

SLANZA MAGAZINE

COLLECTED

26

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THE ROLE OF THE LIBRARIAN
DURING CHALLENGING TIMES



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EDITORIAL

On the eve of the second lockdown, my son lost his very first tooth. He was worried the tooth fairy was going to bring COVID19, so we talked it through and decided as the tooth fairy was magic, this wasn't going to happen. Imagine my horror two hours later when Jacinda Ardern announced we were to go into level three lockdown! Dreading telling him the news in the morning, I was relieved to find he was more excited to have a day off from school.

This issue of *Collected* was meant to focus on advocating for you and your school library, and it was going to be released when it is usually released each year in June. However, this year has not exactly been what we expected it to be. Welcome to our first issue for 2020, themed *The Role of the Librarian During Challenging Times*.

During the first lockdown, the SLANZA National Executive met regularly and worked exceptionally hard, ensuring that school librarians across the country were supported. As I write this, we have just entered our third week of a second lockdown. They say it is not a second wave, but defined as a spike. This spike, though it is only been two weeks, feels just as long as the seven-week lockdown we had earlier

this year. Days here are filled with navigating the online school system, waiting in queues for our weekly groceries or ordering online one week in advance, balancing two adults working from home, ensuring our elderly parents have everything they need and meeting the emotional and spiritual needs of the little ones, along with a myriad of other things. Exhausted? I am. Deliveries arriving by courier with seeds and sheep poo along with picnics in the garden with flowers and sanitiser help make the days go somewhat faster. In our house we are grateful to have had recently visited the public library right before the immediate lockdown was announced and have been flying through the books.

As always, I am honoured to have had the chance to read all the articles submitted for *Collected* that highlight the professionalism and knowledge our members hold in librarianship. Everything is thoroughly researched demonstrating the time and effort the author has put in to curating their piece. From the book reviews submitted, I now have an even bigger to-read list. All of the items that I read were thought-provoking, giving me new insight into my own librarian practice. But most importantly, these articles have all

demonstrated the resilience and innovation that you have all shown through these inconceivably unprecedented times. Thank you for sharing your experiences.

Again, SLANZA has been working tirelessly through the second lockdown, and launched our *School Libraries Transform* campaign on September 1st 2020. Keep watch on our social media channels to get in on the action - see you there!

Melanie McVeigh
Editor, *Collected Magazine*



PRESIDENT'S COLUMN

COLLECTED 26

What a year 2020 has turned out to be. For many of us we have had to re-adjust to a new normal in these unprecedented days. Some of our whanau have been ill, some have lost jobs, some now work from home and we all have experienced six weeks in lock-down. Those long slow summer days of lockdown – I actually loved the change of pace those days gave us, so did my garden fence!

I have grown to see, in my first year in this role, just how creative, how resilient, how genuine, and how stubborn we are as school librarians. We wanted our communities to have our skills and we wanted our libraries to continue to be useful and part of what the school was offering over COVID19's slow days at home. I am so proud of this community and amazed at all we did to keep us relevant and real.

But we have challenges ahead, we have potential funding cuts with many of our schools reliant on fee paying students from overseas who will not be here in 2021. Libraries will be on "the funding cut" horizon for some of those schools. We have pay parity delays for us as librarians, as we cheer on our colleagues and celebrate with them, we have the pain of having to be patient. We have had our big 20th birthday conference postponed and we have to reset for a 21st instead in 2021. We have schools with huge roll growth and those beady eyes of senior management rove to our library spaces.

With this in mind we, as SLANZA, are going to launch a nation-wide campaign. We need your help and support. You will be asked to get behind us as we fight for targeted outcomes – we want in law that **every school is to have a dedicated library space**. We do not want to hear about any more library closures! We want a library professional in each of those spaces, with hours that will enable librarians to provide meaningful and impactful library services to their school communities. And we want library staff to be paid from the government's pool of funds, NOT the operations grants that are managed by boards of trustees.

SLANZA NE is working hard to provide a framework for this campaign but be very aware it will happen and you will be involved. We are doing this because we believe and know that school libraries have the power to transform students' well-being, transform their learning experiences and transform teaching practices in Aotearoa New Zealand. School libraries are essential, libraries are indispensable, and we need our nation to know this!

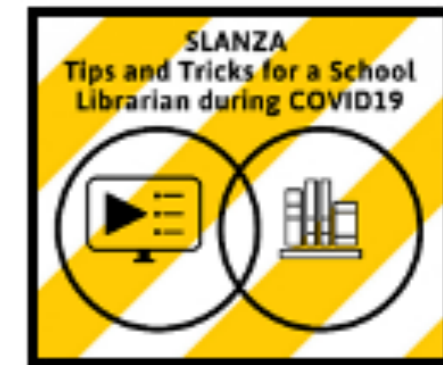
We might be a small team, but we are a strong one. We proved it during COVID19 and we will show it in this campaign!
#schoolibrariestransform

Mā te wā

Glenys Bichan
SLANZA President 2020



Glenys Bichan



SLANZA NATIONAL EXECUTIVE RESPONSE TO COVID19

JULIA SMITH – SLANZA NE COMMUNICATIONS

During lockdown, SLANZA National Executive worked to provide our members with information, guidelines and learning opportunities so we could all best adapt and support our school communities as we transitioned to distance learning. These are some of the ways NE proactively helped our members in these challenging times.

COVID19 ALERT LEVEL GUIDELINES

In response to the uncertainties of COVID19, SLANZA NE provided members with COVID19 information and guidance on what the alert levels may look like in our school libraries.

COALITION OF BOOKS COPYRIGHT AGREEMENT

SLANZA obtained an agreement with The Coalition for Books enabling our members to provide virtual "story-times" to our school library communities while we were at COVID19 Alert Level 4 and 3.



The agreement allowed for a relaxation of copyright rules during that time and provided guidelines for all school libraries in Aotearoa New Zealand. The Coalition for Books had a list of publishers who had given their permission for school librarians and teachers to create online "story-times". Alternatively, librarians ensured their "story-times" were only accessible on a closed school-only platform.

SLANZA FACEBOOK CONNECTED COMMUNITY

Two events, *Lockdown Book Club* and *Tips and Tricks during COVID19*, were managed on our Facebook group, SLANZA Connected Community. Exclusive to members, these healthy and informative discussions were useful for members' wellbeing, gaining perspective and confidence in adapting our role during COVID19.

COPYRIGHT WORKSHOPS

SLANZA NE offered our members two free workshops during April that helped us understand the basics of the Copyright Act, our new Virtual Story-times agreement, and other ways we could legally share books, music, and films with our students, and support our teachers in their virtual classrooms. Mandy Henk, CEO of Tohatoha, ran the webinars, *SLANZA - Copyright, Schools, and COVID19* and we had 102 members participate, even during lockdown.

Julia Smith, SLANZA NE Communications

REGIONAL REPORTS

AUCKLAND

What an extraordinary year 2020 has become!

We held our first ever online Auckland AGM on the 24th June, thanks to everyone who was able to log in and take part. Chris Taylor has stepped down from the committee, Claudine Crabtree (Baradene College) & Donna Le Marquand (Blockhouse Bay Intermediate) have joined the committee. Corinne Hinton has stepped down from the role of convener and Liz Hamilton has now taken on this role.

Donated Books:

We have been gifted copies of the book listed below, and will have copies available at our PD sessions and events for you to collect if you wish.

The Fruits of Our Labours: Chinese Fruit Shops in New Zealand
by Ruth Lam, Beverly Lowe, Helen Wong, Michael Wong, Carolyn King
Published by Chinese Poll Tax Heritage Trust
ISBN: 9780473415501
RRP: \$90.00
Format: paperback
Size: A4



This two-volume set is a history of the Chinese fruit shops that proliferated in the many towns and cities around New Zealand. It is told through the personal experiences of the fruiterers and greengrocers who spent hours displaying fruit, trimming vegetables and serving with a smile. Their recollections are brought to life by numerous photos generously provided by their families and are enriched by additional information from libraries, archives and museums. Accompanying the book is a list of known Chinese fruit shops in New Zealand. *The Fruits of Our Labours* is essential reading for Chinese New Zealanders, and anyone interested in this significant aspect of our social history.

Elizabeth Atkinson, SLANZA - Auckland NE Representative

AORAKI

Aoraki has a steady committee of 8 members and current subscriptions are at 109 members.

This year we have only had one event as due to the Covid-19 lockdown as we had to cancel our Term 1 event.

In Term 2, we have had a buying night at Paper Plus Hornby. The owner Simon had publisher's representatives from Hachette and Penguin along to show us what is new and coming soon. There appears to be many wellbeing and environmental books coming out at the moment. These event are always well-attended as it is a great opportunity for chatting and catching up amongst the shelves.

Maree Silver-Hessey, SLANZA - Aoraki NE Representative

TE TAI TOKEROU

Te Tai Tokerau held a Zoom meeting during lockdown. Eight of us discussed the awesome ways we were supporting our students and the school community with distance learning.

Some of these accounts can be found throughout this edition of *Collected*.

Julia Smith, SLANZA - Te Tai Tokerau NE Representative

CENTRAL

It has been almost 12 months since we hosted Fifi Colston at Palmerston North Girls High School Library for our 2019 Central AGM event, though with ever changing situation since the COVID19 virus impacted our lives it seems both 'yesterday' and an age since September 2019. Fifi was a delightful, entertaining and inspirational speaker and I know the audience enjoyed her presentation. As it turned out the 2019 AGM was our last and only face to face meeting Central SLANZA held during this time. A lack of interest had us cancel our Manawatu end of year get-together in November and COVID19 put paid to our plans for 2020 events.

Lockdown being announced and commencing so quickly in March meant that schools and the education sector needed to be quick on its feet to adjust to the changing situation and I know many school librarians rose to the challenge, devising plans on how best they could support teachers and students during a significant time at home and with online learning.

I believe a positive for our region from this situation is our developed familiarity with online meetings. Central is a vast region with members spread out from Taranaki to Hawkes Bay which makes meeting and holding events difficult but online meetings eliminate such barriers. I enjoyed seeing new faces and having the opportunity to chat to members during our two Zoom meetings in May. I hope that online networking will be a way to bring our us together as a region, which may lead to more provincial face to face events.

Membership

Our Central membership has been stable over the last couple of years and currently sits at 44. We had several members retire or move out of the school library sector and have had 7 new members join us this year - welcome!

Central Committee

Our current committee consists of myself as Chairperson and NE Rep, Suzette Stephens (Treasurer), Bev Harrison, Katie McMillan, and at our June AGM Sheila Monaghan and Ali Kersten joined us. I thank them for their time, commitment to our organisation, their comradery and their support of my role as National Executive Rep.

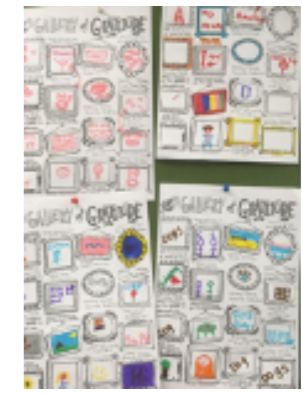
I would like to take the opportunity to especially thank Karen Carswell, who stepped down from the committee in June, after many years on the Central committee. Her knowledge of the school library sector, as well as her professionalism and attention to detail will be missed.

Sasha Eastwood-Bennitt, SLANZA - Central NE Representative and President-Elect

OTAGO

The Otago committee meet early in the year to plan what was to be an exciting year! We planned a 'Diversity' workshop with one of the school health nurses to encourage us with new ideas for supporting our students. This workshop was postponed because of COVID19 but we hope to revisit this later.

There were a number of initiatives carried out during the lockdown and afterwards by Otago school librarians including Click and Collect services, Book bags, updating online resources, focusing on gratitude and much more...



Last month some of us met for coffee (or wine) at a local café/bar and caught up on library life. It was great to be able to swap lockdown stories, successes and stresses.

Term three will see us having a book buying event at our local independent book shop followed by a meal together and our AGM. It will be great to take stock, reflect and plan together.

For now in the South, we grateful to be back in our schools, supporting our students in our cosy, warm libraries.

Michelle Summerfield, SLANZA - Otago NE Representative

SOUTHLAND

During Term 1 we were in the process of collaborating with Invercargill Paper Plus to organise a book buying evening where publishing reps were to speak to us about upcoming releases BUT lockdown happened so it could not go ahead.

Over lockdown we hosted a Google Meet coffee group catchup for our members and those that could spend a good hour and a half sharing ideas and tips on how we were managing our work from home and our contributions to students online learning. We also joined with Maxine and Bridget from National Library for a Zoom meeting again sharing how things were going for us all during the lockdown.

The Reader's Cup regional competition has been organised and teams are frantically reading through the chosen books. The competition is set to be held at Ascot Park Hotel on the 24th August and we are grateful to the ILT for giving us the venue free of charge.

Our AGM took place on 24th July with a couple of changes in office bearers. Karen Thwaites has taken over the treasurer role from Eileen Barnett and Keri Cochrane will be the new NE Rep replacing Jay Shaw. PD planning for the rest of the year was discussed with a Wellbeing workshop proposed for later this term and a Librarians Appreciation day for later in Term 4.

Jay Shaw, SLANZA – Southland NE Representative

WELLINGTON

Like much of the world, SLANZA Wellington had a lot planned for this year. Running a new book club for school librarians to share their book joy, having a Living the Treaty PD session to help us understand how to honour the Treaty of Waitangi, not to mention a National Conference to help us celebrate 20 years of supporting school librarians. Thanks to a certain virus, this all had to be changed.

The 2020 SLANZA Conference will now be a 21st birthday party, same place, with many of the same keynotes and workshops. It will take place in Wellington during the 2021 October school holidays from **Sunday 3rd October to Wednesday 6th October 2021**. More information is available on the [Conference website](#).

We ran our first term preCOVID Book Club at the Foxglove Bar in downtown Wellington, with great success and many recommendations gathered from each other. Our Term 2 Book Club happened on Zoom, like much of the country and was another great session of book love. This term we are planning our AGM with a book shop visit so members can have a buy-up in real life and in good company.

