's resilience at school, particularly for children deemed at-risk.

Lead researcher, Professor Leonie Segal, reports, "Reading out loud can create many positive outcomes for children. As a shared experience between parent and child, it encourages connection, while also directly contributing to child development through exposure to words and stories. Children in families that are struggling to create a nurturing environment will especially benefit from reading with a parent or carer, improving their resilience and keeping them developmentally more on track, despite their adversity exposure."

A classroom or school library setting is the perfect place to build on and consolidate positive reading experiences for children. Reading aloud is a simple activity - one that generates comfort and enjoyment for both reader and audience.

Children are hungry for stories, not only for the stories themselves, but for the sense of comradeship and closeness created in a read-aloud session. For the duration of the storytelling, all participants - reader and audience - form a special alliance. They become privileged members of an exclusive club, sharing experiences unique to the group. There is a sense of being removed from the everyday and being cocooned in a warmth and intimacy generated by the story and the shared storytelling experience.

Author Mem Fox, considers nonreading elements of a read-aloud session as valuable as the storytelling itself. "Engaging in this kind of conspiracy with children is perhaps the greatest benefit of reading aloud to them. We share the words and pictures, the ideas and the viewpoints, the rhythms and rhymes, the pain and comfort, and the hopes and fears and big issues of life that we encounter together in the pages of a book."

Be sure to choose a read-aloud that appeals to you, and one you know your students will relate to. All good stories have relatable characters who are faced with challenges, injustices or problems to resolve. Reading these types of stories allows children to see themselves in the book's characters, to put themselves in the shoes of the protagonist and, via imagination, experience the success of defeating a villain or conquering a fear. It allows children to see that adversities can be overcome, and in this way, helps to build resilience in individuals.


Educator, Pennie Brownlee, encourages adults not to act as censor. "Tell the traditional stories so your children will learn that obstacles can be overcome, even very vile and tricky obstacles. If we take all the scary bits out of the story

we inadvertently tell the depths of the child's consciousness that life will be easy and without trials."

Stories also shine a mirror on the positive, showing that conflicts will be resolved, characters will grow stronger or change for the better, and circumstances will improve. Author, Katherine Rundell, in her book *Why You Should Read Children's Books, Even Though You Are So Old and Wise*, reminds us of the hope embedded in children's stories. "Children's novels, to me, spoke, and still speak, of hope. They say: 'Look, this is what bravery looks like. This is what generosity looks like.' They tell me, through the medium of wizards and lions and talking spiders, that this world we live in is a world of people who tell jokes and work and endure."

Adults reading aloud to strengthen a child's resilience - could there be a more uncomplicated formula?

Adults reading aloud to strengthen a child's resilience - could there be a more uncomplicated formula?

I hope you will make it a daily practice. Go ahead - reach for that book, get comfy in your chair and invite your reading audience in. Let the reading magic begin. 



Bernice Williams

Bernice Williams works as a librarian at Ngaio School in Wellington. She has a long-standing interest in education with a particular enthusiasm for literacy, language, and literature. She delights in facilitating the perfect partnership between child and book, launching the reader on their reading journey, and cherishes the moments of reading 'gold' she is able to share with tamariki in read-aloud sessions in the library.

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DISCOVERING CARROT2

PAMELA MCKIRDY

Clustering search engines are used in some secondary school libraries. I'd never heard of them until recently, so I wanted to find out more: what is a clustering search engine, how does it work, and is it better than Google or Wikipedia?

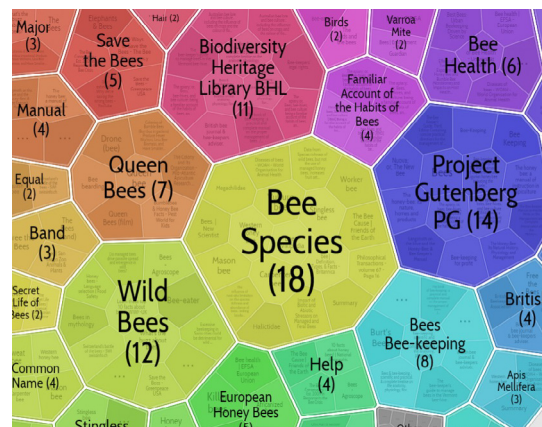
I discovered that a clustering search engine's point of difference is that it organises search results by topic, rather than the single plain list returned by conventional search engines.

Carrot 2 is an example of a clustering search engine. It is important to note that it can cluster documents (including search results) that are fed to it, but it does not crawl the web like Google or other search engines do. The interface offers three views: list, treemap, and pie chart. The results shown are presented differently in each view, and at first glance it looks useful, as one can see various aspects of the subject.

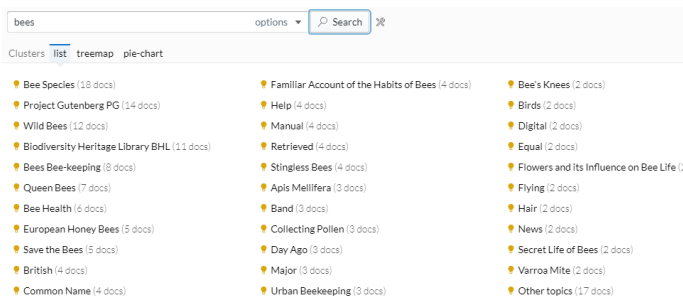
A search for 'bees' returns various topics such as beekeeping, varroa mite and stingless bees. But there are also results for the book *The Secret Life of Bees*, a cocktail called *The Bee's Knees*, and clusters labelled 'Help', 'Manual' and 'Retrieved' which turn out to contain results about spelling bees, a band called *The Bees* and a movie called *The Queen Bees*.

There are 14 results grouped as 'Project Gutenberg', which is a site that digitises out-of-copyright books such as *The honey bee: a manual of instruction in apiculture from 1889*. This might be useful for an assignment on the history of beekeeping but that is unlikely to feature in NCEA.

The treemap view shows the topic with the most results as a big bubble in the middle, and other topics clustered around it. You can click on any of the bubbles to get sub-topics.



The pie chart view displays the topics with the most results and their subgroups.



What kinds of results are returned?

Carrot 2 appears to have a lot of links to medical journals. I tried a search for 'immunisation' and got 80 results, which I then studied to see where they came from. Half the results were Wikipedia pages. Of the remaining 40, 14 were links that didn't work or couldn't be found, eight were from CiteSeerX affiliated to Penn State University, six were from BioMed Central, and seven were from the National Library of Medicine in the USA.

Let's compare this to Google and Wikipedia. A Google search for 'immunisation' returns 124 million results. The first page of results are all New Zealand government or non-profit sites. At the bottom of the page Google suggests related searches.

A search for 'immunisation' on Wikipedia returns a comprehensive article with many sources to investigate, 'see also' links to related topics, and 'external links' to US and UK sites.

Nobody expects students to look at thousands of Google pages. I feel that we just need to teach them a few simple tools to get good, quick, relevant results.

'Immunisation' and 'bees' are very broad topics, but from my brief experiments with Carrot 2, I feel that if you know nothing about a topic it might be useful to enter your very general term and discover aspects or terms you had never heard of. The layout is very attractive and the sub-topics feel useful, though I'm not sure that they are actually useful. You would still have to click into each topic and read about it, with many of the links leading to Wikipedia.

I feel that if you know nothing about a topic, you might as well go straight to Wikipedia to get a good overview of your topic with links expanding on important points, related articles and a list of accessible sources.

Once you have narrowed down your topic, why not use Google? A few keywords are all it takes, and you can quickly filter by date or find only New Zealand articles or articles from or relating to another country. And if you google 'wikipedia immunisation', the first four results are Wikipedia pages titled 'Immunization', 'Vaccination', 'Vaccine' and 'Vaccination Schedule' - take your pick as a starting point.

Or search Google for 'wikipedia immunisation zealand' and the first four results are Wikipedia pages for:

- COVID-19 vaccination in New Zealand
- Immunisation Advisory Centre, New Zealand
- Warnings About Vaccination Expectations NZ
- COVID-19 pandemic in New Zealand

Or you could use EPIC which is funded for all New Zealand schools. EPIC provides access to a number of databases and academic articles in many fields. It does group or cluster these by categories and will auto-fill likely searches once you start typing. I find it's not as easy to use as Google, but it will provide useful sources and can easily be filtered in various ways.

The team at Any Questions sometimes recommends Carrot2, because it shows how different keywords will cluster results differently, and because they want to alert students to a variety of ways to search online. Other search engines they show to students are Sweetsearch, DuckDuckGo (private searching) and Kiddle (for younger students)

Carrot2 probably has applications in information retrieval that I do not understand and may not need in a high school context. I will keep poking around Carrot 2 and any similar clustering site I find, but for me it looks like a very poor substitute for Google and Wikipedia. My instinct is that as information professionals, we school librarians should be teaching our students how to use keywords and filters to narrow down a topic and limit results, not restricting ourselves to one search engine's decisions about how to group information.

It's not quite the bee's knees for me.

