

SLANZA MAGAZINE

COLLECTED

27

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TRANSFORM

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School Libraries Transform

Welcome to our first of two *Collected* magazines for 2021. I have had a wonderful time over the last few months showing Lauryn Urquhart-Eaton the ropes for the editor, and we are excited to deliver to you our first shared magazine as co-editors. I would also like to acknowledge and thank Kate from Make Hey, our graphic designer. She works tirelessly to deliver *Collected*, and we are forever grateful to her!

This brings me to the other big change that is happening within. The upcoming AGM marks the end of Glenys Bichan's presidency. During Glenys' time as president, her passion, sense of purpose, and dedication to tamariki in Aotearoa has helped propel SLANZA forward in so many ways. She has rattled chains and shouted from rooftops, letting the world know of SLANZA's mission and vision. She was an advocate for SLANZA; someone who stood up for school libraries and librarians and the students, staff and communities who need them, and will continue to do so. She will be well missed, and we wish Glenys all the best on her next exciting adventure! Make sure to read Glenys' president's report to hear about all the incredible things that she and the National Executive have achieved to date.

We all enthusiastically welcome Sasha Eastwood-Bennitt to the presidential role later this year. During her time on the NE, Sasha has shown great determination in making sure that as many school librarians within Aotearoa as possible have access to quality, affordable professional development, going above and beyond to deliver engaging events. Sasha's passion for the profession will help SLANZA to positively continue their advocacy, building upon all the hard work of the previous presidents and National Executive members.

Every time I edit a *Collected* edition, my heart grows two sizes. I am so grateful to be part of a community filled with such

ISSUE 27/2020
EDITORIAL

passion and determination. The articles are rich and informative, and are a wonderful combination of personal views and academic research. Not only do I learn something new with every article, but I get to see the amazing things that are happening in our libraries across the country. Trena's article was inspiring, and the idea of working with your local public library to deliver an effective summer reading programme is a great initiative, not only saving time by not having to create something that is already available, but building those necessary and valuable community relationships. Wouldn't it be great if this could be extended across the country!

It was wonderful to hear of Penny's determination to develop an inquiry-based programme in their library, and how her determination paid off in the end. This article really highlights the importance of never giving up, and pursuing what you believe will be successful in your library.

Donna's article was an excellent look at the benefits of creating a culturally responsive collection. She mentioned how we don't know what we don't know, and that resonated with me. Having started my MIS last year, I am blown away by the content that is new and interesting. Every week, there is something, and like Donna, I too am continuing my learning journey.

Nova and Vicki outlined their programme, NorthWest Auckland Book Battle, and it sounds incredible. What a wonderful event for students across NorthWest Auckland, and is a great way for school librarians to network and engage with other librarians in what can be an isolated role for some.

I was really excited to read of Maree's library transformation, and have to say that the technology room sounds absolutely amazing. What a resource to have at your fingertips.

Laurence's article was a hard-hitting eye opener. Our older generation are suffering from the great digital divide, and the removal from cheques is yet another barrier now in place. I love the suggestion he made to host financial workshops within school libraries. As Glenys says, this might just be the opportunity you say, "YES!" to.

Michelle's wonderful piece on librarians as storytellers really helps to put our role as school librarian in perspective, and I do agree that telling stories could be just the way that we can help save our libraries.

As always, we are incredibly thankful to our business sponsors, without their support, we would not be able to publish this magazine. Some of our sponsors have provided some wonderful articles that I know you will enjoy. Please take time to look through their articles and check out their website – you never know, sometimes that serendipitous find is the one that you most treasure.

I hope you all enjoy reading through these articles as I did, and take something new from that for your own personal learning journey.

Aroha nui,

*Melanie McVeigh
Co-editor, Collected Magazine*





ISSUE 27/2021

EDITORIAL

Working with Melanie on this issue has opened my eyes to the huge number of submissions, advertisements and emails that she so skillfully juggles to produce this amazing resource. Melanie, you deserve our congratulations on your amazing work over the past three years.

It takes a special person to be a librarian, and reading through the articles for this Issue I can see that there are many special people amongst our readership. I am so inspired by those running reading programmes and contests, designing amazing library spaces and sharing your favourite books which are transforming children's lives. I am excited to become part of the Collected team so that together, we can continue to transform lives and tell our stories.