It has been a stressful year for families, students, teachers and librarians. We feel lucky to be able to be back at school with our communities, doing our jobs safely and getting books into the hands of kids.

Clare Forrest, SLANZA – Wellington NE Representative

WAIKATO/BOP

Like many of our regions Waikato Bay of Plenty has had a quiet year. Our major event was just two weeks away when the COVID19 lockdown occurred. This has now been transferred to the last Friday in July. We have arranged for Falstaff Dowling-Mitchell talk about his book *White Lies, Māori Legends and Fairytales*. He is also going to talk about how we can hook tamariki in Aotearoa to read our books about our places. His book is stunning so I am sure this will be a great PD day for us. He will be supported by two Children and Youth Librarians from Auckland who are speaking on

1. Our collection policies
2. Co-design approach to library programming
3. Innovative ideas from a range of libraries
4. Exploring current and future data and trends
5. Recommended reads and websites

Waikato Bay of Plenty are bracing themselves for a swathe of retirements as our SLANZA committee people are leaving school libraries for the greener pastures of retirement due to the greying of their hair! We gathered for such an event to farewell Carolyn Harrowfield who has served with our SLANZA Waikato Bay of Plenty committee since the very beginning. Carolyn, we thank you so much for 20 years of loyal service, your wisdom, knowledge and input into our region will be sorely missed and we wish you well as you enjoy a well-earned rest from school bells ringing, photocopiers jamming and SLANZA PD planning. I only hope that we can get people to replace you who will step up and give 20 years of their working life to help support school libraries in a bigger way than just serving their own.



We need more people on our committee or we will be struggling to continue to put together the PD that we currently do. Please email me if you are keen: waibop@slanza.org.nz.

Glenys Bichan, SLANZA – Waikato Bay of Plenty NE Representative

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HE WHAKAARO

LYNN VARE – DUNEDIN PUBLIC LIBRARY

Kia ora koutou

Ngā mihi o te tau hou Māori ki a koutou katoa! The days are slowly getting a little longer and brighter down here in Ōtepoti, and the hopes and wishes for a better year have been released out into the world during Puaka Matariki.

The role of a librarian in challenging times is varied and vital, and wow were we a creative bunch over lockdown. Even the government loved our work! There are so many things we could talk about regarding the *take* for this edition of *Collected*, *engari*, I have settled on our role as 'lifelong learners'.

During lockdown many of you will have used the time to catch up on reading for your collection knowledge and found creative ways to perform your work and support your library community. Hopefully, you also got time for some professional development (PD) for your mahi. Most school PD is focused on teachers, very little, if anything, happens for library and other support staff. Support from schools varies, but generally the expectation is that library staff will have to do this themselves, and each year lots of you do, signing up to courses and workshops run by SLANZA, National Library and other organisations. Some of you may have an annual appraisal with your employer about your year's work and any PD you have done, but many of you may not. Without support it is not easy to take on more work, especially in your own time, and for no reward in salary progression.

But, librarians, by nature and profession, are 'lifelong learners'. The need to inquire, to learn, to problem solve, to teach, to share, to critique and to inspire runs deep. So, many take up these challenges and look for opportunities to learn and improve.

My personal development review for next year asks how I can demonstrate a commitment to developing my knowledge of *te reo Māori* and *tikanga Māori*. It is now an 'expectation' due to my organisation's 'commitment' to Te Tiriti o Waitangi. It is going to be a real wero for some staff – excellent!

If this were asked of you, what would you answer? If you can only say that you've put up some signage, bought 'Māori' books and done a display for *Te Wiki o te Reo Māori*, I'd like to challenge you to sign up to a course in *te reo Māori*, *tikanga Māori*, and *Te Tiriti o Waitangi*. I loved the *Mātauranga Māori within New Zealand Libraries* workshop run by Te Rōpū Whakahaui and cannot rate highly enough the *reo Māori* courses at Te Wananga o Aotearoa.

Many workshops and courses have been disrupted or put on hold this year, but there are excellent online resources that you will learn heaps from too. Nōku ake tēnei whakairo. Hei aha – karawhūia!!

Toro Mai – online introductory courses in Te Reo Māori and Tikanga Māori from Massey University
https://www.massey.ac.nz/massey/international/where-can-i-study/study-online/toromai/toromai_home.cfm

Tōku Reo – language learning show online and on Māori Television based on the Te Whanake language course
<http://www.tokureo.maori.nz/index.cfm/1,188,0,43.html/Series1.html>

Treaty 2U – The exhibition and tour may be over, but this is still a great learning resource from Te Papa, National Library and Archives NZ for everything you need to know to understand Te Tiriti o Waitangi <http://www.treaty2u.govt.nz/>

We'd love to hear what you are all doing out there throughout the motu to support tamariki, rangatahi and whānau at your schools, as well as your favourite resources, ideas and advice that promotes te Ao Māori. Homai tō korero!!

Mauri ora

Lynn Vare, Youth Services Supervisor, Dunedin Public Libraries



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

ANNUAL GENERAL MEETING

SLANZA NE warmly invite you to attend the AGM at 10am either in person or online.

Those in attendance are also invited to hear NZEI Representative, Chris Walker, update members on the pay equity campaign for school librarians.

Monday 28th Sept. 2020, 10am

attend in person at



RĀROA
Normal Intermediate School

37 Haumia Street, Johnsonville, Wellington

or via Live feed

Register with your preference here:

[Register Here:](#)



SLANZA STUDY GRANTS

Every year SLANZA provides two study grants for the cost of one paper, course or module, of up to \$600, to SLANZA members for studying approved courses.

THESE INCLUDE

- Open Polytechnic Kuratini Tuwhera; Library and Information Studies qualifications and Records Management qualifications
- Victoria University of Wellington; Master of Information Studies, Postgraduate Diploma in Information Studies, Postgraduate Certificate in Information Studies
- Te Wānanga-o-Raukawa; Te Heke Puna Maumahara, Te Poutuarongo Puna Maumahara
- Charles Sturt university; Library and Information Studies qualifications, including Postgraduate Certificate in Teacher Librarianship.

This year the study grants were awarded to

Kath Twomey from St Paul's College

Cathy-Ellen Paul from Wellington Girl's College.

Congratulations, and good luck with your studies. Keep an eye out in 2021 for when the study grant application period opens again, and submit an application.

Maree Silver-Hessey
SLANZA – Treasurer and Aoraki NE Representative

THE ROLE OF THE LIBRARIAN DURING CHALLENGING TIMES

MIRIAM TUOHY – NATIONAL LIBRARY SERVICES TO SCHOOLS

It is impossible to think about this theme without looking in the rear-view mirror, back to March and April when we were isolating at home. Unfortunately, the ongoing effects of the COVID19 pandemic continue to take a heavy toll for many people.

Of course, even during 'normal' times our students' lives and our own are full of challenges. Some challenges are personal, such as difficult relationships or finances. Some affect our working lives, such as budgets, or feeling that we don't have enough hours in the day. Small challenges can seem to compound until they feel overwhelming. This year has been particularly tough, and we've all had to do extraordinary things in very difficult circumstances. Despite the challenges, we have also seen some bright spots, and positive changes.



Zoom meeting

EMERGENCY REMOTE SUPPORT

For school library staff and National Library Services to Schools teams alike, the COVID19 response meant we had to shift our services and support online as fast as possible. One core aspect of library service – circulating print books – paused completely, and online service delivery became the only option.

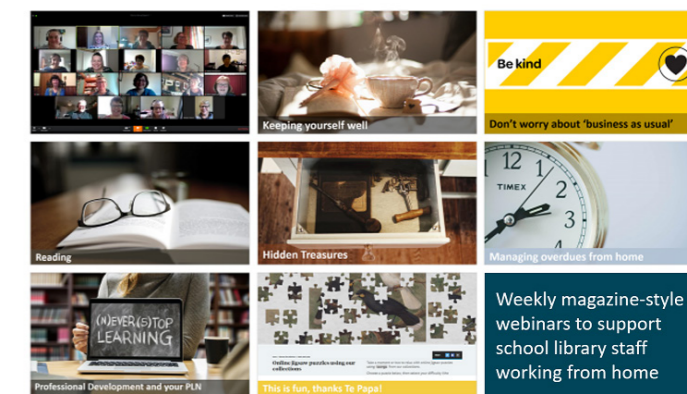
It is not easy to pivot to a fully online working and learning environment. Radical change like this demands creative problem-solving. It is most definitely not 'business as usual' — it is more like 'emergency remote support'!

SERVICES TO SCHOOLS COVID19 RESPONSE

By mid-March, we were talking about possible school closures and how we'd provide support if that happened. When the move to Alert Level 4 was announced, we were ready.

With the challenge of working and learning at home ahead of us, we first had to look at what was going to be *possible*. Then we could decide what was the *most meaningful* work we could do.

Our first priority was making sure people were OK — looking after our well-being, balancing work and family responsibilities while at home.



Webinar Format

"I have really enjoyed the webinars and found them really supportive and useful – thank you and your team so much for all the hard work you have put into preparing them."

"Thank you for producing this brilliant series of webinars. I have enjoyed them, have investigated almost all the links and plan to put some into action as soon as I have organised whatever happens at school when I eventually return. I am in my 7th week off school, with no way I can access my library or programme, so can do little except the PD you are offering."

"Thanks for your amazing webinars over the last 4 weeks. I have been really inspired and have enjoyed the very professional presentations."

Next, our existing online services were given a boost.

- We extended [AnyQuestions](#) hours so students could get help throughout the school day.
- We reviewed and updated key pages on our website for [supporting reading and learning at home](#) and made them easy to find.
- We began a major review of [Topic Explorer](#) — 61 topics have now been updated.
- We offered our online [professional learning](#) free of charge. Staff from more than 60 schools signed up to learn about collection development, and resources to inspire and inform inquiry learning.
- Help with login information for the [EPIC databases](#) was in demand during lockdown, and in June we recorded the highest usage rates ever!

“Thanks also for all the support you continued to offer over the lockdown period. It’s been a very long term, but a huge amount of adaptation and learning has taken place and so there are some real positives that have come out of it. I looked forward to the National Library’s Zoom meetings during lockdown and have been pleased that this style of meeting has continued to be available for our network. This has meant that I could be included in some meetings that I wouldn’t normally be able to get to.”

“Really enjoyed attending the meeting. I hope you can continue to offer online meetings. They work much better for us, we were forced to become really good at online meetings over lockdown. It may take some training to get some of the part time school librarians on board, but it would be worthwhile learning for them to be competent at meeting online. Anywhere anytime!”

We were also able to try new things:

- We hosted webinars for school library staff working from home. Our team kept participants informed, entertained, and most importantly connected during lockdown.
- Our school library network groups moved online, with social catch-ups via Zoom scheduled first. Term 2 network meetings via Zoom included our first-ever national meeting for intermediate schools.
- We introduced a new channel for online learning. Our short email course “Your school library is still open” helped school libraries connect with their communities.

Some of these are becoming business-as-usual for us now. Our online learning courses will remain free for the rest of 2020. Webinars will be a part of our regular PLD programme. And we have sector-based Zoom network meetings (e.g. intermediate and area schools) planned for term 3.

PREPARING FOR CHALLENGING TIMES AHEAD

It’s OK, librarians have got this! Think about these elements of a school librarian’s role. Developing the skills to do these well will help prepare us for future challenges.

- We focus on the needs of our community, and include them as we make informed decisions about what library services and resources will work best for them.
- We develop and use systems to organise information and stories, to make access easy for our community.

- We create safe and welcoming environments where people can read, work and learn together or alone.
- We keep up-to-date with literature and information published for children and young people, and do our best to make these available to our community.
- We keep up-to-date with new technologies, tools and platforms and explore how to use them ourselves and to support others.

Over and above that, there are some key traits I think librarians need to develop – regardless of where we work – to help us deal with challenges.

Resilience: recognise that challenges, uncertainty and change are inevitable. If there is one thing we’ve learned from the COVID19 pandemic it is the importance of well-being and kindness – looking after ourselves so we can look after others. We need to develop strategies to help bounce back when we’ve been stressed or stretched in new ways. In our work, we need to design services that are flexible and adaptable, that reduce challenges, and give people options that work best for them.

Reflection: when you look back at the challenges you’ve faced, think about your actions and interactions. Which were the most meaningful, and why was that? How can we focus our attention on those good bits and build them in to our every-day lives and work? How are we different now, and what impact will this have on our roles?

Future-focus: what do you think your biggest challenges will be in future? Will they be different to the challenges you have now? When you hear about new ideas, resources, and tools think about their potential impact on your library’s services. It’s important to keep learning all the time – [evaluating what we do and looking for ways to improve](#).

Connections: good relationships are fundamental to our work. Maintaining connections and keeping lines of communication open with our communities were so important during lockdown. What we have seen is that it’s often those who are most isolated – whether geographically or socially – who need extra support to connect. How can we strengthen relationships and make our face-to-face and online interactions as positive and impactful as possible?

“Thank you for all the marshalling and organising and guiding us you do. We are much enriched by being a group, with the opportunity to share and communicate.”

“Thank you all of you – I’ve really loved the weekly webinars and they’ve been a lifeline to the library community.”

Challenges can be a catalyst for positive change

Even the most challenging times can have a silver lining. Times of trouble have brought out strengths people and teams didn’t know they had. Creative problem-solving has led to innovative changes. Understanding what really matters to people helped us focus on doing the things that will have the greatest impact. I hope that we can build on the positives that have come out of this year’s challenges, and be better prepared for whatever comes next!

Miriam Tuohy, National Library Services to Schools

LIANZA

Te Rau Herenga O Aotearoa

LIANZA

HELEN HEATH – COMMUNICATIONS ADVISOR, LIANZA

A big focus in the LIANZA Office over the last few weeks has been our Books Alive event programme as part of the NZCYA Book Awards celebrations. Librarians from around the country came together to host finalist authors with the help of school students. Zac McCallum, librarian at Halswell Primary School in Christchurch, put on a fancy hat and high tea with some very dedicated student readers who asked author Sally Sutton lots of questions about her Miniwings books; Sally Blake, librarian at Riccarton High School, connected her students with Mark Sweet, author of hard-hitting finalist book, *The History Speech*; Donna Le Marquand, librarian at Blockhouse Bay Intermediate School, supported her students asking author/illustrator, Donovan Bixley, questions about his work, his inspiration and his hat! The entire Books Alive events programme will remain online on the [LIANZA YouTube channel](#) as a wonderful resource. The fun author-led virtual storytimes will remain online for six months, building on the experiences of public and school libraries offering virtual storytimes during the COVID19 lockdown.