Pamela McKirdy

GRAPHIC NOVEL GROWTH AT OPAHEKE SCHOOL

LOANA MCCORMACK

As I sit down to share the results of my small-scale research project, the final paper of my Bachelor of Library and Information studies, I am reminded of how this learning journey started, and the large part that SLANZA played to assist my studies. I did not start out intending to complete a degree. With my own school-aged children, busy work and home life, a degree seemed like a workload that was beyond my capabilities. So, instead I started with the two courses that SLANZA funds for the certificate in Library and Information Services for Children and Teens through the Open Polytechnic. Once I completed the certificate course, I thought perhaps furthering my studies was a possibility. Although it was challenging at times, including studying through a series of lockdowns, I feel it has equipped me with the skills to be responsive to my community's needs. I was a fortunate recipient of further support from SLANZA when receiving a study grant in 2022 for my last paper.

GRAPHIC NOVEL GROWTH

For my study I looked at our school's graphic novel collection: changes in its circulation statistics and influences in student choice of reading resources.

School librarians are known for keeping up with changes in children's literature, publishing trends and an understanding of the ever-changing interests of their students, they understand that choice and interest are closely linked, as highlighted by Clark and Phythian-Sence (2008) who note that "pupils are more likely to choose books that look interesting to them".

Literacy rates in New Zealand are declining, a concerning trend for educators and parents alike. Hood (2022) states that "over the past decade, the proportion of children not reaching the minimum reading benchmark has increased from 14% to 19%", however it is widely believed that the more students read, the better they will get at it. Therefore, if school libraries can provide resources that reflect and capture the interests of their students, and they choose to read, a learning environment for students to increase their literacy rates will be created.

Young readers have more choices for reading material than ever before, and books are competing for time alongside screens.

What are students choosing to read and what influences these choices?

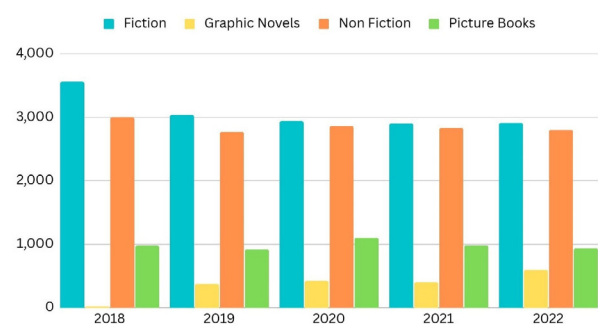
At Ōpaheke School graphic novels are sought after and fought over, but just how do the statistics stack up?



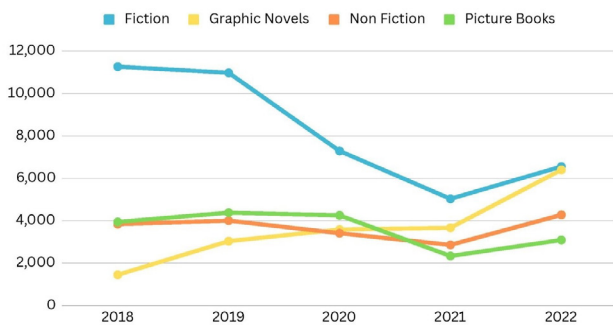
Opaheke School graphic novel display. (Figure 1)

STATISTICS

The overall collection count of library books at Ōpaheke School has remained consistent over the years looked at in the study (2018-2022). However, looking at the data we can see a shift in the collection count of the graphic novel collection, notably this is the only collection that has seen steady growth during this time.



Collection count (Figure 2)



Circulation 2018 - 2022 (Figure 3)

Looking at the circulation statistics for 2018-2022, changes in the reading habits of students are visible. In 2018, we see that fiction books dominate the circulation statistics commanding 55% of the total issued books for that year and students are choosing books from the fiction collection more than all the other collections put together. 2022 circulation statistics however, show a dramatic shift, where fiction books now only account for 32% of all issued books for that year, with graphic novels accounting for 31% of issues. In the table below (figure 3), we can see the issues of fiction books decreasing over time and graphic novels increasing, and in 2022 being just 1% apart.

The circulation statistics show that the graphic novel collection between 2018-2022 commands a high percentage of circulation in relation to the size of the collection. The size of the graphic novel collection in relation to other collections is like other schools in Aotearoa, the report by The National Library - School Libraries in Aotearoa (2021) found that school libraries had graphic novel collections that formed a small part of their collection, between just 3-6% of their total print collection.

INFLUENCES

There are several factors that this study has identified as influencing student choice, from peer recommendations, continuing to read books from a series, and environmental factors, e.g., differences in the way the various collections are displayed.

Student responses suggested that just over a third of students are choosing books from the returns trolley. It has been observed that there is often a rush to grab books from the returns trolley. This can be interpreted as a form of 'peer recommendation' as students can see that one of their peers has read and returned the book and view it as a 'safe' reading choice. New books are often issued immediately as they are placed on the shelves, so again the returns trolley is often the place to pick up these books for reading unless they have been reserved by other students.

The returns trolley can also be viewed as an 'easy' place to choose books for those students who are reluctant readers and feel the need to choose a book to fulfill their requirement of choosing a book for their class session, simply choosing a book from the trolley, without the need to navigate to other areas of the library. Capstone Publishing (n.d.) suggests that graphic novels appeal to reluctant readers providing a sense of accomplishment and motivation, and when faced with a returns trolley with a high volume of graphic novels, it is not surprising that graphic novels may be seen as the first choice.

Graphic novel series are popular, 29% of respondents stated that they chose the book because they read other books in the same series. In 2018 of the top 30 books issued for the year, 23/30 were books that formed part of a series and in 2022 this has further increased to 26/30. A difference between those two lists of top 30 books is that in 2018, just 6/30 of the top 30 books were graphic novels, most of the series books being from the fiction collection. This contrasts to the 2022 top 30 list where we find the figures have almost reversed, with 23/30 of the top 30 books issued for the year being graphic novels that form part of a series. Jones (2015) highlights that when students read a series of books, they "actively attain membership of their peer group, and this draws them into a global reading community and culture", this 'culture' allows students to talk about the books they have read and feel like they have reading interests in common.

FINDINGS

This study demonstrates an upward trend in students choosing graphic novels and the graphic novel collection has consistently circulated 'above its weight' where in 2018 it consisted of 2% of the collection and 7% of all issues to 8% of the collection and 31% of issues in 2022. The growth of the collection means that more students have access to choose graphic novels to read over other types of books.

We can conclude that students enjoy reading graphic novels at increasing rates compared to other types of books, therefore increasing the graphic novel collection size results in more students having access to books that they want to read.

One of the factors this study identified contributing to student choice is the way the graphic novel collection is presented and displayed; the graphic novel collection is almost entirely displayed as face-outs. This supported by The National Library's (2022) recommendation that displaying books with their covers makes them attractive and appealing, if librarians want to increase circulation of other collections, a change to more face-out displays may increase circulation.

The growth of school library collections is often limited to shelf space and budget, deciding which collections to grow to ensure that student interest needs are met is a consideration for every school librarian. This study has shown that graphic novels circulate well compared to their collection size and when looking to ensure that they are providing books that pique the interest of their students, school librarians should not discount increasing their graphic novel collection.

There are numerous limitations to this small-scale study and I do not expect my results to represent school libraries in Aotearoa, however the quantitative element of this study could be replicated in other school libraries, and I encourage you to analyze your circulation data in relation to other collections, it might surprise you. I wonder if 2023 might be the first year that graphic novels top the circulation statistics?

Louana McCormack

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LIBRARIES CAN BE FUN

JANELLE JOHNSON - ALFRISTON COLLEGE



Over the past two years our library has bought board games for the learners to play during breaktime and sometimes during class time. This year we have seen a huge uptake of these games during breaktime. Our Chess Club has restarted and is very popular at breaks. Our Learner Librarians have been doing more behind the desk work which has allowed us to mingle with the learners more. Playing games with the learners during breaktime is a good way of connecting with them and they love trying to beat the Librarians. The most popular games are Chess, UNO, Connect 4 and Jenga.

I have recently taught a group of Senior boys how to play the dice game Greed as they told me they wanted to play something different from UNO. It did not take these boys long to learn the game and we could all have a good laugh while playing. One day I was busy during break and the boys approached me to play. I politely said I had work to do but they could play by themselves. Their reply warmed my heart because they replied "But Miss, it is no fun without you!" Now that is making a connection.

We would like to think our library is a fun place to come at breaktimes where learners can meet with friends, play games or just relax.

Janelle Johnson, Alfriston College

NOT JUST BOOKS - 'INQUIRY SUPPORT

PENNY WALCH - SOUTHWELL SCHOOL

I work in a private co-ed full primary school. For a number of years my colleague and I fought for our Year 7 students to have an hour-long session in our library, as opposed to the normal 40 minutes, as we wanted to better support our teachers and students when it came to developing inquiry skills. We chose the Year 7 cohort as we have a big intake at that year group, AND we felt that the students at this age would be able to jump on board with us.

Our traditional 40-minute periods generally consist of some book talking or library skills or inquiry skills and then some quiet reading, and when you only see classes once a week, that meant that inquiry skill support was few and far between.

We did some research and worked out that our students didn't want to lose either the book talking OR the quiet reading time and so we had to put in a proposal which would allow them to have extra time in the library.

At about the same time our timetable structure changed so that we had two one-hour slots each morning. This seemed to fall into our cunning trap!

We put in a thoroughly thought-out proposal which tried to troubleshoot as many possible issues as possible which might result from our plan (timetable issues, clashes with other subjects, collaboration concerns etc...!) We went with solutions and a strong belief in what we were proposing.

The first time we proposed, it was rejected.