As a child books were my transportation away into worlds far from my life on a dairy farm in a small community. This led me to the tiny school library in which I loved to spend my lunchtimes reading and shelf checking where it was apparent that I was a born librarian! Despite this my ambition was to become a veterinarian, a goal which I would never attain due to reading when I should have been concentrating on my maths.

So, after finishing a Bachelor of Arts in English and not finding any sort of job where a knowledge of the Romantic poets and Shakespearean insults were any use, I found a part-time job at the local public library. It was there that I realised I could be one of those special people who could change peoples' lives through the power of books and it has literally changed my life.

For the past two years I have been working as a high school librarian and feel grateful to be working to transform the reading lives of my 1100 students.

Lauryn Urquhart-Eaton
Co-editor, Collected Magazine

PRESIDENT'S COLUMN

COLLECTED 27

VISION STATEMENT

SLANZA will empower and support school library staff and strengthen and promote school libraries in Aotearoa New Zealand.

MISSION STATEMENT

SLANZA provides community, guidance, and professional development on library practice and programmes for school library staff in Aotearoa New Zealand while reflecting the principles of the Treaty of Waitangi.

Firstly, thank you to you all for being part of the SLANZA family and helping us all support each other in the journey of working in a school library. This is my last president's report for Collected and it has been a real honour to share with you over the last two years the work SLANZA has been doing for you and by you.

SLANZA has had a solid start to 2021. The School Libraries Transform campaign has given SLANZA an audience to the wider public of New Zealand Aotearoa. This has enabled us as an organisation to use our voice in broader circles and has given mana to our mahi. It has been wonderful to be asked our opinions, be involved and included in partnerships, and finally have our own voice in the Ministry of Education Te Tāhuhu o te Mātauranga.

The campaign may not have yet achieved the results we asked for - however in my opinion it has achieved the following results thus far:

- Media coverage New Zealand wide on TV and Radio
- Podcasts produced and published
- Magazine articles written by outside organisations (Authors New Zealand, Principals Today, SCIS)
- Meaningful dialogue with the Ministry of Education resulting in a partnership to research and explore successful school libraries in Aotearoa and use those as a template to advocate for our libraries to Boards of Trustees and School principals
- An invitation to be part of the New Zealand Libraries Partnership Project (NZLPP) administered by the National Library of New Zealand (Department of

Internal Affairs) to gain funding for projects pertaining to the school library sector

- Greater respect from other sector groups like LIANZA, Tohatoha and the National Library of New Zealand for our organisation
- Greater public awareness of the issues school libraries face resulting in astute conversations by school library staff with friends, family and staff in schools
- 5400 signatures on our petition
- School librarians are feeling heard and part of the campaign movement
- Authors and notables made aware of the campaign and gaining their support
- A Letter from the Minister of Education acknowledging the campaign
- Two online professional development (PD) courses based on the School Libraries Transform website
- The web site has had 1,537 page views in the last 30 days, 729 unique visits during that time
- Two PD regional days with a focus on the School Libraries Transform message.

So far in six months of campaign, I think we can be satisfied that our message has been given, received, and action has resulted from the mahi we have done. Thanks to you all for all you have done in our first six months, we have more to do, more noise to make, more heads above the parapet to bobble, but we will keep this thing moving. Special thanks to those on the National Executive who have worked so hard to make this campaign a reality.

A special mention must be made about our collaboration with the Ministry. We have twelve partner schools who represent all that is good about school libraries. They are supported by their boards and honoured by their staff. They are used, needed, and wanted in their school. For us, they show what could be possible for every school library in Aotearoa if just given the chance.

Our partner schools have been selected



Glenys Bichan

and the interview process is underway. The schools I have spoken to who are part of this are really honoured and excited to represent the sector. The key for us is to take those findings and present them to the boards and principals who have the real say on the future of school libraries. This is vital work for the campaign down the line.

The pay equity process that is being led by the NZEI is very exciting for our sector as well, and it will give school librarians a lot of professional satisfaction to be paid for the quality and amount of work that they do. This process does not mean it will happen, we ARE in the process and the outcome looks promising, but we have to wait to see what lands for us.