In the most recent issue of [Library Life magazine](#), you can read all about the career pathway of SLANZA National Executive Representative, Central Region, Sasha Eastwood-Bennitt. Sasha has been the Library and Resource Manager at Manchester Street School in the Manawatū rural town of Feilding since 2008. She confesses that as a child she placed date slips and pockets in her books to create a library for her teddies and dolls – destiny! [Career Pathways](#) are one of our most popular columns in *Library Life* and we love to hear from librarians of all kinds about how they ended up in libraries around the country and across the sector.

LIANZA is delighted the Equal Pay Amendment Act was passed by Parliament recently. In May 2019, Rachel Esson, LIANZA Immediate Past-President, and Moira Fraser, LIANZA Past-President, made an oral submission representing LIANZA to the select committee, supporting [LIANZA’s written submission on the Equal Pay Amendment Bill](#). The 2019 LIANZA submission raised the issue of occupations where there are many different employers and how professional organisations should be involved in this process. “Given the nature of our sector, where library staff are usually a small group of staff for their employers, the process for combining claims by multiple employers is of great interest to us. We are particularly concerned for staff working in school libraries and how easy it will be to combine claims where the multiple employers are schools”.

Immediate Past LIANZA President Rachel Esson, is looking forward to meeting with the SLANZA Exec at the end of September and discussing ways that SLANZA and LIANZA can work together towards impactful advocacy across the sector, building on research such as the [recent schools survey](#).

In the LIANZA Office we are very happy to be talking more with our sister organisation, SLANZA! If you have anything you’d like to contribute to *Library Life* magazine don’t hesitate to get in contact with Helen: helen@lianza.org.nz

Helen Heath is LIANZA’s Communications Advisor. Helen looks after Library Life; media hub Libraries Aotearoa; our website and social media; and internal & external communications. She is passionate about digital literacy and accessibility.



NZEI UPDATE

CLARE FORREST – NE NZEI REPRESENTATIVE

Pay Equity for Support Staff in schools has been a long and involved process and has been worked on by many organisations and support staff for a very long time. The goal has always been to reduce the unfair pay level gap that exists between female and male dominated roles and to ensure that women are remunerated appropriately for the work they do of similar value.

NZEI and the MOE are currently working on progressing other support staff Pay Equity claims, including school librarians and library assistants. They are aware that the time and resources used in previous claims, as well as what they learnt and what they won, will expedite other support staff claims. The Administration Staff claim is already under way, and our own claim follows that.

SLANZA National Executive want to ensure that our members are aware of how hard people are working for them. To make sure that Pay Equity becomes a reality for as many support staff as possible, as quickly as possible, each group is being managed separately as their roles are so varied. Attempting to work on them at the same time would have slowed a positive result down for everyone. As unfair as it feels to be at the end of the queue, we need to be patient and do everything we can to pave the way for success.

Joining the NZEI, is a show of understanding, appreciation, and support for the mahi being done on our behalf, and the bigger the membership, the stronger the voice. SLANZA National Executive are delighted for our teacher aide work colleagues. Their Pay Equity win is another step closer to our own successful Pay Equity. As we await our turn, we ask our members to show kindness and solidarity to our fellow workers.

NZEI offer this advice to our members:

1. *Campaigning is important* – the actions teacher aides took at the end of 2019 on social media and at the school gate was what forced the Ministry into negotiations when NZEI were stalled.
2. *Librarian versus teacher aide role* – if you are designated a librarian or library assistant and on looking at the teacher aide pay equity matrix and you think that your job role is actually TA, then you should compare your job description to the matrix, identify how your role fits the descriptors and then approach your principal or SENCO to rename your role.
3. *Librarian role* – if you are designated as a librarian or library assistant, hang in there as there will be a pay equity claim coming for your role. NZEI will be calling on librarians in schools nationwide to work with them around developing the pay equity claim. Meanwhile, ensure you keep your job descriptions up to date and that your role is graded appropriately for the work that you do under the current grading in the 2019 -2022 Collective.

Clare Forrest, SLANZA – NE NZEI Representative



CANCEL CULTURE

PAMELA MCKIRDY - WELLINGTON EAST GIRLS' COLLEGE

“Off with his head!” The Queen of Hearts’ response to anyone who offended her has become quite relevant in today’s publishing world. Authors daring to write about lives that are different from their own are being forced to withdraw books from publication, and are vilified if they express any opinion that pressure groups disagree with¹.

In 2015 Corinne Duyvis coined the hashtag #ownvoices, advocating that anyone writing a main character who is part of a marginalised group should be part of that marginalised group themselves². At least one publishing house states that writers wanting to be published should mention if they are an #ownvoices author when they submit a manuscript. This begs the following questions: Are #ownvoices writers allowed to write about anything from a perspective outside their own self-identified group? Eg: Is a transgender author allowed to create a straight main character? What has happened to the concept of research, reading about a subject, place or time before drawing a fictional portrayal that will intrigue and entertain the reader? And where does #ownvoices leave writers of historical fiction, fantasy or science fiction, who are writing about people and places that no living person has experienced?

Along with the #ownvoices movement, ‘sensitivity readers’ are vetting manuscripts to see if they might offend a particular group. Published authors are being criticised or ‘cancelled’ if they dare to step out of line. John Boyne, author of *Boy in the Striped Pyjamas*, received massive criticism for his book about a boy and his transgender sibling. Boyne states: “I don’t feel it’s my job as a reader or a writer to tell anyone what they can or can’t write. We are supposed to use our imaginations, to put ourselves into the minds and the bodies of others.”

Isn’t this getting out of hand? Traditionally, librarians have looked for reasons to include a book in a collection, rather than reasons to ban it. When conservative parents and school boards in the USA complain that *Harry Potter* contains witchcraft and is anti-christian,

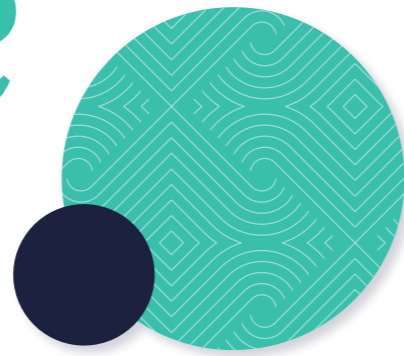
or that *The Hate U Give* is anti-cop, individual librarians and the American Library Association have stood up for freedom of speech and the right of readers to choose what they wish to read. But it seems that now the pendulum is swinging in the other direction, as some librarians take on the role of moral arbiter of who is fit to write about a particular subject. Since when did we need to vet an author’s background or outlook on life before deciding whether to stock a particular title? In my view, we need to be wary of creating a world like that of *Fahrenheit 451* or 1930s Germany, when books viewed as being subversive or representing ideologies opposed to Naziism were publicly burned. Librarians need to seek out diverse viewpoints, but that doesn’t mean banning a title because it or its author doesn’t match our own opinions or the current zeitgeist.

Pamela McKirdy, Wellington East Girls’ College

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- ⁷ https://en.wikipedia.org/wiki/Nazi_book_burnings

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LIS601	Empowering People and Communities (normal fees apply)
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The Certificate is an NZQA approved programme. The qualification has been designed around the needs of the industry. The assignments have been designed to be of practical value by applying learning to a real-life context/your own library situation. For example, students may design a programme around the needs of a group of their own choice. 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.

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Time Calculator Tool

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

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NZ Certificate in Library & Information Services for Children & Teens (Level 6)



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Graduate Certificate in Library & Information Leadership

.....

Trimester 3 enrolments close:
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Graduate Story

Open Polytechnic learner Melloney Meek completed the NZ Diploma in Library and Information Studies a few years ago, and is now about to complete 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



WHAT DO YOU CONSIDER TO BE THE MOST IMPORTANT CONTRIBUTION A SCHOOL LIBRARIAN MAKES?

SPECIAL FEATURE

A SCHOOL LIBRARIAN MAKES THE FOLLOWING CONTRIBUTIONS

Researches, collects and provides information in various forms which connect and enlighten students and supports teachers

Influences students and staff decisions through selections of old and new titles

Advocates for and promotes the library

Fundraises and budgets for resources

Plans and organises events/activities

Listens, supports and comforts students

Fixes broken hearts, library resources and computers

Provides challenges and opportunities for students to learn about and contribute to the library

Records history in the making - taking photographs and archiving pictures and documents for future use

Provides an amazing space for students to feel at home in, meet others and relax

Bakes and caters for events

Dale Tiffin, Librarian Freemans Bay School, Auckland

We can often see the bigger picture across our school community, and we are another adult of which teachers can bounce ideas. We can take a load away from our teachers whilst at the same time enhancing what they are teaching their students. (So basically, we are magicians!)

Penny Walch, Southwell School

To be welcoming to all in your community. To smile, to greet, to promote books and reading in gentle ways. Offer fun activities during class visits and lunchtimes but mostly be a friendly face, to know all of the students' names and treat all students as individuals, treasuring each one.

Jennifer Puckey, Kaitaia Primary School

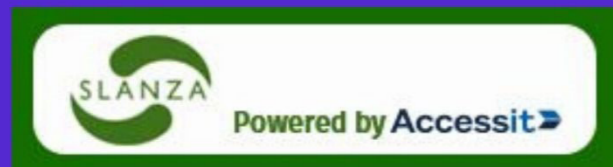




SLANZA Reading Lists

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LOCKDOWN STORYTIMES: A PUBLIC LIBRARY APPROACH

KIRSTIN KANE – CHILDREN'S LIBRARIAN

As a children's librarian for a community Library, COVID19 started as a whisper and grew to a roar. By the time Auckland Council made the call to close the library, two days earlier than the government announced lockdown, we were already experiencing the whole gamut of emotions; from hoping to protect our customers, to wanting to protect ourselves by keeping our distance. We faced difficulties trying to provide the best customer service we could, while managing patrons who would stand a little close for comfort while we connected them to the free WIFI. You could find us washing our hands twice an hour and wiping down a huge multitude of surfaces and items.

It was apparent from the outset the government was going to have to enforce quarantine and with having COVID19 rampant in our local area, we all left work feeling like we were sick and it was just a matter of time. Once we relaxed at home and felt more secure and determined in our isolation, wanting to stay connected and be informed we as a team ensured catching up daily on What's App. Being able to discuss our concerns and experiences from the comfort and safety of home seemed like such a luxury. However, as time passed the excitement of working from home subsided; there was nothing left for me to plan, read or do so my creative side was launched.

Already online, Storytime, Rhymetime and Wiggle and Rhyme were being posted on library facebook accounts. Those who had no issues with self-filming and performing were succeeding in communicating with our customers and communities.

I was personally pulled towards this sort of work as I always felt comfortable performing for others and this was just a natural extension of that. I watched many other storytimes and thought about how I wanted to do something similar. Discussions were on about getting publishers permissions and as this slowly filtered down, I thought about which book I would love to read in a video to my community. From the first time I read *The Book with No Pictures* I was hooked. Here was a book I could put all my creativity and voice into performing for kids, getting their reactions was priceless and fed that feel good factor that is so vital when working with kids.

I googled all I could about the book. The author is B. J. Novak, a star comedian from *Parks and Recreation*, a television series. I watched Novak's reading of the book and decided to put my own spin on it and found an email for the publisher. Emailing (not expecting a response) I was pleasantly impressed when an answer came through the next day. Ecstatically they were fine for me to continue. I realised that COVID19 far from just a small experience was a truly global issue and everyone was figuring out how this was going to work long term. Promotion for a product was going to have to come from many different angles.

Filming took a bit of figuring out. Luckily, we have a tripod at home due to teenagers wanting to be influencers. With the help of a plastic container and some Blu Tack I was able to make my phone fit to the holder. I knew natural light was essential and closer is better when reading to a camera. These were all issues I took into consideration when planning the reading; how I was going to hold the book, what were good colours to wear on a video and perhaps some make-up and lippy would also come across better. There was a bit of concern in regards to my Māori pronunciation, what to say to introduce the book, but when it came down to actually doing the recording my thinking was to treat it naturally and as if the kids were the ones watching – not a phone.



Kirstin Kane, Children's Librarian



There were some key learnings I took away from the experience. Firstly, you must consider your composition. What are you sitting on? What's behind you? Where is the best lighting? You need to light your face, or the kids don't get the expressions as you are reading. I didn't have the luxury of portable lights so I had to make the best use of natural light that I could.

I was very fortunate to have a tech guru in my library team, Kam-Chi Wong. I uploaded the files to my google drive and sent him the links to download. Video files are notoriously large and sending via email is not always possible. Kam-Chi was able to use Movie Creator to pull the item together, add in some intro and close screens and even out the flow. However, if you don't have someone to do this for you, I would recommend doing a course on You Tube or Lynda.com for a video editor application or software. You can download free editors or invest in purchasing access to one. It's all about taking the time to learn new skills that will be essential for the future – especially if we do have to go into lockdown again.

Storytimes are now prolific; there are some amazing celebrities reading books online which are fantastic, check out *#savewithstories* for some fabulous online content. It's worth watching to get a sense of what works and what doesn't and more importantly what will work for you and your community. Why is this important? As librarians our first call must be to "universal access principles". Libraries must be universally accessible – a place for me, open for everyone, libraries must be universally understandable – a world of ideas arranged simply. Libraries must be universally appealing – to connect with my family, my community, and our future. Online is just another way to communicate and connect with our communities.

Kirstin Kane, Children's Librarian

SCHOOL LIBRARY STAFF ADAPTING TO COVID19 CHALLENGES

Responses to the annual Softlink School Library Surveys reveal that school library staff are innovators, change managers, and technology leaders. They are acutely aware of the impact technology has on education and the need to prepare students for a growing online world, arming them with the skills to use this technology and, more importantly, to be able to sift through online content critically.