The second time we proposed, it was rejected.

But the third time we asked, we got what we wanted, and our Year 7 students now have an hour a week in the library, which is split to fit in some book talking, some inquiry support and some quiet reading.

We are now at the start of our fourth year of implementation and obviously over the past few years Covid-19 has seriously cramped our style, but we have tried and we have tweaked, and we have tried again – and we continue to tweak.

We now feel that we have ourselves in a position where we can support our teachers and students by underpinning some of the skills being taught in the classroom, but also by being flexible around what we are doing.

We tend to start each semester with some immersion activities which we try to make fun and engaging and thought-provoking. We have taken our students to the local supermarket to think about plastic packaging, we have created protest simulations, and recently we led our students to believe that they would be having to go to school on a Saturday morning in order to help them understand how passionately people who are willing to protest feel about their cause. (It was pretty passionate in this scenario!)

Once they are hooked (and bearing in mind there is immersion going on in the classrooms as well), we get into some more technical teaching around the writing of a good inquiry question. This can be a tad painful for some, but we have developed a wall analogy which we break down into bricks - Question Words, Key Words and what we call Dig Deeper Words, which aim to open up the students' questions in order to allow them to think more deeply about their area of interest. This also allows them to bring in their own point of view when appropriate.

Alongside this, we run a fun and slightly manic inter-class competition which aims to teach our students how to use our Library Management System (Oliver) more effectively. This leads nicely into teaching our students how to identify reliable sources of information.

This is followed by some note-taking and note-making tips – I am a particular fan of sketch-noting as this allows all kinds of learning styles to process information.

We are continually tweaking and adapting, but we think we are onto a good thing. We have realised that it is not a speedy process, and we have also realised that we can't always walk exactly side-by-side with the classroom teachers and what they are doing in class. But we are finding that our supplementary activities are valuable and students and teachers are taking the learning back to the classroom.

We firmly believe that including the library in our students' inquiry journey gives them an extra layer to their learning which they can take into Year 8 and beyond.

Penny Walch, Southwell School

STUDENT-FOCUSSED SPACE BREATHES NEW LIFE INTO ST ORAN'S LIBRARY

SARAH PHILLIPS - ST ORAN'S COLLEGE

When there are two copies of a book on the library shelves – one brand new, with an updated cover, and one is old, with an outdated, crinkled cover, dog-eared (gasp) pages, and a broken spine, our students tend to pick up the old one over the new one. Maybe it's that sense of comfort, of a book that's familiar, or it might be that they trust that one, because it's well-loved, lots of people have read it, so it must be good.

At the beginning of 2022, I was employed as library manager at St Oran's College and was given the gift of a brand-new library, less than two years old, with new shelving, beautiful lighting and lovely furniture. But I kept hearing 'I miss the old library' and the new library was completely dead. We had a very quiet calendar and it was a ghost town at lunch.

I was lucky enough to find a kindred spirit in Melina, my library assistant who was employed in Term 3, and with a constant bouncing around of ideas we became the self-appointed 'Dream Team' and made it our mission to get the library back on its feet so that we could be rushed off ours.

We began with a reading campaign which came to us in the last week of the school year as we started talking about summer, and it grew into 'Give us the Scoop'. We would put an empty oversized ice cream cone on the library doors and get our librarians to painstakingly cut out book review forms with prompts in the shape of ice cream scoops. Students would be encouraged to complete a review and be in the draw to win a weekly prize (it ran over four weeks).

Soon our library doors were packed full of reviews, which had students scrambling for our most popular books – and flocking to the library at lunch time to fill out more reviews.

While the library was busy, people weren't staying for long to enjoy the space, mainly because they were cramped in between shelves and things weren't easy to find.

The next part of our plan was to change this, so in the humid weeks of February and March, we spent all our spare time hauling books and pushing shelves around.

We created a wide open, inspiring space for classes to come and read and talk about books. We changed the uniform signage to bright, colourful designs.

The collection itself was originally just fiction, non-fiction, picture books, biographies, and graphic novels, so we changed this to fit the needs of our students. While we didn't go all in with genrefication, we split our collections a bit and created: New Zealand Fiction, Classics, Myths/Legends/Folklore/Fairy tales, Maoritanga, Senior Fiction (Years 11-13) and Wellbeing.

We strived to keep the needs of our students at the heart of this project. Wellbeing is very important at our school, and we also kept up to date with what the English and Social Sciences departments were doing in their classes.

All these changes have been a huge success, and now we are truly rushed off our feet, with students and staff loving the new layout and still talking about 'Give us the Scoop'. Our library is a hive of activity at break times and our calendar is fuller than it was. We're not finished yet – our next mission is to get those busy and distracted seniors enthusiastic about reading for enjoyment – a task not for the faint hearted!

Sarah Phillips, St Oran's College Library Manager

EXTENDING YOUR LIBRARY BEYOND BOOKS

CAROLE GARDINER BA (HONS), MLIS – ACCESSIT LIBRARY

Having made the step from fulltime librarian to working with Library software here at Accessit, it's been amazing to see how different librarians work and how so many of our colleagues across the country are firmly establishing the library as a cornerstone of their school's learning journey.

So, in this article, I wanted to inspire you with some of the best practices I've seen in action and the features of Accessit Library that make it possible to enhance and improve literacy throughout the school, and clearly demonstrate that a library is about so much more than just books!

Librarians have the skills to be involved in all areas of learning throughout the school, in fact we have the power to extend kids' learning beyond the library walls. We do more than just issue and return books, and I'm inspired by the librarians I see every day who are taking charge and getting the library involved with a wide range of topics right across the curriculum.

While I've used Accessit Library here, take these ideas as inspiration to try something new, or see them as a positive reminder that what you are doing is great for our tamariki and your teaching colleagues.

How are our customers using Accessit Library to link with their wider school?

CONTENT CURATION:

Creating separate Web App dashboards for curriculum and inquiry topics, bringing together library and other online resources in one easy to find place, and facilitating collaborative resource sharing between library staff and teaching colleagues.

RESULTS:

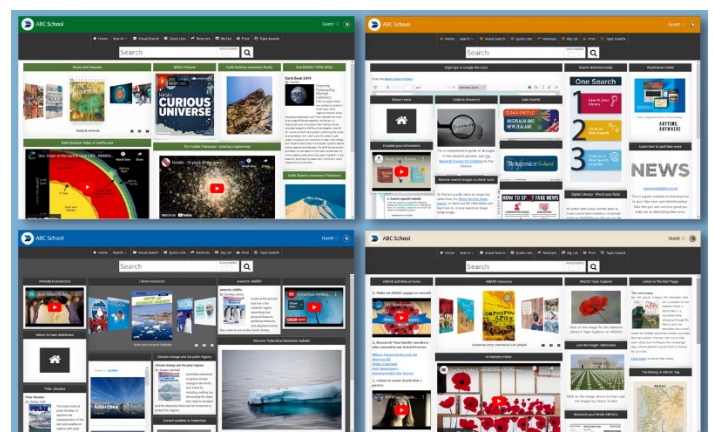
- Gives students the chance to go beyond books and elevate their learning to the next level
- Brings together all of your physical and digital resources in one easy to use place
- Builds your relationship with teaching colleagues through sharing of resources, generating reading lists for staff and learners, and improving awareness of library resources and services.
- Each Web App dashboard is easily shared with links that can be added to online learning spaces such as Google Classroom.
- Quick and easy to curate relevant resources, with the ability to copy between dashboards or even import one of our ready-made dashboards

TEACHING SAFE SEARCHING:

With the quality of content found with a Google search now being more in question than ever, we need to teach smart and safe research skills. Accessit Library's One Search helps students find quality information from trusted sources, extending a Web App search for library resources to your subscription databases and free searchable websites.

RESULTS:

- Helps your students find age appropriate and reliable information
- Helps promote and make the most of your free EPIC databases
- Encourages searching in a safe way beyond the library's physical resources



Accessit

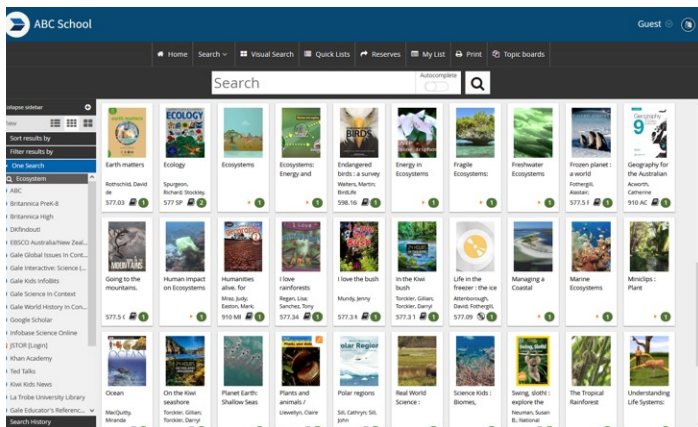
BUSINESS MEMBERS

REPORTING FOR THE BETTER:

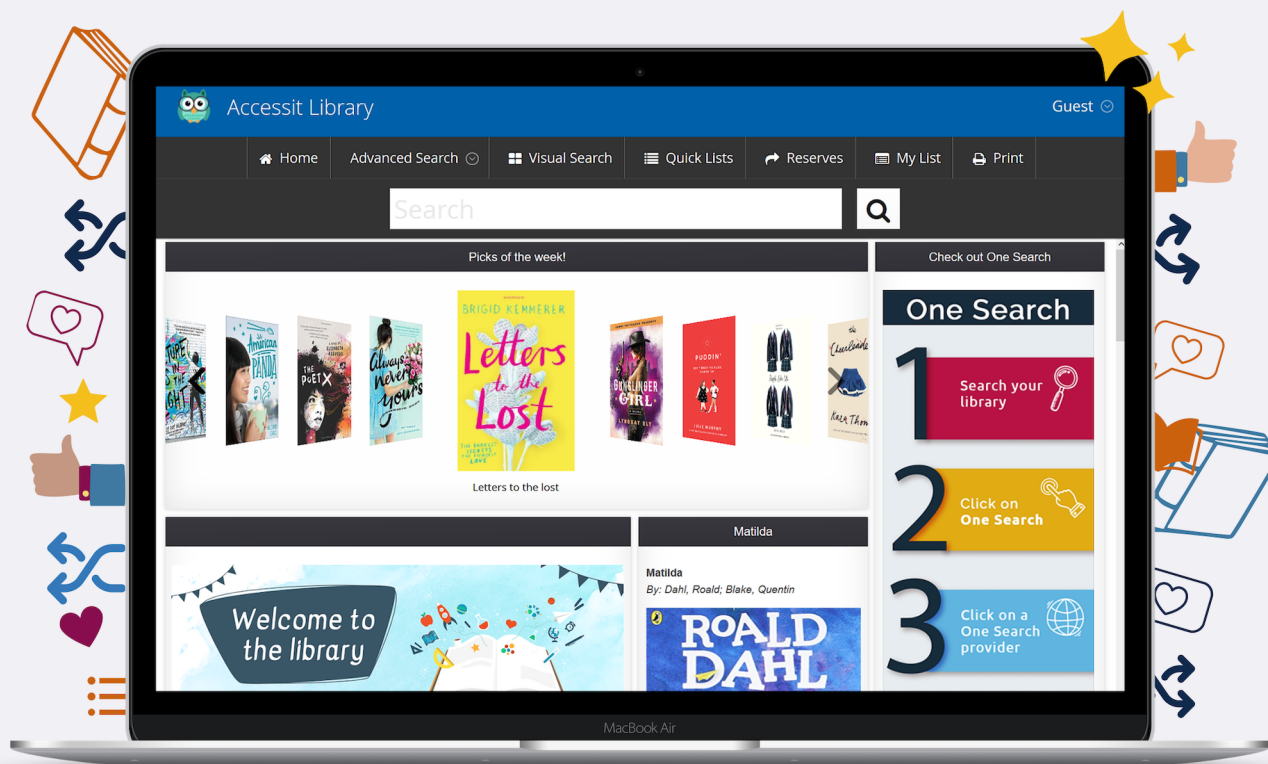
Reporting goes beyond just finding the most popular books or stocktaking, it can also be a really powerful tool to help you and teachers find out more about how our tamariki are using all the resources that your library provides.

RESULTS:

- Let your colleagues see what their class is reading or interested in
- Identify what learners are searching for in the Web App, so you can quickly and easily see what is most popular and to help guide purchasing decisions and collection development
- Advocating for the library and the role of the librarian. If you don't tell and show your stakeholders, they won't know how well your library is performing.



Take your library from good to GREAT



Easily integrates with your student management system



Design and share topic dashboards



All of your resources in one easily searched Web App



Securely Cloud based with automatic updates to keep your IT costs LOW

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NOT JUST BOOKS? BUT DO ALL STUDENTS HAVE A CHOICE?

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

First there were books, and then along came the telephone, radio and TV. A few decades later the home computer emerged, quickly followed by the internet. Just over a decade ago all these technologies were packaged into one device – the Smartphone. This year we have witnessed the next amazing technological development – artificial intelligence (AI). AI itself is not particularly new – it has been around for 50 years, but what is new is how it is being packaged into consumer products.

How does Kindle really know what books I like? How is it that Siri is always so helpful? And can Chatbots really solve all our problems? Yes, you guessed it – these technologies all have AI engines. And what about the amazing ChatGPT that is all over the news these days? I am sure every librarian will have heard about ChatGPT and the global debates about whether this is force for good or evil. I know of librarians who are already using it and similar products to create promotional material for their libraries – words and images.

TechWeek23 is coming up (13-20 May) – actually, it is probably over by the time you are reading this! DIAA is encouraging our 370 Stepping UP programme delivery partners to offer a free ChatGPT session to their communities during TechWeek. We have asked them to focus on older people, as these are the people who are most likely to struggle with yet another new technology. But we know that others, including parents of school-aged children, are likely to feel left out as well. As with other digital media, your students are likely to be amongst the first to leap into ChatGPT and I suspect many will already be using these amazing AI tools to help them write essays and create artwork.

It is disappointing to read that some educators are rushing to find tools so that they can detect what they believe amounts to cheating. But as we have learnt over the last 50 years, banning digital tools is not the solution. The alternative is to encourage students to use these new tools and openly acknowledge that they are doing so. Is this really that much different to citing a reference in an essay or ensuring copyright permissions have been obtained before reproducing or modifying other people's work. It would be an interesting discussion to have with students about the steps they took to validate 'facts' suggested by ChatGPT.

A good example is one that we tried when asking ChatGPT to tell us some ways in which ChatGPT might be useful for older people. One of the suggestions we got was 'weather reports'. Now I don't know anyone who is really interested in old weather reports, but of course the only ones that ChatGPT can give us must be before September 2021, the latest data that ChatGPT has been trained on. The one really nice thing about ChatGPT is how quick it is to apologise when you challenge something (and hopefully will not make the same mistake again!).

If you have missed the TechWeek23 Intro to ChatGPT session in your local public library, it is never too late. Encourage them to offer it again, or better still, how about running a parent-student workshop in your school. We would be happy to provide you with a 1-hour outline lesson plan that we call a Digital Step (contact us at info@diaa.nz for a copy).

So, an important question is whether students are now being encouraged to use ChatGPT constructively, with an understanding of its limitations and with the opportunity to add to its database. But underlying this is an even more important question - do all students have access to affordable digital devices and internet connections. I understand some schools carried out a digital census of their students at the time of the Government Census earlier this year; who has, and who hasn't, got access to the internet in their homes.

When New Zealand went into lockdown on 25 March 2020 to combat the Covid-19 virus, and schools were forced to move to online learning, many were not prepared. At the time, the Ministry of Education came to the rescue and supplied free devices and internet connections to any student without access in their homes. This comes to an end on 30 June 2023, having been extended several times.

We must make sure that the students who benefitted from this support are not returned to their pre-Covid status without access to affordable internet. It is well understood how important it is for students to have access to books for learning, but today it is not just about books – it is about students having the choice to use digital media as well.

Some philanthropists like the Spark Foundation and Ciena (a supplier to Spark) are helping. In January this year, the Spark Foundation offered a funded Skinny Jump internet connection for the current school year to any student without internet access in their homes. This is available through many public libraries and community organisations already offering Skinny Jump connections. All that is required is a completed *Ciena Jump for Students Fund* referral form; these are available from [Skinny Jump delivery partners](#).

If you have students who you think could benefit from this programme, please contact your nearest Skinny Jump partner and let them know, or you can email jump@diaa.nz and we can help connect you.



BUSINESS MEMBERS

GALE SUPPORT HUB FOR NEW ZEALAND SCHOOL LIBRARIES



The Gale Support Hub for EPIC School Libraries

GALE SUPPORT HUB | MARKETING | TECHNICAL SUPPORT | TRAINING

The Gale Support Hub is designed to help New Zealand Schools get the most out of your EPIC Gale subscriptions. Scan the QR code below to access or go to: <https://www.gale.com/intl/anz-epic-schools>.

MATERIALS INCLUDE:

- Training videos & Documents
 - Technical Support (access, support, statistics, MARC records)
 - Marketing (newsletters, guides, posters, social media images)
- New support materials & videos are added regularly to the hub.



FREE LIBRARY DESIGN CONSULTATION

To celebrate the pay equity settlement for all Aotearoa's hard working school Librarians and assistants, **int. workspaces** is offering a free library consultation to plan your next library upgrade or refurbish.