With the MOE project, the NZLPP, the campaign, our 21st birthday party at conference, pay equity, and all the business as usual - we have a busy year ahead. Together we can do great things for school libraries if we draw on each other's strengths, be kind towards each other and work hard. To our SLANZA volunteers - thank you. Volunteers are a dying breed and I am so thankful for your commitment to volunteer and make a difference for our tamariki in Aotearoa - at the end of the day - that is what it is all about, and is what drives us on the National Executive in this work.

Many thanks,
Glenys Bichan
SLANZA President

REGIONAL REPORTS

AUCKLAND

The committee were saddened by the death of Karen Leahy in late December 2020. Karen had been battling cancer for some time, and had resigned from the Auckland Committee in October, but she continued to work at Kelston Boys High School right to the end of the school year, even completing the library stocktake. Several of the committee were able to attend the funeral service.

The Committee:

- Anne Rolinson - Retired
- Annie White - Dilworth School
- Claudine Crabtree - Baradene School
- Dale Tiffin - Freeman's Bay Primary
- Donna Le Marquand - Blockhouse Bay Intermediate
- Elizabeth Atkinson - Avondale College
- Lisa Alcott - National Library
- Liz Hamilton - Grey Lynn School
- Lorie Pushon - Marist College
- Michelle Coombridge - Pinehurst School
- PamLilley - Sir Edmund Hillary Collegiate
- Trish Webster - Rangitoto College
- Sharon Jackson - Albany Senior High.
- Resignations: Karen Leahy (Kelston Boys); Chris Taylor (Carmel College); Corinne Hinton (King's College).

Term One Professional Development

- Transforming Libraries - Saturday 13th March 2021 at Dilworth School: SLANZA President Glenys Bichan was our guest speaker. The morning was a combination of talks and break out groups which created a lively atmosphere, and plenty of discussions on what makes and what hinders transformational libraries.
- Develop Your Graphic Novel Collection - Heroes For Sale Bookshop 14th April: Stu Colson talked about why graphic novels are an important part of our library collections and suggested age appropriate titles. We were then able to browse the shop and make purchases for our libraries.

Elizabeth Atkinson, SLANZA - Auckland NE Representative

AORAKI

Aoraki has a steady committee of eight members who meet a couple of times each term to plan events. Current subscription for the region stands at 98 members.

At the end of 2020 we had our end-of-year function which was a Christmas quiz and social event at the very new and shiny Queenspark School Library in Christchurch where Maree Silver was the librarian.

Term One we had a buying night at Paper Plus Hornby. The owner, Simon, had publishing representatives from Scholastic and Hachette along to chat to us about what is new and coming soon. Simon always has some goodie bags for us and free books to take away, which is always a bonus. Afterwards, a few headed off to a Pubrarian catch up to continue chatting books and libraries.

Term Two: Professional development planning is underway and will soon be announced on the Listserv if it has not been already, so do keep an eye out.

Sally Blake, SLANZA - Aoraki NE Representative

CENTRAL

Central has thirty eight members paid for 2021 (current at the end of Term One). This number includes a returning member and a possibly new-to-the-school member. At the end of 2020 we had forty-nine paid members, which is the highest membership total we have had for a few years. We are hopeful that being a conference year will mean a few more people will join.

Our current five committee members are:

- Sasha Eastwood-Bennitt (NE Rep and Chair)
- Suzette Stephens (Treasurer)
- Beverly Harrison (Secretary)
- Katie McMillan
- Sheila Monaghan.

One from Hawke's Bay, one from Rangitikei and three from Manawatū.

Resignations: Ali Kersten resigned from the committee at the end of 2020 as she was moving from a library role to a teaching position, the committee would like to thank Ali for her contributions to our committee and the region during her time as a SLANZA member.

We communicate via email and meetings are held via Zoom. We are hoping to secure some more committee members from other regions this year.

Unfortunately, our events have not been well attended over the last few years. We would like to remind Central members we are always open to suggestions of events that could be offering and that we have funds to support events our Central members would like to organise in their local areas within our widespread region.

Term Four 2020 events:

- Manawatū members held an end of year get together with nibbles in December - three members attended. It gave us a chance to go over our highlights of the year and lessons learnt from the many challenges that COVID-19 pandemic gave us, as well as celebrating the year as a whole.



2021 events planned:

- Sasha and Debbie Roxburgh (National Library) are hoping to hold PD days that were planned for 2020 (these were cancelled due to COVID restrictions)
- Manawatū is planning a publishers evening at PN Paper Plus early Term Three
- AGM: 3rd July 2021 to be held in Hawkes Bay with authors as guest speakers. Venue and speakers to be confirmed.