In her research paper, [School Librarians as Technology Integration Leaders](#)¹, Melissa P. Johnston puts it like this:

"The changing information landscape and highly technological environment of 21st-century schools has significantly redefined the role of school librarians. As technology has become a crucial element of teaching and learning, school librarians, as information specialists and educators, have the potential to lead through technology integration."

School library staff are also aware of how quickly things can change and responses to the Softlink School Library Surveys reveal an enthusiasm to meet these changes head on. This is evident in the following comments, which were shared in the feature document [The ongoing importance of school libraries](#)² available on the Softlink website.

'Libraries are more crucial now than ever before and we need to ensure we are communicating this at every opportunity and to anyone who will listen. We must also be prepared to re-think how we operate in our environments to align with the new modern learning environments in schools.' New Zealand

'Dedicated librarians have evolved in a relatively short period of time to acquire sophisticated computer skills, which allow them to promote and teach good research skills and information literacy to others. Yes, anyone can do a Google search and find some results. The skill is in assimilating, synthesising, analysing, understanding and comparing these results, as well as knowing where else to look. This is what a qualified and experienced librarian can do well.' United Kingdom

'Let's just say it has been a great 30 years in this profession, at a time when many changes and expectations could have derailed us...on the contrary, we are more important to our communities than ever.' Australia

While it is true that advances in technology present a constantly changing and growing environment, in recent times there has perhaps been no more rapid a change than the sudden closure of schools in response to COVID19. In May 2020, Softlink released a survey in Australia, New Zealand, and Asia Pacific (APAC), and Europe, the Middle East, and Africa (EMEA) to learn how COVID19 and school shutdowns impacted school libraries. Responses to the survey are truly representative of school library staff as technology leaders and innovators in a rapidly changing world, whether that is the unexpected, sudden change that school shutdowns presented, or the ever-changing digital world we now live in.

SCHOOL LIBRARIES SHARE THE IMPACT COVID-19 AND SCHOOL SHUTDOWNS HAVE HAD ON THEIR LIBRARY

The survey asked about the impact COVID19 had on the school library and the specific challenges school library staff faced. With many schools being shut down, respondents shared about the impact of having no students in the library, the challenges associated with maintaining connection, and having to find ways to keep students engaged.

'We have no students in our library at the moment, which makes it a dull and boring place! The students are the life of our library. I am being challenged to think of new and interesting ways to maintain connections and engagement with the library and its collection.' APAC

Other respondents shared that the library was used for children of essential workers who could not be at home. This coupled with the online resources available in the library and the qualifications and skills of library staff, presented an opportunity for the school library to showcase everything it has to offer.

'What it has done has highlighted our profile as a 24/7 library. I have never worked harder! I have curated guides for all 7-12 English courses and many other KLAs, promoted eBooks and audio books, and provided expertise on digital tools for the classroom. As a TL, I have been a leader at a most unusual time.' APAC



'Our school has moved to remote teaching, with no staff on-site. This meant that we needed to provide library services remotely. Luckily for us, we have remote access to our [Oliver v5](#) library catalogue and we also have LearnPath to enable us to create visually appealing subject guides to assist students with their learning. They can access these through our library 'News' page.

We also managed to get access to Overdrive eBooks (with the assistance of Softlink) so our school community has access to eBooks and audio books whilst the physical library is closed.

[LearnPath](#) has been a fantastic resource during this time and I have spent most of my time working remotely creating LearnPath guides for teachers to share with their students. I have also created an extensive 'Online Resources' LearnPath guide where I have collated all the fantastic free online resources that are available at this time. Everything from free manga and webcomics, to virtual tours and live cams, digital escape rooms, and digital volunteering opportunities.' APAC

Other challenges included: the speed with which everything happened, learning new technology, dealing with large numbers of overdue items, finding a way to get books into the hands of students, and not being able to access the library management system from home.

ADAPTING TO THE CHALLENGES OF COVID-19

The survey also asked for tips or innovative solutions to help address the challenges school libraries faced. One of the stand-out features of the Softlink School Library Surveys is the innovation of school library staff and the generosity with which these ideas are shared. The COVID-19 survey was no different.

One of the overriding themes was to try not to get overwhelmed and to focus on what's important.

'With the increase in workload and responsibility, keeping a firm grasp on what is essential and what is additional to the service at this time is key to staying sane. It helps to keep reminding yourself that you work within a large organisation and you do not need to take everything on yourself.' EMEA



Respondents also recommended connecting with other library staff through professional networks and social media groups.

'Facebook groups for librarians have been supportive and fantastic. I have learned much and gathered much - seek advice and resources from there.' APAC

While some respondents found that their workload increased, others found that they had time to do tasks that they would not usually have time for.

'Use this time to research and catalogue wonderful websites and create online info packs. All staff can be involved with this. Explore online resources now as many wonderful sites are offering free trials. This is a perfect time to trial them.' APAC



Other ideas included: setting up a click and collect service for book borrowing, subscribing to eBooks, promoting the functionality of the library management software, maintaining a sense of humour, and taking long service leave until it's all over.

In the article, [The new librarian: leaders in the digital age](#)³ they share that:

'By virtue of their training, relationships, systems knowledge, and instructional roles ... teacher librarians are ideally suited to lead, teach, and support students and teachers in 21st century schools.'

Responses to the Softlink COVID-19 survey highlight these qualities shared by school library staff across the globe – leaders, supporters, teachers, and technology/digital literacy innovators.

To read more responses to the Softlink COVID-19 Survey download the feature document [What's Trending #SchoolLibraries](#)⁴ available on the Softlink website.

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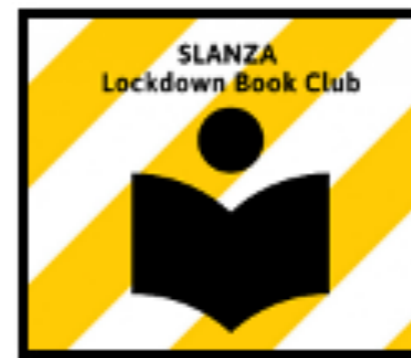
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COVID19 SUCCESS IN SCHOOLS

GLENYS BICHAN – SLANZA PRESIDENT

How do you run a school library when no-one can come into your space? How do you stay useful to your students and staff when lockdown means no-one can enter the place we all call a library? In many ways the lockdown was an event that helped us define what a school library really is: 'who' we are" and more importantly, 'why' we are. The lockdown made us all reflect on our practice, our meaning and our place in the school.

I am a huge believer in the philosophy of school libraries being a place of transformation for our students and our staff. For our students it is a place where they can flourish, it is a place they can be, they can grow and they can explore. I am so proud of the school librarians of Aotearoa who grabbed the opportunity of the lockdown to prove just how adaptable, brave and determined they are, to show that our school libraries are the indispensable places we strive for them to be.

The School Library Association of New Zealand Aotearoa (SLANZA) has close to 600 members, and together we supported each other to ensure we were able to give our communities what they needed. We set up the 'SLANZA Lockdown Book Club' where our members shared on our Facebook events page the books that they were reading and recommended titles for purchasing. Over 200 books were tagged, and great discussion ensued as to the merits (or not) of some of the titles. As an organisation, this was a great place for us to connect and chat over our mutual love — books!

We also ran an online forum called 'Tips and Tricks for a School Librarian during Covid-19'. This forum enabled us to connect with the initiatives we were all taking up, and to encourage each other to try new platforms, new online tools and new ways to connect with our students and staff. We had many school librarians share their brilliance.

Rāroa Intermediate School put together an online [Rāhui of Resources](#) which gave this school community a huge range of library goodness all held in one location. There were links to eBooks, online magazines, read-alouds, a great tab full of 'fun and cool stuff' and wonderful online research links. Clare Forrest, the Library Manager, figured rather than making us all reinvent our own places of discovery, she would share hers for us all to use.

Helen Muxlow, a primary school librarian, shared her Wakelet. [Te Awa O Tapu](#) is the name of the library, meaning 'The River of Learning', and this Wakelet is full of digital resources to explore from home with your child. Again, she shared her work with us all. This spirit of co-operation and connectedness meant we could all harness the ocean of information online that was being promoted for libraries over lockdown. Together we stood stronger.

The lockdown gave us as librarians the chance to play with and use a myriad of new tools that meant we could share our knowledge and resources with our communities in new and effective ways, reflected by the librarians above.

Secondary schools are places where librarians work hard with staff and students to provide online content and teach research skills. One of our English teachers taught a topic of 'transformation through war' and needed her students to have trusted online content to use as sources for research. She asked me to "come up with something". How do we provide information and not spoon-feed the students, who are required to be researchers of integrity, and people who can locate trusted sources of information? [LiveBinders](#) are things I have played with, but this request gave me the opportunity to really delve into how best to provide what our students need. I developed [Transformation Through War](#), using LiveBinders, which enabled

her senior class to have information they could access from home to kick-start their assignment with confidence. The outcome of this has been exceedingly positive, with students attaining higher grades than in previous years, giving them confidence to explore the online tools. The lockdown gave me space and time to refine my practice as a school librarian, and this has the awesome flow-on effect of enabling our students to flourish too!

Sasha Eastwood-Bennit organised family library packs with the idea of providing the whole family access to books while in lockdown. They would make a request, and a selection of adult, teen, primary or preschool books would be collated and packaged up and dropped off. One father wanted his children to discover the love of Asterix and he ordered the set for his family to 'getafix' with over lockdown. No doubt that family is now planning a trip to Gaul and wanting cheese fondue!

Other librarians discovered [Screencastify](#) and made videos to promote and instruct their students and staff how to use library tools that were not being fully utilised. They made 'how-to guides' for their library management systems, EPIC Databases and their audio and eBook platforms. Lockdown gave us a chance to discover and explore new technologies, but also a chance to finally get to those tasks that we knew were important but everyday school library life disabled us from doing. These 'how-to guides' can now become valuable assets in promoting the tools the library has to offer.



School libraries are hubs for students; they gather, they communicate, they form community. Libraries are places of wellness; places where all are valued, all are accepted, all are honoured. School libraries are homes for the lost and havens for the broken. School libraries are places where debate is safe, opinions are respected, and mindfulness is practiced. How would our students go without this place of solace? How would our students discuss issues in-depth without the safety of the library office to provide boundaries of restraint to adolescent outbursts? Thanks be to Zoom! Our school librarians had weekly online gatherings, support was given, cares were listened to and furious debates over pineapple as a pizza topping were had.

Organisationally, SLANZA negotiated an agreement with [Coalition for Books](#). This enabled our members to provide virtual story times to our school library communities while we were at Covid-19 Alert Level 4. This [agreement](#) allowed for a relaxation of copyright rules during this time and provided guidelines for all school libraries in Aotearoa New Zealand. Librarians grabbed this and ran with it, hosting online library sessions with families. Books were able to be read online for students to enjoy as a family and in online school lesson time.

The issue of student access to digital content became apparent as we realised many of our students simply did not have the devices available to them to find all the goodness that was prepared for them.

SLANZA believes in equity, we believe all students should have fair access to the tools they need to enable them to flourish and grow, and that includes access to technologies and devices. The lockdown became a focus point to the glaring reality that many of our students do not have the ability to retrieve all the online content that was posted for them. This inequity is unacceptable and over lockdown we became signatories to the [five-point plan for digital inclusion](#).

It calls on government to implement this five-point plan for digital inclusion, and SLANZA pledged our support in achieving these goals:

1. Affordable connectivity:

government support to make connectivity affordable and accessible for New Zealanders on low incomes and who have recently become unemployed.

2. Getting devices to people who can't afford them: making devices available to low income New Zealanders at low (or no) cost.

3. Wrap around support for the newly connected: government funding for organisations providing support to get online and help with digital skills, motivation and trust.

4. Digital skills for displaced workers and our small businesses: government funded digital skills training and other support to help people find new jobs and make our businesses (including NGOs) more sustainable and resilient.

5. Longer term Internet resilience: "Shovel ready" investment in our telecommunications infrastructure, to provide future resilience and create employment.

While lockdown had its challenges for school librarians, it also provided us with a grand opportunity to prove our worth, explore new technologies and be bold with our marketing and make sure that our students in our schools can access all they need to succeed from the goodness we provide.

I am so proud of the school librarians of Aotearoa New Zealand; they are innovative, they are hard-working, and they are passionate. The COVID19 lockdown simply gave us a chance to highlight how stunning they are, and how significantly school libraries are vital to the life of the community called a school.

Glenys Bichan, SLANZA President

This article was originally published in Connections magazine - <https://www.scisdata.com/connections/issue-114/new-zealand-school-libraries-respond-to-covid-19/>



Digital Inclusion Alliance Aotearoa

BUSINESS MEMBERS

THE COVID19 DIGITAL INCLUSION ACCELERATOR

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

In 1996, Wellington City Council had a vision for all Wellington citizens to be digitally included by the year 2020, and this was subsequently extended to include all New Zealanders. In 2017, the incoming Minister for Communications, the Hon. Clare Curran, repeated this vision – to eliminate the digital divide for all New Zealanders by the year 2020. In March 2019, the Government reinforced this vision with the publication of The Digital Inclusion Blueprint. But, by the start of this year (2020) no-one really believed this goal was achievable.

And then along came the Covid-19 coronavirus, which was a challenging time for all New Zealanders, but librarians throughout the country responded by accelerating the delivery of what was quickly deemed an essential service – the internet. On 25 March 2020, when businesses, schools and other public facilities closed their doors, librarians continued to work from their homes, helping people access the subsidised Jump internet service with the wireless modems being couriered. Government responded to the lockdown with \$87 million of funding to provide laptops and Chromebooks to students, as well as connect 82,000 households with school-aged children to the internet. Virtually overnight, the 20-year vision for all households with school-aged children to be connected to the internet became a possibility.

It is not exactly clear how many households were connected before schools re-opened to all students on 18 May, but the COVID19 lockdown certainly had an accelerator effect for Jump – the number of connections jumped from 5,000 to 10,000 in just three months. A contributing factor was the decision by the Spark Foundation, coincidentally on the same day as the COVID19 Level 4 lockdown, to extend the eligibility criteria for Jump, to include every household that could not afford a commercial internet package. As a prepay service with a minimum top up of \$5 per month, this literally opened the internet door to everyone.