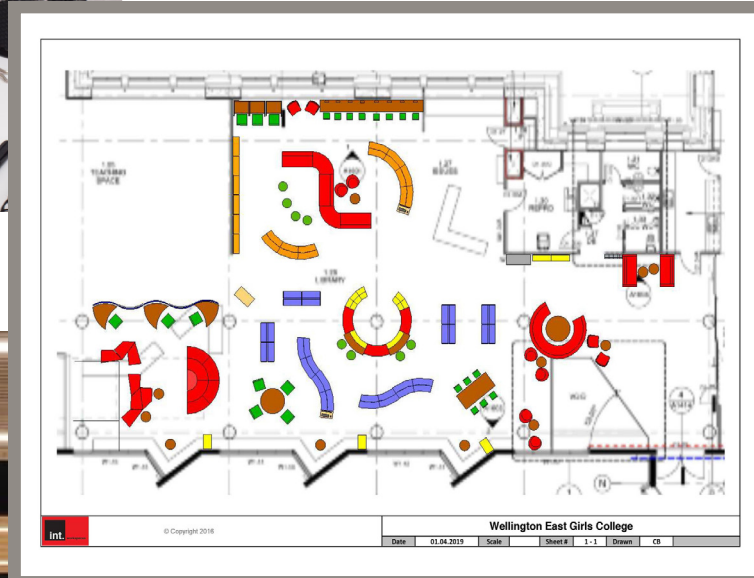


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BUSINESS MEMBERS

NEW FROM ONE TREE HOUSE

THIS LAND: AOTEAROA KO AOTEAROA TE WHENUA NEI

Christine Dale / Kiwa Hammond

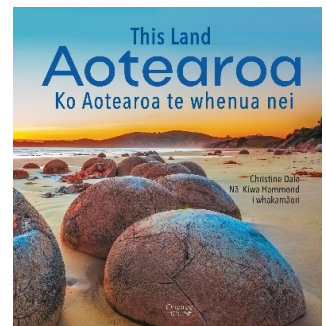
9780995117594 | \$25.00 | 32PP | PB | 4+ | FICTION

<https://www.onetreehouse.co.nz/product-page/aotearoa-our-land-ngā-whenua>

REVIEW: If someone from overseas asked me what New Zealand Aotearoa looks like, I would hand them this picture book and say “like this”.

This is a photographic book with the images linked by blank verse both in English and in Māori. The photographs are outstanding and the verse perceptive.

This is for everybody from 5 years to adult. Good for the library and the dressing table. – Bobsbooksnz



THE EDGE OF LIGHT BOOK 1: A NEW DAWNING

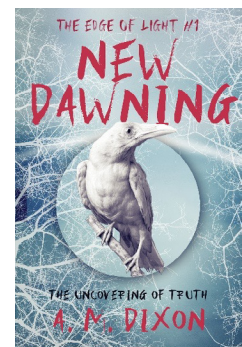
Melanie Dixon 9781990035197 | \$24.00 | PB | 456PP | 12+ | FICTION

9781990035814 | \$14.00 | e-Book

Book one in a startling new trilogy.

REVIEW: An intriguing and exciting cli-fi trilogy – Mandy Hager

<https://www.onetreehouse.co.nz/product-page/the-edge-of-light-a-new-dawning>



AOTEAROA CLASSIC COLLECTION

ONETREE HOUSE HAS RELEASED OF A RANGE OF TITLES FROM THE PAST IN ALL E-BOOK FORMATS.

SHADOW OF THE BOYD

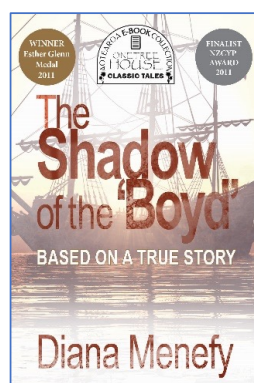
Diana Menefy

9781990035982 | \$14.00

Winner of the LIANZA

Esther Glen Award 2011

<https://www.onetreehouse.co.nz/product-page/the-shadow-of-the-boyd-kindle>

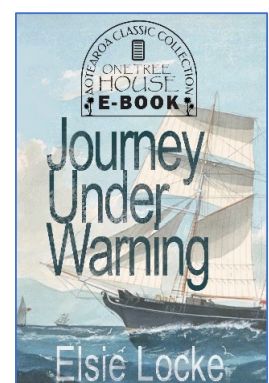


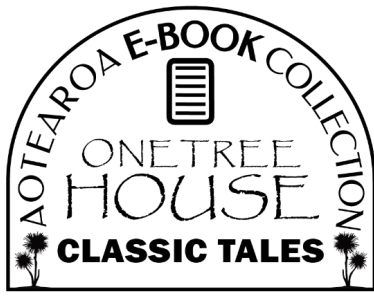
JOURNEY UNDER WARNING

Elsie Locke

9781990035821 | \$14.00

<https://www.onetreehouse.co.nz/product-page/journey-under-warning-kindle>





BUSINESS MEMBERS

THE BLUE LAWN

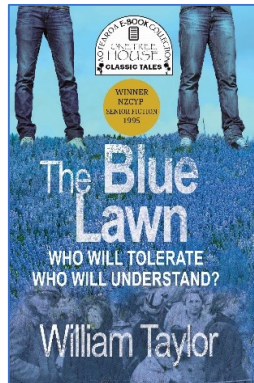
William Taylor

9781990035784 | \$14.00

NZ Children and Young

Adults Book Award for Senior Fiction, 1995

<https://www.onetreehouse.co.nz/product-page/the-blue-lawn-kindle>

**ALEX THE QUARTET BOXSET**

Tessa Duder

9781990035883 | \$20.00

Multiple award winner

<https://www.onetreehouse.co.nz/product-page/alex-the-boxset-kindle>

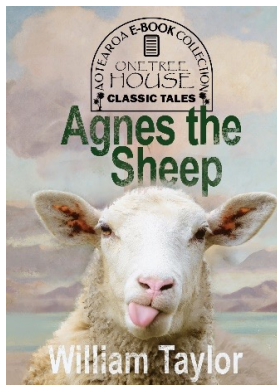
**COMING IN JULY****AGNES THE SHEEP**

William Taylor

978 1990035777 | \$14.00

Possibly Taylor's most popular title.

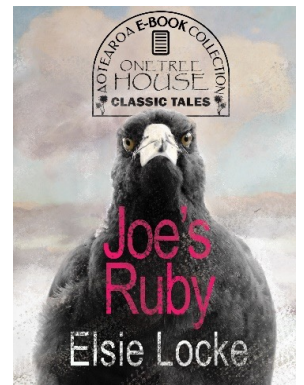
An eccentric old lady leaves her large and nasty sheep to Belinda and Joe, setting off a wild and woolly sheep chase.

**JOE'S RUBY**

Elsie Locke

978 1990035838 | \$14.00

The story of a pet rook, Ruby, that hatched in Joe's hand and stayed with him for its lifetime.



SCIS for your school library

What is SCIS?

The Schools Catalogue Information Service (SCIS) has provided catalogue records to school libraries since 1977. Currently, 77% of Australian schools, 42% of New Zealand schools and a growing number of schools in the United Kingdom subscribe to our database.

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Manually cataloguing resources can be laborious and deprive you of valuable teaching time. Cataloguing library resources is made easy with SCIS Data. We supply your library with access to over 1.6 million ready-made catalogue records that you can easily import into your library management system via download, an API connection or our Z39.50 protocol. Your MySCIS account makes it easy to enhance and develop your library collection. The search homepage provides a list of recently catalogued resources, helping you keep up to date with useful new books, websites, apps and ebooks that can be added to your library.

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GRANTS PAVE THE WAY FOR LIBRARY STUDIES

LIBRARIES AND BOOKS IN VICTORIA ELISARA'S DNA

Libraries and books are part of Victoria Elisara's DNA. Victoria is a recipient of a LIANZA SLANZA Tertiary Grant which is supporting her to gain a Diploma in Library and Information Studies (Level 5) from Open Polytechnic Te Pūkenga. She works as the librarian at Glendowie School in Auckland. Victoria shares what this grant means for her career as a library and information professional.

Glendowie School is a Year 0 to 8 school and as a sole librarian, I'm doing it all! From buying and covering books to library lessons, assisting with researching, supervising our amazing student librarians and making our library a fun place to be.

My study at Open Polytechnic Te Pūkenga, is great as it allows me to fit studies in with work and family life. I'm a mum of two.

Growing up, my mum was a school librarian, and she went on to work in bookstores in the UK and New Zealand. In 2008, I was lucky enough to help her set up her own independent bookstore in Auckland before I became a school librarian in 2016.

I began working as a librarian in the junior school and then for both junior and senior schools. I was involved in refurbishing the senior library, which was exciting, using not only my librarian skills but my retailing skills to create a modern, flexible library. Two years ago, I moved to my current position in a primary school.

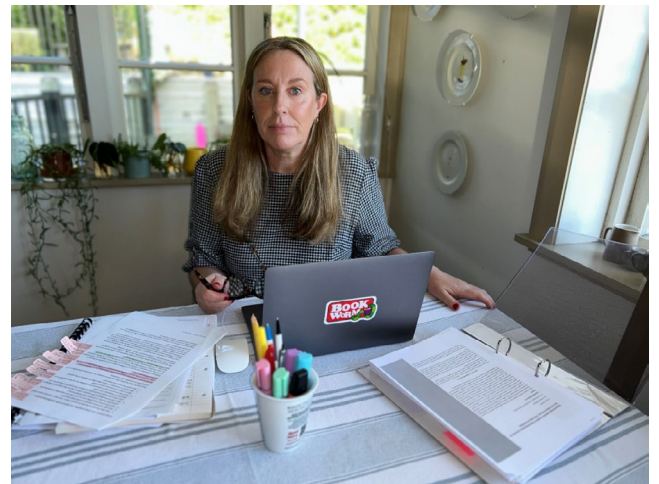
This is my first library-related qualification. To be honest, in the past I didn't think of myself as a 'real librarian' as I didn't have a qualification, and sadly I had felt a little judged.

"The Open Polytech Te Pūkenga course has given me the opportunity to prove to myself that I am in fact a real librarian. The skills I've developed through my work are great, but there is SO much more to being a librarian than just issuing books."