Our current balance is \$1033.60. We will be offering two grants of \$250 for Central members to attend 2021 Conference - with expectations the successful applicants will report back to Central committee and members about their experience in Term Four.

I would like to reduce my workload to accommodate extra duties when I assume the SLANZA President role so have discussed with the Central committee that another member takes on the Central Chair and/or Central NE role. At a successful and productive Central committee meeting on April 8th, Sheila Monaghan stated she will consider becoming Chairperson when I assume the president role in October. We would welcome new committee members especially from areas that are not currently represented (Horowhenua, Whanganui, Taranaki & Wairarapa) to boost coverage of our region.

After a discussion at our recent meeting about available data (or lack thereof) on how many schools had a library, Manawatū based Central committee members will be ringing around local schools to gather data on the presence of a school library and staff. We will be encouraging our Central members to gather data in their respective areas.

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

OTAGO

Since the last *Collected* regional report we have had a lovely book buying session hosted for us by the University Book Shop in Dunedin. This was followed by a meal out together and our AGM. We have seen some changes to our committee this year with Lynn Vare stepping down as she focuses on her role at the Dunedin Public Libraries. We have hugely valued Lynn's input at committee level and look forward to catching up with her at our local SLANZA events. We are delighted to welcome Colette Mahoney onto the committee, the librarian at Kavanagh College. She is already part of the team who administrates



the Listserv and we know she will bring her many talents to the committee.

This year we have planned for another book buying event - this time at Paper Plus and a meal out to begin the year. We are excited to run a session in Term Two on 'Reading for Reluctant Readers', which we hope to make available by Zoom to our regional members who are further afield.

A focus for us this year, having learned valuable skills from our Covid experience, is reaching right across our region and creating opportunities to build relationships and learn through professional development opportunities together. This may look like an increased use of Zoom and possibly even a road trip at some point in the future.

It is looking likely that we may have some retirements from our committee at the end of the year so we are hopeful of seeing some fresh faces join us as the year progresses. If any Otago SLANZA members are keen to join the committee or have any thoughts or ideas about what you'd like to see from Otago's SLANZA branch please do be in touch (otago@slanza.org.nz).

Michelle Summerfield, SLANZA - Otago NE Representative

WAIKATO/BOP

Membership

Membership figures have started well with 64 paid members.

Waikato/ Bay of Plenty Committee

Sadly Jan Mathews has retired after many years of amazing faithful service. I would like to honour her for her loyalty and hard work for us all. SLANZA needs stalwarts like Jan to function - her loyalty and hard work for our committee has been tireless. We will miss her hugely. She now joins a long list of amazing Waikato Bay of Plenty committee retirees and we are feeling their loss in our region.

Our regions committee needs to go into a rebuilding phase as we try to get new school librarians involved at a local level with SLANZA and our committee.

Professional Development/Events

Our Christmas function was held in Matamata. We gathered for a lovely pub meal, a round of debriefing the year and a few Thank-yous. It was really nice to end the year in such a positive way.

Term One: Our event was held at Melville High School, on March 26th with thirty-one attendees. Julia Marshall (Gecko Press) winner of the Margaret Mahy Medal for 2021, Crissi Blair (National Library of New Zealand), and Nicola Daly (Waikato University), all spoke on the theme of "The Wonder of Picture Books". It was an excellent and full day of PD which ended in a School Libraries Transform discussion- at speed! It was so good to be together again in one space and enjoy the fun, joy and deeper meaning of picture books and how all our students and staff can utilise them.

Term Two: Our AGM will be in Katikati, Bay of Plenty, focusing on School Archives and how they can help to grow the local history story. It should be a very interesting event and hopefully a chance to rebuild our committee at the AGM.

Glenys Bichan, SLANZA – President and Waikato/BOP NE Representative



Nicola Daly

Julia Marshall

Jan Matthews



Matamata dinner

WELLINGTON

Wellington currently has seventy-four paid members and two Life members. This is about the same as at the same time last year, but we are well down on our numbers from previous years. It's hard to know if this is because of a decrease in school librarian numbers, a decrease in school budgets or for some other reason.