What does this mean for school librarians? Two things in particular: (1) take the lead in maintaining a database of students who do not have access to the internet in their homes and help them get connected, and (2) help to connect families with digital training opportunities, so that whānau can not only support their children's learning, but also expand their own learning.

What is particularly important now that we have moved out of lockdown is to ensure that the opportunities opened up during the COVID19 crisis are maintained. Research has consistently demonstrated that students who have access to learning resources 24/7 have a distinct learning advantage, compared to those who only have access during school hours. We must ensure that when the subsidised and free internet services come to an end, families are able to sustain their internet connections. Or maybe this is just the boost that the Ministry of Education needs to progress their Equitable Digital Access for Students vision of a free internet connection for learning for all students from their homes.

A DIFFERENT APPROACH TO RECOMMENDED READING LISTS FOR PERSONAL RESPONSES

MALCOLM LAW

The COVID19 lockdown posed some major challenges for schools as teachers were asked to teach online. As a former teacher at The Correspondence School, I was interested to see how my granddaughter and grand-nieces managed distance learning. I was also interested to see how schools and teachers managed their tasks. Truly, Warren Buffett said it all when he quipped, “Only when the tide goes out, do you discover who has been swimming naked.”

While reading was an important activity which many used to pass the time in lockdown, I could see it become a challenge to keep children reading when they had few books in the house and could neither borrow from libraries nor buy from bookshops. Incentives certainly seem to help as Erik’s Fish and Chips of Queenstown discovered when they offered free meals for children who completed the challenge of reading five books. I wondered though, how this would work at NCEA level with students who are working towards the two standards on Reading Responses.

NZQA introduced this approach to assessing students’ reading ability through these standards offered at both Level One and Level Two. I suspect that these standards became more popular than the people who prepared the standards had expected. Many students look for quite detailed guidance on what the standard requires. In the process, it throws into relief an old standby of the English classroom, the *Recommended Reading List*. I can remember from the 1960s my teachers handing out lists, typed on a stencil, and produced on a device called a Gestetner. How much has changed? While now these lists are prepared on computers and printed on laser printers, they are still primarily a paper-based resource and seem to be a mixed bag with some teachers anxious to make maximum use of their printing budget by using small fonts and narrow margins. Clearly, some lists are more student-friendly than others. Can such an approach survive lockdown and a post-COVID19 world?

How did this work during lockdown? Did teachers just upload their paper-based lists to their websites and leave it to the students to find the books for themselves?

A podcast I picked up on Radio New Zealand has rekindled my thinking about how the recommended lists in use for Reading Responses could look in a Twenty-First Century classroom during the lockdown, in particular how we could take a paper document and adapt it along the lines of Ruben Puentedura’s SAMR model. Converting these printed lists to digital form and posting them to a class wiki or school LMS represents the first step in the SAMR process. This is **Substitution** in that the technology acts as a direct tool substitution with no functional change. Or could we argue that this is **Augmentation** because technology allows some functional improvement?

The Radio New Zealand podcast (BookTube and the Industry of YouTube Authors) with Jeann Wong discusses the Book Tube Community on YouTube where video bloggers are posting vlogs where they discuss what they are reading. Wong named two YouTube channels which look as though they may appeal to adolescent readers: Little Book Owl and Piéra Forde. The podcast also has a link to a blog post by Emma Bryson which discusses the same topic. If we can find YouTube channels recommending suitable books for our students and we promote those channels with our students, have we moved the traditional booklist to Puentedura’s *Redefinition* stage; *tech allows for the creation of new tasks previously inconceivable?*

The problem I see is that these vloggers are not working within the constraints of our standards and so may recommend books that may be unsuitable, leading students to dispute assessments.

My earlier ideas on this topic were to use other aspects of social media to create a sense of curiosity in our students. For example, students have some strange ideas about what writers are like. In the 1970s, the poet Rachel McAlpine conducted a research project where students were shown photographs of poets along with photographs of randomly selected members of the public. (*The song in the satchel; poetry in the high school*, 1980, NZCER). This revealed a widespread stereotype of poets as bohemians. So, Ted Hughes was correctly identified as a poet but Phillip Larkin was widely dismissed by the students as being too “square” to be a poet.

Has this changed since the 1970s? Now we have interviews and vlogs of many writers. A fellow teacher of English shared with me her experience of teaching New Zealand students *The Book Thief*. Her students were rather stunned when she showed them a video clip of Marcus Zusak on YouTube, They were surprised that he was youthful but his Australian accent was just a stretch too far for these girls. (I wonder what they make of Margaret Atwood!) This anecdote led me to investigate how many interviews of contemporary writers there are on YouTube. There are quite a number. Besides YouTube interviews, many writers have Twitter feeds, Facebook pages, and their own websites. Much of this is promotional but it does also encourage students to see writers as normal people. In the case of William Golding, his estate seems to see his online presence as part of his estate where they will continue to exercise control. Joanne Wadsworth, a successful writer in the romance genre, in a Radio New Zealand podcast goes further and argues that as conventional publishing declines, self-publishing and self-promotion online will become the way writers will promote and sell their work.

Publishers and fans also arrange for dead writers to have their presence on social media. Austen Book where *Pride and Prejudice* is summarised as a Facebook feed is still on the web. Georgette Heyer’s fan club has a very comprehensive website. My quick search shows that there are at least six Twitter accounts devoted to retweeting quotes from the writing of George Orwell.

However, perhaps the most potent way social media can help students choose books to read is the promotional writing uploaded to YouTube by publishers. I feel this one on *The House of Silk* really whets the reader’s curiosity. Where the publisher has not produced an official video, there are plenty of student-produced book trailers. Books like *The Outsiders* have spawned numerous video clips as American students are encouraged to produce what they call book trailers.

Another part of the Internet where there is reading content is Reddit, but my investigations suggest this is less developed and as it is not moderated, the content may be unsuitable for adolescent audiences.

So, I’ve created two reading lists using these ideas and uploaded them to Google Sites with a Creative Commons licence. Is this an example of *Redefinition* in Puentedura’s model? Would it help students find suitable books to read in a COVID19 world?

Where I have found a writer has a Twitter feed, either curated by the actual writer or by a fan, I have included a link to that feed. Where I have found a useful review or trailer of the book in question on YouTube, I have added a link to that clip. I have shown a preference for young reviewers whenever I could find a review that had some substance to it. In many cases I could also find a fan page for the book in Facebook although many of these pages seem to have been created by Facebook employees, and have never been developed beyond a simple homepage. I would like to have included a photograph of the author and another of the book cover but have found these items are rigidly controlled under copyright. If I’ve aroused your curiosity, I invite you to view my reading list and if you think it has merit, adapt it for the students at your school.

[Year 11 Reading List](#)

[Year 12 Reading List](#)

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Malcolm Law

A LIBRARIAN'S LOCKDOWN DIARY: IT ESSENTIAL WORKER

MEGAN DAVIDSON – WESTLAKE GIRLS HIGH SCHOOL

22 MARCH (Already issued 13 longterm loaner laptops to hardship students).	23 Promoted laptops and books available Tues & Wed during Level 3.	24 LEVEL 3 Issued 1779 books, 14 laptops to students and 6 laptops to staff.	25 Changed network settings so passwords don't expire during lockdown.	26 LEVEL 4 Promoted laptops, password help, ebooks in the school newsletter .	27 Promoted ebooks on the library facebook page .	28
29 TERM BREAK	30	31	01 APRIL	02	03	04
05	06	07	08	09	10	11
12	13 First email re: broken device.	14 Emailed all students re: passwords.	15 Emailed all students re: passwords.	16 Applied to Ministry for exemption.	17 Prepared & couriered 5 devices.	18
19	20 Promoted webcomics on facebook .	21 Emailed leavers who still had books out.	22 Promoted EPIC, ebooks - email by department	23	24 3 devices couriered.	25
26	27	28 LEVEL 3 Device, hardcopies, & stationery Delivered.	29 Helped new student log onto school network.	30 1 device picked up at school.	01 MAY 2 devices delivered.	02
03	04	05 Acquired, barcoded & catalogued eight more devices.	06	07 2 devices delivered.	08 1 device picked up at school.	09
10	11	12	13	14	15 Emailed all students re: books to be returned.	16
17	18 Extended loans while devices wait to be fixed.	19	20	21	22	23

- As you can see, I spent the most time on loaner laptops. By the end of lockdown we had 47 laptops on loan. I actually ran out of devices by May 1st and had to acquire more Chromebooks.
- A fair amount of effort was spent on promoting our services, especially the availability of loaner laptops, but also promoting EPIC and ebooks.
- Beside loaners, I also needed to monitor passwords, accounts being locked out, new and left students.



PREPAREDNESS AND RESILIENCE: THE LIBRARIAN IN 2020

MARTIN NEYLAND – CEO - ACCESSIT LIBRARY

While there were many challenges, there were also opportunities for librarians to showcase their services and skills during lockdown.

In this article, we'll tell you how librarians around the world are solving these challenges, and we'll talk about how our library community can grow from these experiences to improve our services going forward.

LESSONS FOR THE FUTURE

Many librarians were sharing on our Facebook community what they were doing to support remote learning. Examples of which were: being available for online research help, curating online resources for teachers, having ready-made online resources, and participating in zoom department and staff meetings to keep in the loop with how they could best support teachers and students – there are lots of great ideas and for some it was more than just the academic needs of their students. Librarians also brought forward creative ideas such as virtual book clubs, storytimes, online competitions and live librarian chats in order to engage with students that would typically use the library as a shared space.

AN EXTENDED LOCKDOWN IN THE UNITED KINGDOM

It became very clear that UK schools were in for an extended lockdown. We were impressed at how quickly librarians in the UK responded to this challenge by adding multiple curriculum dashboards within Accessit Library. Each of the dashboards they added related to a different area of learning, such as Science, Art, Maths, Drama, History and so on. Then they shared their ideas and links with each other! This meant that other schools could quickly add news items, video clips, carousels, websites and more to each of the curriculum dashboards for their students to reference from home. Teachers sent librarians worksheets that they added to these dashboards relating to different class activities. This has turned out to be a wonderful way for librarians to profile their services and has highlighted the importance for a modern school library to be a portal to high-quality curated information accessible through a central hub such as Accessit.



It may be a function of how locked down many school networks are in the UK, but librarians did comment on how easy it was to use Accessit Library for delivery as well as discovery. They didn't have to deal with IT departments or worry about accessibility matters. They simply uploaded their resources (PDFs, video clips, worksheets) within Accessit, and they were instantly available to students and staff via tablet, computer, or via the Accessit phone app.

The result

Our support team in the UK did get a sense of how librarians felt newly empowered, being able to demonstrate to their users that libraries are integral to the teaching and learning in their school.



LIBRARIANS IN THE USA

With extended lockdown, the feedback we have is that many librarians in our US schools have taken to the multiple curriculum dashboards in a similar way to many of our schools globally. They seem to be particularly interested in making use of the new quarantine features available within Accessit - understandable given the high levels of infection across the country. In particular, they like the knowledge that coupled with a 'click and collect' operation, the system could be configured so that even if someone tries to issue an item that's still in quarantine, the system won't let them.

Like our UK users, US librarians are keen to use the Accessit Library quarantine functionality to give safety reassurance to the school community and help reduce fear and anxiety.



ACROSS THE DITCH

While there are states in Australia that are virtually free of infection, and others that are struggling with containment, all of the above are evident in how librarians are dealing with their current challenges. It is more common in Australian schools to have technology equipment such as laptops and tablets managed by library staff. Again, the quarantine feature within Accessit is seen as a great solution to this with a separate quarantining period being able to be set for equipment.

To assist with remote learning, our Australian support staff are aware of many Australian schools adding additional websites to their catalogue, which they can easily download from SCIS. This is a great way to add online digital content directly related to the Australian curriculum. Many schools have also made use of Accessit integrations with Wheelers and ClickView, so that students searching the library are automatically presented with a wide range of electronic resources, including eBooks and video.

NEW ZEALAND: AN EXAMPLE OF SUCCESS

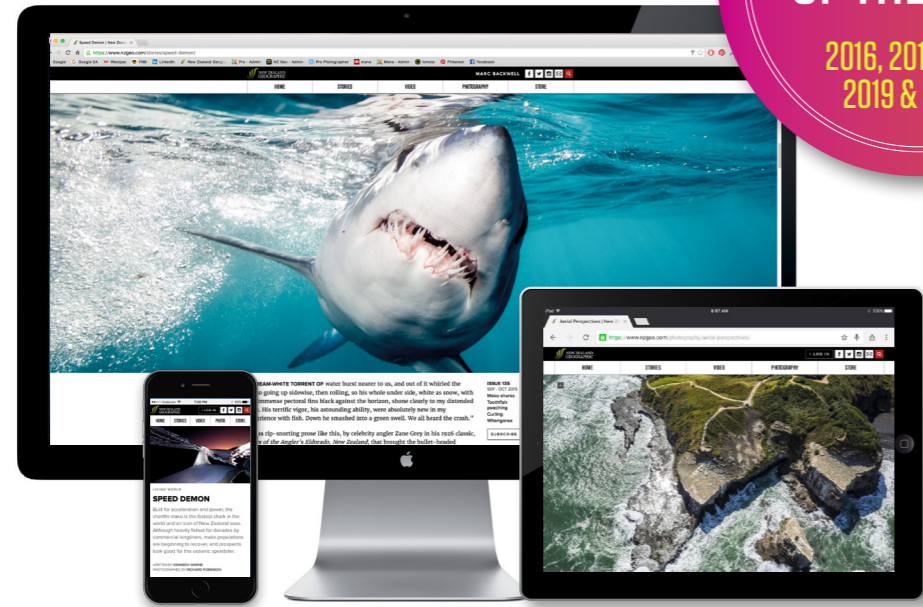
How lucky we have been! And while many NZ schools are doing amazing things with Accessit, our short period of lockdown did identify that some NZ schools are not making the best use of the opportunities they have within the system. Some schools have reported accessibility restrictions within their networks which has made it difficult to distribute resources. That's where Accessit Library has proved so useful, with librarians able to simply upload a document within Accessit Library, and that document is immediately searchable and downloadable for students and staff.