Sharing what I am learning with the students and staff has been amazing. I have really loved using the information I've learned and absorbing it in 'real time' in our library. I am literally studying at night and heading to school the next day and putting what I've learned into action. Whether it's thinking about 'touchpoints' to get information about the library out to our school and community, developing a culturally responsive space and collection or thinking about how our students gather and process information.

My school has been so supportive and engaged in my studies and I have been able to contribute to our planning by sharing resources, especially within the Aotearoa New Zealand History Curriculum which has been so gratifying. Career-wise I definitely want to stay in the education sector. I can now see paths opening to tertiary libraries which is very exciting.

"I really thought the opportunity to study had passed me by, but this grant has changed all that. I am so excited for the future now and would love to continue to study and share my growing knowledge."



Victoria Elisara is a library and information studies student at Open Polytechnic Te Pūkenga, thanks to a LIANZA SLANZA Tertiary Grant. Image supplied.



GRANT HELPS KYLIE SMITH STUDY LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND TEENS

Kylie Smith is currently studying for the New Zealand Certificate in Library and Information Services for Children and Teens (Level 6) with The Open Polytechnic of New Zealand Te Pūkenga. She completed her New Zealand Diploma in Library and Information Studies (Level 5) in 2020.

Kylie recently returned to a role at Manurewa High School as Library Coordinator after working at Rosehill College library. She says it's lovely to be back at Manurewa High School after being away for two and a half years.

"The students are my favourite part of the job for sure! There isn't a day that goes by when the students don't make me laugh. I also love how varied and challenging the role can be and there is so much involved in being a school librarian. I love the challenge each day can bring."

Kylie says some days are more challenging than others. But she says there is nothing better than a student coming back after reading a book she recommended to them and asking for the next book to read or just wanting to discuss what they've read.

Kylie loves being able to transfer what she does every day into a formal learning context. "I think library services for teens can be especially challenging, it's hard to compete with the power of TikTok! So, it's nice to have the professional learning that supports the mahi I'm doing, and the learning has given me new skills and ideas that I can apply every day. Knowing that I am continuing that learning journey, modelling it to our students, and being able to better serve our rangatahi and kura, that inspires me."

Kylie is a working mother of two, so paying for the qualification herself was not an option. Gaining a LIANZA SLANZA Tertiary Grant has allowed her to be able to undertake the study and helped support her professional learning journey.

"The New Zealand Certificate in Library and Information Services for Children and Teens (Level 6) was not a qualification I would have been able to complete without the LIANZA SLANZA Tertiary Grant as StudyLink assistance isn't available for this qualification."

"If you've been thinking about applying for the tertiary grant, do it! I won't lie and tell you that juggling it all is easy, but it has been so rewarding seeing the benefits of study pay off in my mahi. Having that professional learning behind me has really helped me to feel more confident in the work I'm doing and in advocating for the value of libraries and librarians in schools. School librarians do amazing work and I think having the opportunity to get professionally qualified and recognised as professionals is really important."

School librarians are encouraged to apply for a LIANZA SLANZA Tertiary Grant for study in 2024. Applications open October 4-22, 2023 and are available to people who are starting a new library and information qualification in Aotearoa New Zealand.

Grants will fund tertiary fees and may also be given for other costs such as childcare, accommodation, travel, technology and research-related costs. Find out more here:

<https://www.librariesaotearoa.org.nz/grants-for-library-qualifications.html>



Develop your skills with our Library and Information studies



Open Polytechnic are the leaders in distance learning. Our flexible online delivery means you can fit study around your life.

Members of SLANZA can receive a **10% discount on all course fees** as part of a Library qualification. Please ensure you contact SLANZA in the first instance for their approval to enrol under this offer.

We also offer two courses fee free as part of the **New Zealand Certificate in Library and Information Services for Children and Teens**:

LIS606	Reader Development (fee free for SLANZA members)
LIS607	Services and Collections for Children and Teens (fee free for SLANZA members)

The qualification has been designed around the needs of the industry. Students explore best practice in readers advisory and book talking. Students evaluate current library services to children and teens, identify gaps, and make recommendations for improvement. Some of the assignments have been designed to be of practical value by applying learning to a real-life context/your own library situation.

Graduates will have skills in multiple literacies, reader development, and library programme design and delivery for children and teens within Aotearoa. The Certificate was designed to prepare graduates who could create, lead and deliver programmes.

How much time will you need?

[Time calculator tool](#) – Our time calculator tool will help you calculate how much time you spend on different activities in a typical week, it also gives advice on how much study you could do in your free time. The results are only a guide, but they can help you think about how you can fit study in.

You can find this tool in the ‘Choose courses and apply’ section of each Open Polytechnic qualification.

Course Information

On each course page on the website you’ll see a grey box with lots of key information. Look for these headings:

Workload – This will tell you the approximate number of hours you’ll need each week to study the course.

Teaching weeks – This will tell you how long we teach the course.

Generally for each individual course you would need to set aside 13 hours a week for 16 weeks.

Graduate Story

Open Polytechnic learner Melloney Meek completed the NZ Diploma in Library and Information Studies a few years ago, and has now completed the last course in the degree programme.

“Every course I have studied has helped in my work as a library assistant; sometimes in practical ways that help from day-to-day, and other times learning about the broader view of libraries that helps me to understand that libraries are not just about books and internet access.”

As part of her work, Melloney interacts with children of all ages.

“I very much enjoy linking a child with the perfect reading material for them, from tiny tots who are just starting their reading and literacy adventure, to teenagers who are feeling their way to their personal preferences in more sophisticated reading materials. I love the way that different types of literacy are valued these days and I can help a child find the right content and format that will start them on a lifelong enjoyment of reading.”

“Study with the Open Polytechnic can be tailored to suit your own situation. I work full-time and have been studying in the evenings and at weekends. I get immense satisfaction from completing each course and every one of them has helped me understand and be better at my job.”

— Melloney Meek, Library Studies Graduate



We offer multiple library and information qualifications that can help you advance your career as an information professional.



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NZ Diploma in Library & Information Studies (Level 5)



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Graduate Diploma in Library and Information Leadership

Visit the website for more information and enrolment dates:

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SLANZA STORY QUEST SUBMISSION 2023

Perform Education offers innovative and exciting programs for teaching and learning, that has been proven to contribute positively to children's literacy and reading skills. This form of interactive education is not only beneficial to students, but it also promotes and activates the school library in a positive way.

Here at Perform Education, we have been providing live-in-school incursions across New Zealand for 17 years. By supporting live performances and interactive experiences in schools, teachers can help create a culture of reading and learning that extends beyond the classroom. This can have a positive impact on the school library, as students become more engaged in reading and learning, and are more likely to seek out books and resources to support their interests.

In 2023 we are touring across New Zealand the Aotearoa Book Week in Schools program, *STORY QUEST*, with versions available for students across grades 0-8.

The writer of *STORY QUEST*, Craig Christie explains, "The idea of a quest or adventure is a beloved theme central to a lot of storytelling. One of the key things I wanted to feature in this year's show *Story Quest* is how this familiar idea of exploration might play out when superimposed upon a natural environment that is often taken for granted. The other key theme I wanted to include in this year's show is the concept of heading out on an adventure in times when the message we are constantly presented with is to be aware and even fearful of the unknown. My hope is to re-engage students with the sense of excitement and adventure that leaving a comfortable and secure space engenders and how exploring and being challenged leads to opportunity and fulfillment.

In recent times, I feel we all have a sense that the world is a scary place and I want to encourage students to feel empowered to 'write their own story' – cast themselves as heroes and expand their horizons. These concepts of optimism, the nature of courage, learning to look and listen more closely, and the capacity of every individual to create an exciting and positive narrative are all inherent in *Story Quest*."

STORY QUEST is touring through Term 2 and Term 3, visiting schools and communities throughout the country. Featuring a selection of New Zealand Children's books, students will be immersed into the storytelling and interaction with the books that are woven into an engaging, original narrative filled with music, adventure, and intrigue!

Schools can select three versions of *STORY QUEST*, ranging from Junior version (Grades 0–3, 40-minute duration), General version (Grades 0–5 or mixed, 50-minute duration), or Senior version (Grades 6–8, 50-minute duration). With each version featuring a mix of New Zealand children's books which have been carefully selected by the writer of *STORY QUEST*, Craig Christie, with assistance from Crissi Blair and Rosemary Tisdall.

The selections for 2023 are:

- **COLOUR THE STARS (TAEA NGA WHETU)** By: Dawn McMillan and Ngaere Roberts Illustrated by Keinyo White

This classic New Zealand picture book is celebrating its tenth anniversary by including a translation into te reo Maori by Ngaere Roberts. The simple story of a boy explaining to his sightless friend what colours are is masterful in its beautiful imagery. Each description of colour is so engaging that the reader can't help be drawn into the manner in which Isaac explains to Luke what each colour is. Luke is also able to teach Isaac a whole new perspective by helping him use his other senses to learn about the world around him in a delightful showcase of how we should appreciate and learn from each other's differences.

- **THE GIRL WHO WAS SCARED OF EVERYTHING** By: Emma Pascoe

Is a delightful story of a girl who lives a life of apprehension until her friend teaches her that bravery is not the lack of fear but the ability to overcome it. It is a lovely example for teaching empathy and kindness, all told through engaging rhyming text. It also is very encouraging in its message of not allowing fear to cause you to miss out on things.