We decided as we are very busy planning and organising the conference for October this year that our events this year will be more networking than actual professional development (PD). Our Term One 2021 event was a book night at Schrodinger's Books, an independent bookstore in Petone, Lower Hutt. We felt it important to try to attract librarians from the Hutt as their numbers have dropped off in the past few years. There was a good turnout and some joined the committee for a very nice dinner afterwards.

Our Term Two PD event will be an inspirational presentation from our President, Glenys Bichan, as well as our AGM. It will be on Thursday 24 June 2021, the venue is yet to be confirmed. In Term Three we are planning another independent bookstore get together at Good Books in the central city, and Term Four will be a Christmas celebration and social event and a retrospective look at how the national conference went.

Sadly, we have had to farewell our Chairperson Helen Muxlow, who has had to leave school libraries due to her hours being reduced. This is a huge loss to our committee and to school libraries. Clare Forrest has reluctantly taken back the role of chairperson in the meantime, as no-one else was willing to do this. Marianne Dobie has agreed to be the treasurer until the end of the year, to help us get our banking organised.

Our Committee:

- Clare Forrest (Rāroa Intermediate) – Chairperson and National Executive Rep
- Marianne Dobie (Rāroa Intermediate) - Treasurer
- Kristy Wilson (Aotea College)
- Ellie Nicholson (St Patricks' College)
- Emma Kent (St Bernards College)
- Wendy Bamber (Seatoun School – full primary) - Secretary
- Geraldine Dai (St Catherine's College).

Roles: Chairperson – Clare Forrest, Secretary – Wendy Bamber, Treasurer – Marianne Dobie, NE Rep - Clare Forrest

We have a closing bank balance of \$1,498.55 in our account.

The 2021 SLANZA Conference planning is starting to get more active. The programme is confirmed (more or less) and early-bird registrations are finished. As Helen Muxlow has had to leave us, Clare Forrest is now Conference Convenor. Conference Innovators have been very good at supporting us and making sure things are running smoothly.

Clare Forrest, SLANZA – Wellington NE Representative



SLANZA PROFESSIONAL DEVELOPMENT REPORT MID-YEAR 2021

CLARE FORREST – PD TEAM LEADER

ONLINE MODULES

In Term One of 2021 we repeated the very successful module *School Libraries Transform*, as some members had missed out the previous year and expressed a desire to do the course. This module had the following purpose: to gain knowledge and understanding as to why school libraries matter, the research that supports this, and to develop a voice that can defend the need of libraries in Aotearoa.

23 librarians registered - 7 primary, 0 intermediate, 13 college/high school, 2 year 1-13 and 1 other. 11 people finished the course. There wasn't the same energy this time round for this module, most likely because there were fewer participants, or there was less input from the facilitators. Feedback was still positive, and the work done by most participants was very good.

Our Term Two module is *Gender and Sexuality in School Libraries*. This module covers many aspects of dealing with gender and sexuality issues within our school libraries, for our collections, students, staff and parents. It started on Monday 31 May and will finish on Sunday 27 June. We are already well oversubscribed with more than 80 librarians registering. This means we will have to limit the numbers for this course and rerun it again in Term Four for the others. Obviously, this is a very topical and popular subject.

The Facebook Page <https://www.facebook.com/Schoollibsnz/> remains our official presence on Facebook and news and events are posted on there. PD discussions are run in the Facebook Group 'SLANZA Connected Community' as events and members can post and add to the discussions. Members contribute interesting articles and information and it is well worth joining this group for the shared knowledge and wisdom. We currently have 328 members in this group.

The PD team remains Clare Forrest, Sasha Eastwood-Bennett, Michelle Summerfield and Glenys Bichan at present.

Clare Forrest, PD Team leader



SLANZA NATIONAL AGM

Will be held during the



SLANZA 2021 CONFERENCE

Samuel Marsden College
Monday 4th October 2021

We will send all members an invitation closer to the time, so for now make sure you:

SAVE THE DATE



#SLANZA
2020~~0~~1 03-06 OCT
WELLINGTON

[Conference website](#)

[Register here](#)

Don't miss out on this 21st celebration



SLANZA AWARDS 2021 NOMINATIONS OPEN

SLANZA encourages and rewards excellence in school libraries by recognising the success and achievement of those working in and with school libraries with a series of annual awards. Therefore, the SLANZA National Executive is calling for nominations for our Awards of Excellence and Life Membership, which will be presented at the upcoming National SLANZA conference in Wellington in October.