An opportunity for NZ schools

As has been particularly evident in the UK, there is a fabulous opportunity for NZ librarians to share the curriculum-based dashboards many of you are putting together. With the majority of NZ schools already using Accessit Library, we are working to provide a mechanism to help Accessit schools share their dashboards with each other. What a magnificent resource this could be! So, start building your dashboards, and we'll be in touch soon.

Of course, it goes without saying that many schools found using the Accessit cloud services made accessibility anytime, anywhere a complete breeze. Students could search from home via the Accessit phone app or the tablet app. Backups and updates and security patches were taken care of, without any need for your own school's IT resourcing. If you are still using Accessit as a local installation on your own school server, talk to Accessit about moving to the Accessit Library cloud services. We can move you to the cloud within 24 hours.

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SUPPORTING STUDENTS WITH DISTANCE LEARNING THROUGH COVID19

JULIA SMITH – KERIKERI HIGH SCHOOL

During the first week of remote learning at Alert Level 4, I sent a poster out to all staff showcasing ways the library could help support them with distance learning. I had many positive responses, including from the principal, and suggestions that all 1,600 students needed to see it. So, each week I emailed out a newsletter which would include a digital research tool, fun reading item, YouTube video or app to explore, and usually another bookish or digital library item. I always included library contact details and was delighted with how many students, parents and staff messaged me for help or guidance.

Additionally, I posted daily updates on my school library Instagram account to keep the students connected with bookish news and events - author readings, video book reviews, promotion of our digital library, author interviews, bookish activities and quotes. I requested photos of staff reading from home and shared these on Instagram as well to strengthen the reading connections and role-modelling.

Julia Smith, Kerikeri High School





BUSINESS MEMBERS

LOCKDOWN LESSONS

BRETT MAGUREN – CUSTOMER ACCOUNT REPRESENTATIVE, UBIQ

When the instruction to lockdown came, we immediately bundled up our PCs so we could work from home. Those of us that had appropriate internet access that is. Fortunately, all of the UBIQ Library team were able to do so. One of the things we did was to prepare various marketing lists that had been put on the back burner as being too labour intensive (and boring). These will make communication to the different profiles of our customers easier and faster. Another thing that became clear on the communication front was how many of our schools' customers were also working from home, enabling us to stay in touch and respond to their needs. We discovered that the processes we thought needed a physical presence at our 'bricks and mortar' site could be done in a new electronic way. This has sparked a determination for the business to update our technology to further this newfound knowledge.

Thus, lockdown was a procrastination cure, an inspiration to tackle old issues in a new way and of embracing the previously unexplored sectors of our technology.



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MUSINGS OF A LOCKED-DOWN LIBRARIAN

MICHELLE SUMMERFIELD – LOGAN PARK HIGH SCHOOL

Here at Logan Park High School COVID19 made its presence felt early with a student testing positive before Level 4 was underway. Fortunately, there was no transmission from this case but it did send us into a tailspin as we closed down early before any planning of teaching or learning could take place. A number of our students were in lockdown early as close contacts of the confirmed case and were understandably worried: *“I’ve read books about this kind of thing... am feeling a bit anxious”*. *“How will I keep up? I was behind already and now I am going to have to work on my own while my little brother runs around me.”*

I certainly felt on the back foot when it came to my role as the school librarian. What is my role in this ‘work from home’ environment? How can I support my students? And how will I survive without being in my lovely library?!!! My musings lead me to think about books, research and connection as being important themes for me to base my activities around during lockdown.

PROVISION OF BOOKS

As librarians, we know deep down from experience that reading for pleasure has positive impacts on both wellbeing and educational outcomes. *“There is strong evidence that reading for pleasure can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing”* (The Reading Agency, 2015). So ensuring students had access to books over this time became a focus.



I delved into the new world of Google Forms and created a quick order form that was emailed to all the students. I had good uptake and many paper bags of books were put together and picked up from outside our school office. Feedback I had from both parents and students included comments about:

- Having the time to read some books that had been on their ‘to-do list’ for some time but hadn’t ever gotten round to reading.
- The need to escape their immediate surroundings and get caught up in a completely different ‘book world’.
- How nice it was to get a package considering the lack of mail they were receiving!

I love this quote that Phillip Pullman often uses, which is attributed to Samuel Johnson: *“The true aim of writing is to enable the reader better to enjoy life, or better to endure it.”* Whether we enjoyed or endured lockdown, books were key to my survival plan for both myself and my students.

RESEARCH - FINDING INFORMATION

“Don’t worry Miss, I’ll just Google it,” were the last words one of my book club students said to me as they left school on the day we learned we had a positive case in the school and needed to lockdown. I confess this grieved me somewhat with so much time spent on teaching students research skills and the brilliance of EPIC and other resources we have on offer. But as I looked at my OPAC and the way I had laid things out I realised just how complicated it all seems without someone right there guiding you.

So a large chunk of my time went into restructuring my Access-It Web App. My goal was to make it more accessible and easier to navigate for students at home. Part of this process was discovering that if I put all of the great resources, links and databases on this front page it was busy and confusing. I needed another plan.

In the past, I have used the Google Sites and knew how intuitive it was to use so I built a website, which is accessed from the OPAC and it houses links to websites and databases under subject areas (<https://sites.google.com/lphs.school.nz/lphsonlineresources/>). Part of the joy of this was collaborating with HODs at school. They were happy to email me with links that they wanted under their subject area. And setting up analytics means I can track how much it is being used. Its usage has grown slowly but surely and I hope that staff will also continue to contribute to its development.

My favourite comment from a student after using the website:

Some days being a librarian is incredibly rewarding (even if I don’t have a clue about the structure of E. coli!)

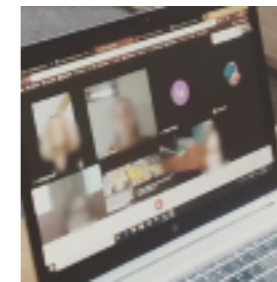
Hi,

I was stuck trying to find the structure of e. coli for a science internal and then I thought I should use your new opec resources, so I did and they were brilliant! All of the hard work you did re-arranging the opac and putting in all of the links etc was time well spent.

CONNECTION

I asked my three teenage children what the hardest part of being at home for seven weeks was and they all agreed - not seeing friends. I find that the school library is a hub, for many students, for meeting up with friends, studying together, playing board games and generally hanging out to avoid the weather. Adolescents rely heavily on their peers. *“The peer group often seems to be their life support system,”* (Ministry of Health, 2016). This, I felt, was the hardest part of being a lockdown librarian. It is difficult to replicate what the library has to offer in terms of connection when the physical space is removed.

I continued meeting online with my book club. We had some great sessions and had the opportunity not only to share books but also to show off our pets and homes. Often I would leave the meeting running and disappear and the students carried on chatting together for some time. But perhaps the most impact I was able to make was via platforms the students themselves use - mostly Instagram. Many started following our library Instagram during alert level 4, commenting on books and creating a little bit of online community.



If we were ever in this position again (I’m crossing my fingers and touching wood that this isn’t the case) I would do more. I would advertise librarian Zoom hours each week, schedule literature Kahoots and maybe even hose live book-talking sessions.

But for now I am delighted to be back with my students, sharing books, encouraging the pursuit of knowledge and generally doing life together in the school library.

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Michelle Summerfield – Logan Park High School

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PROFESSIONAL LEARNING DURING THE COVID19 PANDEMIC

CARMEN EASTMAN – SCHOOLS CATALOGUE INFORMATION SERVICE (SCIS)

The COVID19 pandemic has shone a light on our standard work practices. Organisations of all sizes, from all industries, have and will continue to face challenges. There is no doubt that the way we work has changed forever.

Early in the pandemic, businesses around the world postponed and cancelled in-person meetings in response to the crisis. Workplace learning was emerging as one of the earliest and hardest-hit business activities. Then we saw a shift. There was a substantial increase in the use of digital delivery globally across all segments of the workforce. Organisations began using digital learning to increase collaboration among teams working either remotely or across different time zones, as they completed courses together and collaborated in virtual formats such as videoconferencing and instant messaging (McKinsey & Company et al., 2020).

With more people having to work from home to contain the spread of COVID19, many found that they had a chance to tick off items on their perennial to-do list (training.com.au & Syed, 2020). Many others used this time to invest in upskilling and achieving their professional development goals by learning online.

During the COVID19 crisis, the Schools Catalogue Information Service (SCIS) recorded a dramatic increase in the uptake of professional development materials. [The SCIS professional learning webinar Subject Headings and Authorities in SCIS](#) (May 2020) was our most popular to date, as people sought resources that would help them better connect with their school community and improve their knowledge, skills and practise.

The dynamic and changing library and information environment demands that teacher librarians and school library staff continue to develop and broaden their knowledge and skills so that they can anticipate and respond to the needs of the school community (Australian Library and Information Association, 2019).

Perhaps you have noticed that certain skills would be beneficial to have in your current role. Maybe you are thinking of ways to future-proof your skillset, given the ever-changing nature of our world around us. Whatever your motivation, now could be an excellent time to learn new skills (training.com.au & Syed, 2020).

Continuing professional development (CPD) involves maintaining, enhancing and extending your knowledge, expertise and competence. It includes:

- keeping up-to-date with technical developments in your area(s) of specialisation
- extending your knowledge into other relevant fields
- honing existing skills and developing new ones
- developing an understanding of the practical application of new skills and knowledge
- applying your learning and accumulating experience.

There are many CPD opportunities available to professionals who are willing to think creatively and analytically about their current role and career aspirations. There are three broad categories to consider:

1. formal CPD
2. informal work-related CPD
3. activities external to your work that contribute to your CPD.

FORMAL CPD

Formal CPD includes:

- full and part-time tertiary study including both accredited and non-accredited courses
- conferences and seminars (as either a delegate, speaker, or panel member)
- webinars and online courses
- undertaking research
- writing papers and delivering work-related presentations
- participation in staff development training courses/activities provided by employers
- formally arranged mentoring (Professional Managers Australia, 2019).

Naturally, [SLANZA's online professional development \(PD\)](#) opportunities come to mind! It is also worthwhile considering conferences and seminars in related industries. For example, several education conferences have shifted to online delivery, opening up opportunities to attend global conferences such as the [ACEL Global Leadership Conference 2020](#).

Online courses are often less expensive than more traditional courses onsite at a university. The emergence of MOOCs (Massive Online Open Courses) offers librarians another online education option. Any online course allows you to plan your study time around the rest of your day – you can study when at your most productive (Wiley & Wenborn, 2018).

The SCIS team have created a free short course. [Managing your library collection and catalogue](#) is suitable for new school library staff and for those who would like a refresher. Focusing on collection curation and cataloguing, it helps school library staff get started in organising the resource offerings in their library. The response to this course has been overwhelmingly positive, with comments ranging from 'Thanks this is so helpful and timely while working from home' to 'Back to basics. A good reminder of what makes libraries tick ...'

INFORMAL WORK-RELATED CPD

Informal work-related CPD refers to other activities associated with your work that contribute to your development as a professional but are not necessarily designed as CPD. Informal CPD can include:

- discussions with colleagues
- sharing knowledge and information at meetings
- participation in work-related committees
- reading, researching information via the internet; reviewing books or articles for professional purposes
- participation in activities associated with a professional association of which you are a member
- active involvement in a professional association – such as SLANZA of course! (Professional Managers Australia, 2019).

Do you have the time to shadow a colleague? What better way to learn than from the people around you? Your colleagues are likely to have insight and knowledge in related areas that you can learn from and practise. Find someone who has a skill set that you are interested in gaining and ask them if they are willing to share their expertise. Additionally, shadowing offers a broader knowledge of various jobs and functions within your team. It can provide insight into additional skills you may want to acquire as you watch your colleagues put them into practise (Wiley & Wenborn, 2018).

In response to the COVID19 crisis, the US [School Library Journal \(SLJ\)](#) is offering free access to the digitised edition of their magazine. Take the time to read a quality local library publication – SLANZA's Collected magazine, or [Connections](#), a quarterly school library journal published by SCIS. Better yet, why not try your hand at writing an article? Writing for Collected and Connections is an excellent way to advocate for your library and share your ideas with colleagues around the world. Now, more than ever, it is important to celebrate the valuable role of school libraries and recognise how they support student learning.

EXTERNAL CPD

There are many opportunities to enhance your CPD through activities external to your workplace, for example:

- putting your hand up for a committee role associated with your involvement in a sport or community group
- learning something new that is fun and could help progress your career – for example learning a foreign language
- engaging in an activity that develops you as a person. From martial arts to visual arts, the choices are limited only by your imagination (Professional Managers Australia, 2019).

You do not always need structure or a class to learn something new. Identify a skill that will support you in your line of work or one that you need to improve and start practising. Working in a library, you are part of a busy environment that requires you to possess a multitude of skills, from expert knowledge of new technology to strong people skills. That is why, for many, the need for training never ends (Wiley & Wenborn, 2018).

SCIS is a business unit of Education Services Australia (ESA), a not-for-profit company established by all Australian Ministers of Education. ESA supports delivery of national priorities and initiatives in the schools, training and Higher Education sectors. Not only does SCIS create affordable, high quality, consistent catalogue records for school libraries, but its goal is also to advocate for and support the school library community globally.

Happy learning!

To keep up to date with SCIS visit www.scisdata.com or sign up to our mailing list here: <https://bit.ly/3fcURA8>.

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WHANGAREI PRIMARY SCHOOL AND COVID 2020

MARLIE WALKER – WHANGAREI PRIMARY SCHOOL

Late last year I received permission from our Board of Trustees to bring our new puppy, Maizey, to school for socialisation, and to start her training of becoming a therapy dog. She will be in the library long term for our students to come and talk to and read to. She started coming in when she was ten weeks old and the students loved having her there.