- **MATARIKI AROUND THE WORLD** By: Rangi Matamua and Miriama Kamo. Illustrated by Isobel Joy Te Aho-White
This book highlights the concept of traditional storytelling and how the same story can manifest itself differently in various cultures from across the globe. The text by Rangi Matamua and Miriama Kamo is both informative and entertaining while the illustrations by Isobel Joy Te Aho-White are beautiful and evocative of the vastness of the night sky and the stories that have been woven through it. This heightened appreciation of place is essential to inspire the characters of Story Quest throughout the narrative, as it is for countless individuals across the globe.
- **THE GRIZZLED GRIST DOES NOT EXIST!** By: Juliette MacIver. Illustrated by Sarah Davis
Provides a rollicking rhyme-filled adventure written by Juliette MacIver and complimented with the comic illustrations of Sarah Davis. This excellent exemplar of a picture book perfectly demonstrates how text and image can elevate the other to create a more impactful narrative. The book also centres around the positive concept that everyone deserves to be listened too – you ignore the soft spoken at your own peril.
- **SPARK HUNTER** By: Sonya Wilson
Is an exciting, fast paced story which embeds interesting narrative devices such as emails, news reports and social media posts to create interest and perspective to continually engage the reader. The theme of the environment under siege ties effectively into the narrative of Story Quest and is a very effective parallel to the concept of a journey into the unknown that is at the heart of the show.

Craig Christie concludes to say that, “Once again I reflect upon how very lucky we are to have books of such quality in theme and artistry being produced in New Zealand. Even the most apparently simple picture book creates opportunities to explore visual literacy and all books, regardless of the level they are pitched at, are thematically rich and reward student and adult alike when looked at closely and shared in the classroom and more widely.”

Find more information, including a full list of curriculum connections on our website, or give our friendly bookings team a call or email for any enquiries!

Term 2, 2023:

CHCH: Mon 15th May – Fri 19th May

WELL: Mon 22nd May – Fri 26th May

AUCK: Mon 29th May – Fri 23rd Jun

Term 3, 2023:

CHCH: Mon 31st Jul – Fri 4th Aug

WELL: Mon 7th Aug – Fri 11th Aug

AUCK: Mon 14th Aug – Fri 25th Aug

W: www.performeducation.com

E: book@performeducation.com

T: 0800 775 770

BOOK REVIEWS

I PROMISE – BY LEBRON JAMES

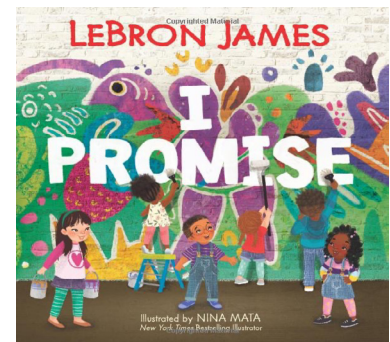
Reviewed by Ayomi Wickramarachchi

'I promise' is an inspirational book for children on the importance of setting goals.

The book has a strong focus on encouraging young readers to have dreams and hopes, and to strive for excellence in all aspects of school life. The theme 'I promise' is an anthem of affirmation inspiring young readers to dream big, to make good choices, to have fun, and to be a team player as they work towards achieving their desired goals. The array of little promises aims to help children to accomplish their desired

goals with courage and determination and to encourage them to create bigger goals through friendship and teamwork. The role that children play as friends and helping each other in times of need illustrates the value of relationships in our society.

As well as having a successful basketball career, LeBron James is also the creator of 'I Promise School' which is dedicated to helping children and their families who are in need of wrap-around education and services in his hometown Akron, Ohio.



THE SPARROW – BY TESSA DUDER

Reviewed by Lauryn Urquhart

Set over 12 000 miles between rural England, Tasmania and New Zealand, this is the gripping story of Harriet who has been wrongly convicted of theft, orchestrated by her own brother, then sentenced to the Colonies.

As the story unfolds in a dual timeline, 13-year-old Harriet's stoic character and perseverance is revealed as she accepts her fate and deals with her life in Newgate Prison, then onto Cascades Female Factory in Tasmania. When help appears in the form of an older inmate, she grabs it, becoming Harry and escaping prison to fend for herself. This move could be described as 'out of the frying pan and into the fire' as Harriet has no-one and nowhere to go. In desperation Harriet stows away on a ship set for New Zealand where she is witness to the founding of Auckland in 1840 and begins to eke out a life for herself despite needing to use both of her identities.

Tessa Duder has thoroughly researched the history of Auckland, female convicts and even artworks to write this tale. While being completely engrossed in Harriet's plight, I have added to my own historical knowledge of Auckland's bays (previously I only knew the names, not why they had them), the role Māori played in supporting the settlers and the activities of historical identities in beginning a new land. With this in mind, I thought this book would be a very good addition to any library or as an English text to support NZAHC, and to my delight I have found that Duder has provided teacher notes on her website http://www.tessaduder.co.nz/pdfs/The-Sparrow_TeacherNotes.pdf

I'm sure that you'll enjoy this, a heart-breaking, yet hopeful adventure from the point of view of a determined heroine who won't let life get her down. I will admit, I did shed a few tears.



DETECTIVE GORDON: A CASE WITH A BANG – BY ULF NILSSON

Reviewed by Bernice Williams, Ngaio School

Dear Detective Gordon, and bright, sweet Buffy, you will be sorely missed.

This fifth and final book in the Detective Gordon series written by Ulf Nilsson and illustrated by Gitte Spee has recently been released by Gecko Press, and it is a real gem.

We meet the retired Chief Detective Gordon, a warm-hearted, wise, and cake-loving toad, who supports his replacement, Chief Detective Buffy, a lively and courageous young mouse, who now has responsibility for policing and maintaining order in the local surrounds.

The challenge is on to discover who has made a commotion in the night and smashed to smithereens Badger's trash can. Given that it "was absolutely forbidden to make noise at night", the case must be investigated.

Readers of this story are immersed in a simple world where the close community of forest animals delight in everyday happenings, support, and look out for each other. The book provides southern hemisphere audiences with an introduction to Scandinavian troll folklore, along with some inventive vocabulary. You will have to read the book to uncover the meaning of "brumbling" and "scorching".

We encounter once more the motifs of the previous books in the series: the mouthwatering cakes, the famous stamp – Kla-Dunk – which is applied most carefully to each important police document, and the pistol, which is forbidden and remains locked in its glass cupboard at the police station.

The build-up of suspense and use of humour will be appreciated by a young audience.

The Chapter entitled "Buffy becomes flat" describes the lead-up to, and the terrible injury incurred by the Chief Detective in the line of duty. "Buffy was rolled as thin as gingerbread. She was completely flattened."

With the delightful illustrations providing wonderful support to the text, we see how the animals execute Buffy's rescue.

"How shall we take her home?"

"Just roll her up like an old blanket," said the crow... Badger said that everyone should stand around her, take a corner each, and all lift at the same time. Buffy's mother gently unfolded one of Buffy's ears, swallowing her tears."

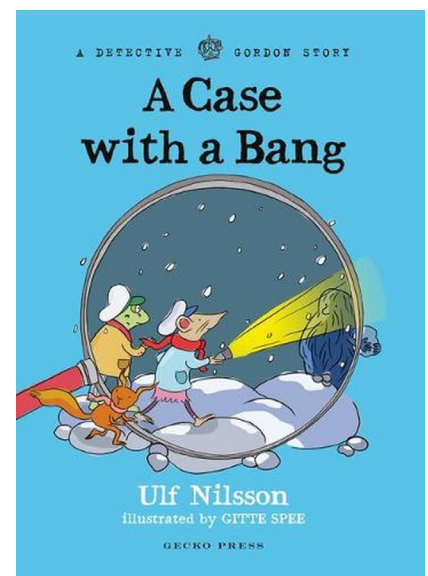
All worry is then allayed when the title of the following chapter is revealed: "Buffy becomes round again." And of course, the solution to Buffy's recovery is for her to be inflated!

Like all good children's books, this one imparts some big messages. They are peppered throughout the story and delivered in the gentlest of ways, each universally relatable and perfectly pitched to a child's perspective.

Below are some of the thought-provoking notions and concepts woven into the story.

"No one thinks the same as oneself," said Gordon. "Everyone is different. We must understand that, otherwise we make mistakes in our police work."

Helmer, a young squirrel and aspiring police cadet is faced with a difficult decision: "He wanted to be a good police officer, and he wanted to be a good friend. What was the right thing?"



"No one can help what they look like! If someone is ugly and brumbles to a certain extent, that's their right. It's not a crime."

"There is always a good ending. In every story. And in real life. If one is open to everything."

I very much look forward to reading this story aloud to a junior class and inviting discussion on some of these topics.

This final Detective Gordon book makes a great contribution to the argument in favour

of 'slow' reading and for sharing gentle, 'quiet' books to comfort, and to decrease the fast pace of the world. Acknowledging the strength and value of community, populated with appealing characters, and centred on compassion and humanity, it offers a charming antidote to the frenzy of fast-paced action stories, and a reminder to all of what is good and important in life.

VIOLET'S SCARF – BY COLLEEN BROWN. ILLUSTRATED BY EMMA LAY

Reviewed by Lauryn Urquhart

In light of the new ANZHC, this book would be a great addition to your library, especially for those in Southland. Set in Riverton, Violet's Scarf is a factual account of the Cloughley family's WWI experience, which focuses on Violet Cloughley and her desire to help soldiers at the front.