The day before lockdown, I popped back into the library and packed my car up with everything I thought I would need to keep busy during lockdown. I took all the books to be accessioned, tapes, tape machine, plastic covers, labels, dymo machine and had just enough room for me to fit back in my wee car.

Day one of lockdown was quite a shock, as we all felt quite anxious. It made me feel better setting up a work-space and making a rough plan of how I could do some work during this time. I also decided to do a "Maizey" diary that teachers could share with their students and whanau so they knew Maizey and I were thinking of them.

Each day would start with a dog walk, breakfast and then book processing. I normally spent an hour each day working and making myself feel normal. It took my mind off what was happening out in the world. I also shared stories and connected with three of our students with challenging home lives. These students kind of live in the library during term time as it is their safe space. I ordered books and activities from Mighty Ape and had them delivered to the students so they had something to do during this time.

In the afternoons we would work in our mess of a garden and that made for some interesting Maizey diary stories.

Maizey's diary was a hit and I managed to get every book covered and ready for release once we were back at school.

When we went down to level three, I put my name down to be available to work at school. I was given the pleasure of working with a teacher in one of the school bubbles. On the teacher only day everyone was excited and nervous about returning. We ran through our precautions and organisation and set up the classroom in our bubble. We all felt the procedures and organisation kept us and our students safe.

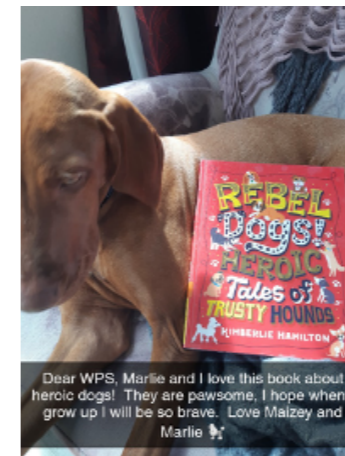
On the way to work with the students, I must admit that I had to take a few deep breaths and questioned my sanity about returning to school during level three, but we were lucky enough to have only three students in our bubble for the first five days. They were amazing, they did everything we asked them to do, it was a lovely week to get to know them better. They all worked through their activities that teachers were running through Seesaw and we put a bag of activities and toys for them. Ninety-nine percent of the time we were in our own bubbles in the big bubble.

The following week was much busier, we had ten students in our bubble including two new entrants. We decided that we had to work with these students, there was no way that our newbies were able to work without help. We cleaned and sanitised between each student and tried to keep the others on track without encroaching into each bubble. This worked well for week two, but as we went into week three relationships grew and it was impossible to keep out of each other's bubble, so we became one big bubble. We spent lots of time hand washing, cleaning tables, doors, bathrooms and saying "out of my bubble please".

I really enjoyed spending this time with our students, getting to know them better and also building relationships with their parents that we met at the gate each morning and afternoon. When we returned to school in level two it was great to see our students back and they were so excited to be back at school and in the library to get more books. Everyone that came into the library had their hands sanitised before they came in, so no isolation of books was needed.

I hope you all felt supported and safe during the COVID19 crisis and that you are enjoying our new "normal".

Marlie Walker, Whangarei Primary School



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LIBRARY BYTES - PRIDE MONTH AT KERIKERI HIGH SCHOOL

JULIA SMITH - KERIKERI HIGH SCHOOL



One of our library displays during Pride Month at Kerikeri High School.



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CONTAINS GRAPHIC CONTENT

THE ADVENTURES OF TUPAIA // ISBN: 9781988547145 – BY COURTENAY SINA MEREDITH AND MAT TAIT (8-14 YEARS)

The Adventures of Tupaia is a large format sophisticated picture book with graphic novel elements and uses both these artistic formats to tell the story of Tupaia, a Polynesian navigator who aided Cook in his journey to and around New Zealand.

The story tells of Tupaia and his training as a navigator and the spiritual role of the navigator in Polynesian society. Journeying from his homeland to Tahiti, he arrives in time to be present on Captain Cook's arrival. In Tahiti, Tupaia took on the role of teacher instructing Cook and Joseph Banks about the islands, and they came to have great respect for his cultural and social advice. Tupaia skill as a navigator and his map of the islands prompted Cook to include him on the Endeavour's voyage. With Tupaia's guidance they reach Aotearoa. Tupaia and his young apprentice Taitia are involved in Cook's successful and not so successful interactions with the people of the land. Because of the similarity of language and culture with Maori, Tupaia becomes the ambassador for the English as they explore the new land.

The narrative by Meredith really interweaves Tupaia's beliefs, spirituality and world view into the story, and many of the stretches of the story are told by Tupaia in verse and there are sections that represent his views on navigation, the stars, and the gods who guide him. Often these tales are addressed to his young apprentice Taiata. Cook and his crew are secondary to Tupaia's story and that is as it should be. The story presents the culture clash and its effect on both Māori and Pākehā and Tupaia has some very moving moments as he interacts with inhabitants of Aotearoa. The two-page death scene of Te Rakau is movingly presented and the idea of two peoples talking past each other through lack of understanding is well portrayed.

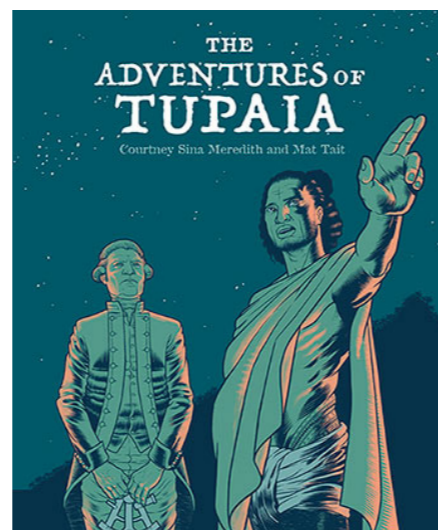
Tupaia is presented as a learned figure, respected in his society, and respected by the other Polynesian people he meets. He is shown as a peacemaker and a teacher and his search for knowledge and navigation lore makes him take chances. He is also a deeply spiritual man attached to his own universe and the gods who exist to help his people. This extra depth makes his role in the culture clashes even more poignant.

Mat Tait mixes full illustration and occasional use of comic iconography to support and expand on his co-author's text. He realises Tupaia's cultural world in a series of spellbinding two-page spreads and also illustrates the actual history with real attention to details. Even in this broad retelling he seeks out the emotional moments and illustrates them in a quiet restrained style. This is evident on the death of Te Rakau on pages 42 – 43; the somber style of Toiroa's prophecy on pages 20 and 21; and the quiet moment of Taiata praying for peace on page 32. These wonderful illustrations are matched by a wonderful sense of colour and tone: the sombre black and red of the prophecy, the subdued blues and green of the two-page Tupaia's map sequence.

These elements combined with a stark drawing style make each page effective on its own as well as part of an ongoing narrative. The large pages give the story an epic sense and the art and text are nicely balanced, both serving to tell the story. Meredith and Tait are well matched and because neither partner stylistically overwhelms the story and we are told a story with both historical and personal context.

I've sung the praises of Tait's work before in my review of *The Heading Dog Who Split in Half* and his work here is a real pleasure to read. Recommended for students aged 8 – 14.

Reviewed by
Greig Daniels, Tokomairiro High School



SUPERMAN SMASHES THE KLAN // ISBN: 978-1779504210 – BY GENE LUANG YEN AND GURIHIRU (8-14 YEARS)

In a time of discussion of racism, the publication of this graphic novel is quite timely. Like George Takei's *They Called Us Enemy*, this discusses racism in America in the 40s but certainly presents different attitudes in real contrast to Takei's memoir of the harsh treatment of Japanese American's during World War II.

The graphic novel is based on episodes of the dramatic *Superman* radio series of the 1940s which was hugely popular at the time. The *Superman* radio writers decided to take on the insidious racism of the Klu Klux Klan, by presenting the story of a Chinese-American family dealing with the Klan's racism.

The Klan had resurfaced after World War II and was selling itself as both a social and political organisation. The press had been aware of its rise in popularity and there had also been books published about the Klan's rise. The radio show, in dealing with anti-Asian sentiment was extremely popular and quite forward-thinking for the times. Because the Klan was registered in some states as a political organisation and thus able to sue, for the sake of the story, the name of the group was changed to the Clan of the Fiery Cross.

Gene Luan Yang, a Chinese-American writer and cartoonist having already published some great graphic novels about the Chinese experience in America: *American Born Chinese*, *The Green Turtle* and *Boxers and Saints*, turned to this interesting history to adapt into a graphic story.

Originally published in three monthly parts, it has now been released as a graphic novel. Set during the 1940s it concerns the move of a Chinese American family, the Lees, from Metropolis "Chinatown" into the middle-class suburbs. Dr. Lee is a scientist taking up a new job and while he is happy, his wife, son Tommy, and daughter Roberta have concerns about moving out of the close comfort of their community. The original radio serial concentrated on Mr. Lee and Tommy and the wife and daughter were unnamed subsidiary characters. Gene Luan Yang turns the tables here and tells the story through the eyes of the daughter Roberta who suffers real anxiety about

her new circumstances. The family meet neighbor Jimmy Olsen and through him are introduced to local kids in a youth club called Unity House. Most are accepting, but one boy, Chuck, resents the son's prowess at baseball and racially abuses him.

We then meet the boy's Uncle Matt who is virulently racist and sees the influx of Asian-Americans as a threat to white lifestyle. We are shown that he is a member of a hate group and this group burns a cross on the Lee's family lawn. Olsen, who is a copyboy at the Daily Planet, involves reporters Clark Kent and Lois Lane and they head out to expose this racist group.

As a Superman story designed for new readers, there is of course superhero action as Superman fights the Klan and protects the family. There are some well-drawn subsidiary characters, such as the supportive neighbours and the local African-American policeman, Inspector Henderson, who supports the family. Through Chuck and his uncle, Yang tries to talk about the causes of racism and the story centres around the boy who admires Superman but loves his uncle. When the organisation's tactics become violent, he is torn between his morals and his family love. While the uncle is not portrayed totally unsympathetically, he becomes the major villain of the story.

There are two major subplots – one is Superman fighting the Nazi hero, Atom Man. His defeat and the subsequent use of his powers by the racist group make some direct links between racism and Nazism. The uncle, driven by his hate, uses Atom Man's powers to fight Superman. The other subplot is how Superman learns of his alien heritage and grapples with the idea of being an outsider. This bonds him to the family even more and underlines the presence of racism and xenophobia.

The art by Gurihiru Studio (a team of female artists, Chifuyu Sasaki and Naoko Kawano) is in a delightful anime style that adds much to the story. The setting of the 40s is adhered to but the character work on all involved makes the story timeless. While the style is cartoony, the story is serious and includes action-filled moments as well as the

more intense personal moments. Yang and Gurihiru create Roberta Lee, a wonderful character who deals with casual racism and her own anxieties in a real way, and with a positive outcome.

The portrayal of Superman and his friends is well done too, the former is not just the hero but also a complicated character dealing with his own reactions to racism as well as learning about his own place in the world. Both Lois Lane, Perry White and Jimmy Olsen are treated as fair-minded people who hate the racism affecting their new friends.

Yang adds documentary articles to the book to put the Klan's activity and the history of Chinese in America in an historical context. Overall, this is a fun adventure story with a heart and a social conscience too. Recommended for readers aged 8 -14.

Reviewed by
Greig Daniels, Tokomairiro High School



DONUT THE DESTROYER // ISBN: 9781338541922 – BY SARAH GRALEY AND STEF PURENINS (8-14 YEARS)

Donut (middle name: The, last name: Destroyer) lives in a world where everyone is born with superpowers. You just have to decide how to use them – good or evil. Donut’s parents are two of the biggest supervillains ever but Donut has decided she doesn’t want to be a villain. Her best friend Ivy has been planning their supervillain careers for years so it comes as a shock that Donut wants to switch from the dark side. When Donut gets accepted to Lionheart Academy (the first step on her road to become a superhero) Ivy tries anything she can to get Donut kicked out. However, Donut’s new hero friends are by her side and will use their powers to fight evil.

This graphic novel is so much fun! Who couldn’t like a story about a girl from a family of supervillains who just wants to be

a hero. I love Sarah Graley’s illustrations. One minute her characters look super cute, with their faces bursting with glee and the next they’re all angry, with scrunched up faces that are on the verge of exploding. Donut is a really cool character who stands up for herself and what she wants to do with her life, even in the face of her ex-best friend and her super-villain parents who want her to be super evil. My favourite characters are Donut’s parents. They made me laugh every time they popped up because they’re super supportive but committed to being supervillains.

Donut the Destroyer is going to fly off the shelves and be incredibly popular with kids.

Reviewed by
Zac McCallum, Halswell School



THE INKBERG ENIGMA // ISBN: 9781776572663 – BY JONATHAN KING (8-14 YEARS)

The Inkberg Enigma is a brilliant graphic novel from New Zealand comic creator and filmmaker, Jonathan King. Reading this made me feel like I was ten years old again, devouring *Tintin* and wanting to be him.

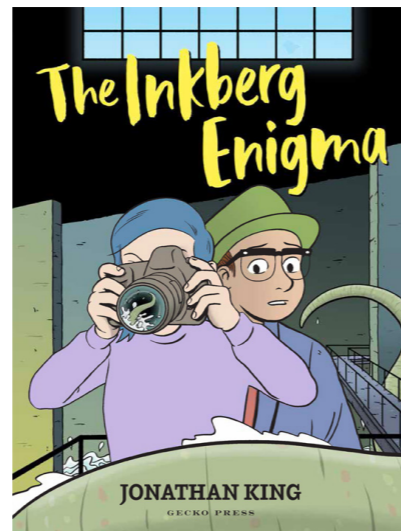
Miro is a book-obsessed boy living an adventurous life through the stories of Jules Verne and Edgar Rice Burroughs. Real-life adventure finds him though when Zia, a girl from his school, drags him into a town mystery. Miro is reluctant to get involved but, as Zia says, “This is how you have adventures. You find cool things and you do them...you don’t just read books about them!” Their town of Aurora has been built on the prosperous fishing in their harbour. When Miro and Zia see something that they are not supposed to, they set out to discover the truth behind the legacy of Aurora and the shady characters who run the town.

The Inkberg Enigma is filled with adventure, mystery, and secrets. It’s also just the right amount of spooky and sinister that keeps you turning the pages. I flew through the story the first time and have since read it again to fully appreciate the story and the artwork.

I love all the characters, from the book-loving Miro and the ever-curious Zia to the sinister mayor of Aurora, Mr. Hunter. Miro reminds me a lot of myself because he sells artefacts that he finds in his attic just so he can buy more books. His habit gets so bad that he has a whole spare room full of books! He’d also rather read about adventures than have them in real life.

Jonathan’s illustrations are fantastic, from his characters to the images of the town of Aurora. As a Christchurch local I immediately recognised Lyttelton as Aurora, from the town streets to the museum and the harbour. I really like the flow of the illustrations, with the scene on the boat being my favourite. Jonathan doesn’t let the panels limit the story either, using some clever sections where the illustrations move out of the panels.

Reviewed by
Zac McCallum, Halswell School



BOOK REVIEWS

Wildling Books have generously donated two copies of *Let it Go* to be reviewed and then given away to two SLANZA members, one of which contributed a book review to this edition of *Collected*. The other prize will be given to a member who attends the AGM. The winners will be announced live at the AGM in Wellington at the end of September 2020.

LET IT GO – BY REBEKAH LIPP AND CRAIG PHILLIPS (5-8 YEARS)

Reviewed by *Melanie McVeigh*

Needed now more than ever, here is another fantastically thought out and illustrated book by Bex Lipp and Craig Phillips that needs to be added to your toolkit when working with children and their emotions. What I particularly like about this book is how it is acknowledged that all feelings help you grow. It is an important concept to learn and understand - rather than just repressing these less desirable feelings, take time to reflect and understand why you are feeling that way and then “let it go”. Through the

book, Aroha and her friends experience various feeling, and work through them. This book would work well as an ice-breaker when introducing a discussion about emotions for all levels, particularly younger children. If you’re looking for ideas on how to talk about this topic with your students or at home with your own children, there is a helpful section at the back to get you started.



A BETTER LIFE: THE DIARY OF IVANA IVANOVICH (MY NEW ZEALAND STORY) – BY AMELIA BATISTICH (8-14 YEARS)

Reviewed by *Ayomi Wickramarachchi, St. Joseph’s Catholic School, Onehunga*

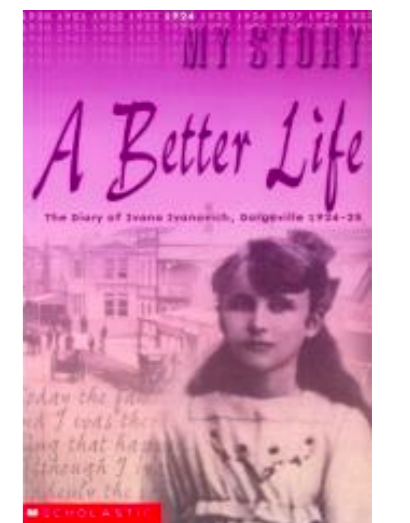
It is the story of Ivana Ivanovich who was born in New Zealand to Dalmatian parents who migrated to New Zealand during World War I. Ivana’s diary unfolds an array of events and each episode shows Ivana’s struggles while growing up in a new society, as she is of Dalmatian heritage. She associates with those from diverse cultural settings. She makes her presence in her little community through social and religious gatherings and shares their joys and sorrows.

From the onset of the story Ivana’s dream to become a well-known New Zealand writer is understood. She even dreams of seeing her name in the New Zealand Herald. Her experiences were a combination of struggles and achievements. The title, *A Better Life*, indicates her ambitious and positive attitude.

The Diary of Ivana Ivanovich keeps the reader entertained through Ivana’s fascinating journey. Each episode opens a unique story of people and cultures. Ivana’s story is a journey of people and their stories. It’s a journey that explores the traditions, customs, people and life in her new home. It reflects the life and times of 19th Century society. Culture and relationships are at the heart of the story. Ivana’s diary also gives a glimpse of the historical events celebrated in New Zealand through the social gatherings that she was part of in her little village.

This story is based on the author’s real-life experiences. The simple language aptly describes the moods and attitudes of the diverse community, making the diary descriptive and vivid.

It’s a good way of learning about people and places of a different era.



CINDERELLA IS DEAD – BY KALYNN BAYRON (16+ YEARS)

Reviewed by Bonnie Barr – Accessit Library

Set 200 years after Cinderella married Prince Charming, life is not all happily-ever-afters and fairy tales. The dazzling Annual Ball has turned into a nightmare where teenage girls must attend so that the men of the kingdom can choose a suitable wife from amongst them. Those who aren't chosen disappear forever.

Sophia decides to run away, refusing to take part in the matchmaking. She encounters the last living descendent of Cinderella and her stepsisters and they embark on the ambitious pursuit of taking down the king, hoping to end the ritual of the Annual Ball and everything it stands for.

I found this book to be a fast-paced adventure, with strong female leads. I loved the twist on a classic fairy tale. A great addition to any YA collection – especially if you are looking to bolster the diversity of your collection with more LGBTQ+ fiction.



THE FAMILY UPSTAIRS – BY LISA JEWELL (16+ YEARS)

Reviewed by Ethel Colohan, Alfriston College

I really enjoyed this book. It was well written and flowed beautifully. There are numerous twists and turns in the book that pull you into the story.

Libby is adopted and at the age of twenty-five receives a letter from a solicitor that she is to inherit a house in London in a very swanky area. However, she soon discovers that there is a story behind the house and the family that lived there. A phone call twenty-five years before alerts the police that there is a baby abandoned in the house. When the police arrive, they find a well-

looked after baby, three adult bodies and a suicide note. It appears that this has been a cult suicide. However, things are not what they seem!

As well as this, Henry narrates the story of what happened through the years of the family's history and how the family reaches the terrible day of when Libby was discovered.

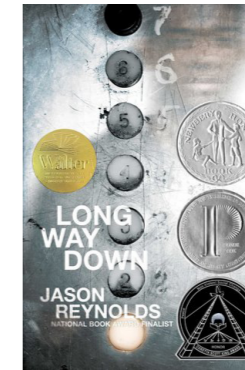


LONG WAY DOWN – BY JASON REYNOLDS (12+ YEARS)

Reviewed by Linley Earnshaw, Christchurch Girls' High School

It is very rare for a book to rate so highly on Goodreads. If you can get hold of a copy, read it and rate it yourself. It took me one hour from start to finish.... what an ending.

Written in verse, Will grapples with whether he will take revenge for his brother's murder or not. Such an important book for school libraries - something powerful we can offer our youngsters to read and think about and the author was true to his word about "not writing boring books". Thank you Mr. Reynolds. Suitable for Secondary school.

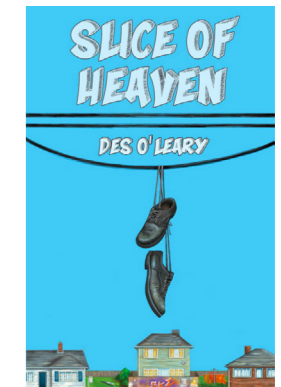


SLICE OF HEAVEN – BY DES O'LEARY (12+ YEARS)

Reviewed by Linley Earnshaw, Christchurch Girls' High School

This is a gentle, slow story that builds gradually. I loved it and shoved bits of life aside so I could get another chapter in. Nothing much happens (not a spoiler) and the youngsters wander to and fro. It's a slice of life in an Auckland suburb with some sport thrown in. I found myself going to work with a slightly different mindset (I work in an Auckland school). Sit back, relax and read.

Highly recommended to Year Nine upward. Wouldn't go any younger as the family situations in some of the houses are (sadly) realistic.



KATIPO JOE – BY BRIAN FALKNER (12+ YEARS)

Reviewed by Linley Earnshaw, Christchurch Girls' High School

I heard about this book long before I could get my hands on a copy. It's quite long for a YA book set in war, but once you start reading, you'll realise why. There is a lot of story to tell, it's a goodie and Falkner is an excellent writer.

Highly recommended to young New Zealand readers, male and female. There are a couple of things in it that I would say are not for intermediate-level readers, so go for 13+.

If you are not a Kiwi, no problem, most of the action takes place in London, Berlin and Paris and NZ is really a side note.



THE BLACK FLAMINGO – BY DEAN ATTA (15+ YEARS)

Reviewed by Linley Earnshaw, Christchurch Girls' High School

Rarely, a book of this calibre appears randomly on my bedside table but I was lucky enough to be given some books in lockdown to try. This one turned out to be a treat. I'm amazed that a story can be told in so few words and told so beautifully - I would love to see the author on stage.

Highly recommended to year eleven to thirteen (15-18 years) with a strong LGBT storyline and a mixed-race narrator.



THIS MORTAL COIL TRILOGY – BY EMILY SUVADA (12+ YEARS)

Reviewed by Michelle Summerfield, Logan Park High School

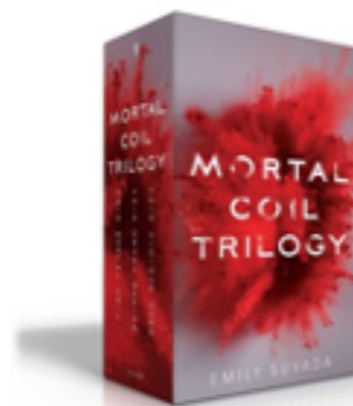
Emily Suvada's website describes her as an award-winning author of STEM-powered thrillers and with her background in theoretical astrophysics she is well qualified to do this spectacularly!

This Mortal Coil Trilogy (*This Mortal Coil*, *This Cruel Design*, *This Vicious Cure*), is completely gripping. I was transfixed. The story centres around Catarina, a teenage girl who is a gene hacking genius. In this world people are implanted with tech to recode their DNA so they can change and enhance their bodies. Just like we might download apps to our phones, people can program their bodies with anything from accelerated healing powers to magnified vision to intensified fighting skills. The sky's the limit for this constantly evolving tech.

As the first book opens the world is losing a fight with a virus, a virus seemingly

cooked up in a lab that literally explodes its victims! In a perverse twist of the zombie-virus motif the way to become immune, temporarily, is to consume the flesh of the infected; the healthy eat the recently deceased. The virus is described as "a double-edged sword: It either takes your life, or it takes your humanity". So with most of the population locked down in bunkers the race is on for Catarina to join her geneticist father to search for a vaccine.

There are so many obvious parallels for readers in 2020: viruses and where they originate, genetic engineering, lockdowns, ethics of drug trials and what constitutes acceptable losses. This will appeal to teenagers: there is a good mix of action, technology, intrigue and a little romance. A great read for senior high school students.

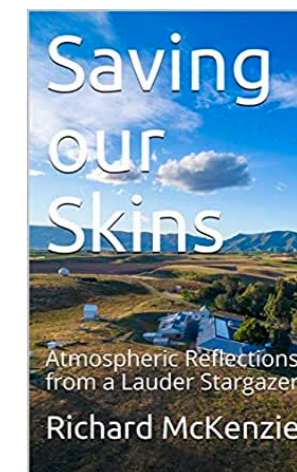


SAVING OUR SKINS – ATMOSPHERIC REFLECTIONS FROM A LAUDER STARGAZER – BY RICHARD MCKENZIE (16+ YEARS)

Reviewed by Anita Lamont, Waiuku Primary School

An A4 non-fiction book covering Richard's career in atmospheric sciences in which he adds a poignantly personal story set against the backdrop of life at the isolated Lauder research station. Covering a career spanning over 40 years and the world, documenting the process that brought about the Montreal Protocol of Protection of the Ozone Layer. An authoritative recount that also includes the threat from climate change and the relation to the ozone depletion to the effects and reasons behind why New Zealand has the highest skin cancer rate in the world. If you've ever read Philip Pullman's Northern

Lights trilogy but wondered about the science behind auroras and dust particles – here is the scientific explanation behind these natural phenomena and the tools and instruments that are used to measure the atmospheric conditions that are responsible for their existence. An interesting read that is surprisingly witty, sad, and profound, broken up with photos, sketches, family artwork, graphs, and maps. Well worth the step outside your normal comfort genre!



BAD CAT – BY NICOLA O'BYRNE (5-8 YEARS)

Reviewed by Zac McCallum, Halswell School

Bad Cat is the most hilarious picture book of 2020! This book is an absolute winner for kids and adults alike. The cover made me crack up and I could not stop laughing the whole way through. My daughter was rolling around on the bed laughing her head off too. We then read it three more times. This is one of those picture books that any age can appreciate. I know that pre-schoolers will love it but I also know that the Year 8 kids at school will love it too. I'd love to read it in a whole school assembly but I don't think they would hear me through the laughter.

Fluffykins is a bad cat. A REALLY bad cat! He may look cute and use his cuteness to make you forgive him, but then he's back to his old tricks. Oh, what a lovely vase of flowers! No...now it's smashed on the floor. That nice jumper you've been knitting is now just a bunch of wool on the floor with Fluffykins in the middle. The reader becomes

the owner of Fluffykins and tries to get him to change his ways.

I have loved all of Nicola O'Byrne's picture books but this one is her best yet. In Bad Cat she uses sparse text and hilarious illustrations to entertain readers. Nicola gives Fluffykins so much personality in her illustrations. Most of the time he is cranky and mean but Nicola also shows us his cute, fluffy side too. I can't even choose a favourite illustration because they're all so fantastic!

You need to buy or borrow Bad Cat. I guarantee you won't regret it. It will be a picture book that you will be glad to read again and again.





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 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!

WHY SHOULD YOU JOIN SLANZA

The benefits of membership include:

- Connection and networking with other school library staff locally
- 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

BUSINESS MEMBERSHIP

Business members support the work of SLANZA.

Current members are:

- Accessit
- Anact Open Source Solutions
- Digital Inclusion Alliance Aotearoa
- Echelon Productions
- Hydestor Shelving
- Library Tech NZ
- NZ Geographic (Kowhai Media)
- Softlink
- SCIS - Schools Catalogue Information Service
- ubiq - discover, read, succeed
- Wheelers

NEWS + CONTACT

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