Beautiful illustrations and hand drawn maps, the likes of which you might see in an exercise book from that era, enhance the story of Violet learning about the soldiers' need for supplies, knitting a scarf, and then the scarf's journey to France. I was really drawn into the illustrations which evoked an early NZ classroom and kitchen, then transported me to the ship full of soldiers leaving NZ, and onto to the activity of the soldiers' camp in France.

This book gives a fresh and distinct point of view of the effects war had on those left at home in the domestic realm, which is something picture books about war often lack. Violet is very appealing as the

protagonist and will no doubt engage young readers. A good example of her personality shines through when she sneaks a few rows of blue (her favourite colour) into the scarf which her mother has said needs to be brown.

Not only does this book tell this charming story, it also contains a "More to Talk About" section including information about NZ Red Cross, Lady Liverpool's Knitting Book, further history of the Cloughley family, a short biography on Violet, information about the subdivision of their Riverton farm and pictures of the family. It is practically a ready-made lesson for WWI!

I have recommended this book to two ladies who have bought it for their grandchildren and great-grandchildren, and I intend to tell more people about it. I hope it will inspire you to buy it too.



AS LONG AS THE LEMON TREES GROW – BY ZOULFA KATOUH

Reviewed by Suzette Stephens

The title refers to a Nizar Qabbani poem:

"Every lemon will bring forth a child, and the lemons will never die out"

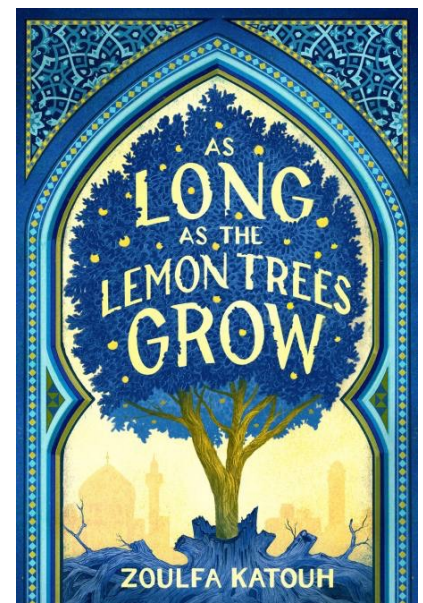
Through the eyes of Salama and her hallucinatory tormentor Khwarf (who represents fear); you are given an account of the emotional and psychological toll that war can have on a person. Salama works at the hospital and experiences daily, the violence and devastation inflicted by the Syrian military. The cost to innocent lives is sickening but Salama's need to help overrides her fears and despair.

The fight for freedom is a prevalent theme. "Despite the agony, we are free for the first time in over fifty years." Salama lives in a city where the Free Syrian Army keeps the military at bay.

It is a fragile status but it is their love for their country that fuels the desire to stay and fight. Kenan describes this when he says, "This is my home. I'd be cutting my heart out by leaving. This land is me and I am her. My history, my ancestors, my family. We're all here."

The tension builds as the story gets closer to the end. You wonder who will live and who will die. And you hope with your heart that Salama, Kenan and his siblings make it out of Syria and forge a new life together.

As Long as the Lemon Trees Grow gives the reader an insight into the toll inflicted on civilians, and the plight of refugees. The story of Salama will touch your heart for its tender love story, her affection for her sister-in-law and discovering beauty in the midst of devastation.



CHANCE AND LACEY – BY SARAH DELANY

Reviewed by Reviewed by Tiffany Andrea (Review also published on www.goodreads.com)

I'll start by saying that Chance and Lacey are going to stay with me for a long time. This book was so different from Delany's previous series, but they both have one thing in common: I had major book hangover.

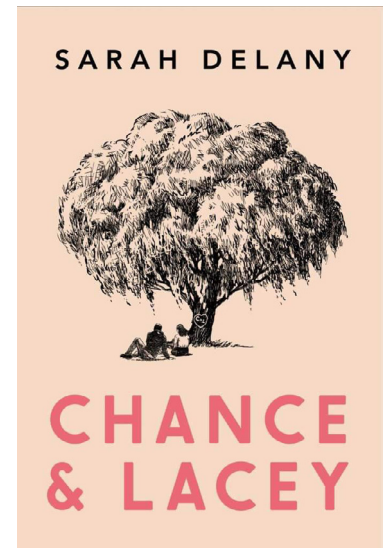
With this one, I woke my husband in the middle of the night after I finished reading it, just so I could tell him that it destroyed my soul in the best way, and I wasn't sure how to move on. (He did not have any helpful advice.)

As for the storyline itself, Delany has crafted an ADORABLE cast of characters. Along with Rafe from the TNT trilogy, I've put in a request to adopt Theodore too. Chance and Lacey are hilarious and mischievous kids in the beginning, and we get to see them

go through all of the hard parts of growing up. They're faced with additional challenges (which I won't spoil), but their love for each other is always at the forefront of every decision, whether they realize it or not.

I made it through the entire book laughing, smiling, cheering for them, relating to so many of the 90s references... then the last two chapters went and destroyed me forever. Like I said, in the best way.

You'll have to read it to find out for yourself, though. Highly recommend.





WEBSITE REVIEWS - AUSTRALIAN AND NEW ZEALAND SCIENCE WEBSITES

THE NEW ZEALAND SCIENCE LEARNING HUB – POKAPŪ AKORANGA PŪTAIAO AND THE AUSTRALIAN ACADEMY OF SCIENCE'S CURIOUS WEBSITE

Reviewed by Jane Ryan

Finding science resources can be a struggle. Some are too sophisticated, others too simple. Here are two sites focussed on school-age learners that we have found work very well for a variety of reasons:

The New Zealand Science Learning Hub – Pokapū Akoranga Pūtaiao <https://www.sciencelearn.org.nz/>

The Australian Academy of Science's Curious website <https://www.science.org.au/curious/>

Both sites are a great way for teachers to find science information, with the Science Learning Hub (SLH) aiming to “make New Zealand science, technology and engineering more visible and accessible to school students, teachers and community audiences”. It also has a dedicated professional learning page https://www.sciencelearn.org.nz/teacher_pld that caters for teachers at all levels. The SLH promotes

Primary Science week and this year's theme is 'citizen science', running from 8 May 2023 - 12 May 2023.

Australian Academy of Science's Curious website is more suitable for secondary school students, but it has tons of fascinating tidbits - who doesn't want to know how an astronaut washes her hair? <https://www.science.org.au/curious/video/wash-hair-in-space> And, which came first – the chicken or the egg? <https://www.science.org.au/curious/earth-environment/which-came-first-chicken-or-egg>

Both sites have articles and videos but the SLH also has interactives and activities like this one about butterfly life cycles <https://www.sciencelearn.org.nz/resources/701-white-butterfly-life-cycle>, i.e. readymade lessons.

I think the SLH is an essential New Zealand resource with its strong focus on New Zealand and the New Zealand curriculum – if you want more Mātauranga Māori resources, this is a great place to go. <https://www.sciencelearn.org.nz/topics/m%C4%81tauranga-m%C4%81ori>

More and more resources on the SLH are being presented in te reo Māori, for example this wetlands resource <https://www.sciencelearn.org.nz/topics/te-repo>

Both sites are written by content producers working with subject experts. They are current, relevant, reliable, authoritative, and contain accurate sources which are user-oriented for searching or browsing.



www.schoolibrariestransform.org.nz

Vision Statement

SLANZA believes that all school students in New Zealand, at every level of their education, should have access to effective school library services that will support their reading and learning.

Mission Statement

We plan to promote the value and necessity of every student having access to a school library, supported by a specialist librarian with a budget and hours to provide a high-functioning learning environment within all school communities in Aotearoa New Zealand.

Goal

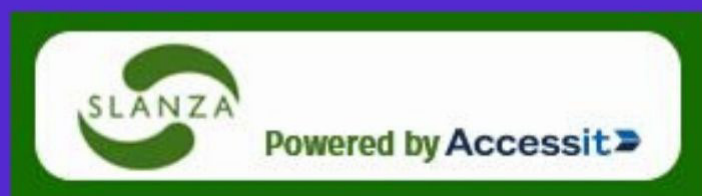
The Ministry of Education will mandate every school to have access to a school library staffed by specialist school librarians and is Ministry of Education funded.



SLANZA Reading Lists

<https://nz.accessit.online/SLN00/#!/dashboard>

Find the best books for your
students and staff



SLANZA is committed to providing quality professional development opportunities to its members, and we are very grateful for the ongoing sponsorship of professional development provided by Book Protection Products. This sponsorship is invaluable and greatly appreciated by the National Executive as it significantly broadens options for regional committees. The funding provided by The Book Protection Products team goes to the regional committees so they can organise professional development sessions that will fulfill your personal learning needs. Please continue to support Book Protection Products as they are SLANZA's major sponsor, and if you have an idea or topic for professional development in your area, let your committee know!

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The benefits of membership include:

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- Discounted conference and professional development registrations
- Support for school libraries at a national level
- Opportunities to gain skills and professional development from people who do what you do
- Opportunity to apply for the SLANZA awards
- Opportunity to apply for study grant assistance with library-related studies
- Permission to use the cover images of publications of major publishing houses
- Access to the LIANZA professional registration scheme
- Access to our collection of Professional Development eBooks
- Fee-free study opportunities with the Open Polytechnic

NEWS + CONTACT

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