Further information about the criteria for each award can be found on our website on the Awards Page.

As always, the awards are presented at the discretion of the Awards Committee.

Please send all nominations with all the required documentation to awards@slanza.org.nz no later than Monday 6 September 2021

NATIONAL LIBRARY SERVICES TO SCHOOLS UPDATE

MIRIAM TUOHY – NATIONAL LIBRARY

TE AWHI RITO — AOTEAROA'S FIRST READING AMBASSADOR

Lyttelton writer Ben Brown (Ngāti Mahuta, Ngāti Koroki, Ngāti Paoa) is New Zealand's first Te Awhi Rito Reading Ambassador, promoting the value of reading for children and young people. The appointment was announced by Internal Affairs Minister Jan Tinetti during a moving ceremony at the National Library in Wellington at the beginning of May.

Te Awhi Rito Reading Ambassador is a new role established by Te Puna Mātauranga National Library of New Zealand that will support and champion the importance of reading in the lives of young New Zealanders, their whānau, and communities. Reading for pleasure makes a huge difference to a child's wellbeing and their potential for life-long success in education, health, personal relationships, and employment.



(Left to right) The Hon Jan Tinetti, Ben Brown, and Rachel Esson (Te Pouhuaki National Librarian). Photo by Mark Beatty

Te Awhi Rito Reading Ambassador will:

- inspire, empower and mobilise powerful, positive reading experiences for children, young people, whānau, and communities in Aotearoa New Zealand
- build an appreciation of, access to, and growth of stories and literature that reflect Aotearoa New Zealand.

If you would like to find out more about Ben's role working with schools, please email Reading-Ambassador@dia.govt.nz

LENDING SERVICE — CHANGES ARE COMING!

We're making changes to how our lending service operates and will be introducing a new online lending form to make it a lot easier for kura and schools to borrow books from us.



Books from our World Language collection. Photo by Mark Beatty

We're adding flexibility to when you can request pukapuka/books in whole-school loans so that tamariki have what they need for learning.

We're looking forward to launching our new loans process and the redesigned lending dashboard and forms next term. If you haven't used our lending service before, do contact us if you have any questions.

AOTEAROA NEW ZEALAND'S HISTORIES BOOKS FOR SCHOOLS

The Ministry of Education has launched a new initiative to provide schools with quality history books to support the new Aotearoa New Zealand's histories curriculum, which schools will start teaching next year.

Services to Schools has worked with the Ministry to develop a list of recommended titles, in te reo and English, covering aspects of Aotearoa New Zealand history. The Ministry is giving all schools and kura in Aotearoa the opportunity to order up to \$200 worth of these

books for their school libraries, through their website [Down the Back of the Chair](#). The last day for orders is Friday 25 June.

BOOKS IN WORLD LANGUAGES AND ACCESSIBLE FORMATS

As well as books in English and te reo Māori, you can now borrow picture books, fiction and some high-interest non-fiction books in a number of languages from our World Language collection.

Giving students the opportunity to read in their home language:

- strengthens bonds to family and community
- helps develop a positive sense of identity
- provides a strong foundation for learning a second language.

We have books in these Pacific languages: Samoan, Tongan, Cook Islands, Niuean, Fijian, Tokelauan, and Tuvaluan. You can also borrow books in Arabic, Chinese (simplified), Dari, Farsi, French, Hindi, Japanese, Korean, Somali, Spanish, and Urdu.

Our Accessible Collection has books with a dyslexic friendly font or larger font size to help students who struggle to read regular print books. The collection is mainly fiction for ages 7 to 18 years.

How to borrow these books

School loan coordinators can request these books using our online lending form. You can either order as:

- a context within your whole-school loan for the upcoming term, or
- specific titles — search the Schools Lending Collection within National Library Catalogue using terms such as 'Arabic language materials' or 'large type' or 'dyslexia friendly', select a book, find its ISBN, and request through our lending form.

PROFESSIONAL DEVELOPMENT WITH SERVICES TO SCHOOLS

Do you have any new library staff starting in your school this term?

Our series of Zoom meetings with learning and support for new school library staff began in Term One but are designed to work for staff who start anytime during the year.

Find out more and register for the online series.

We also have face-to-face courses happening in a town or city near you.

Browse through our courses or register now.

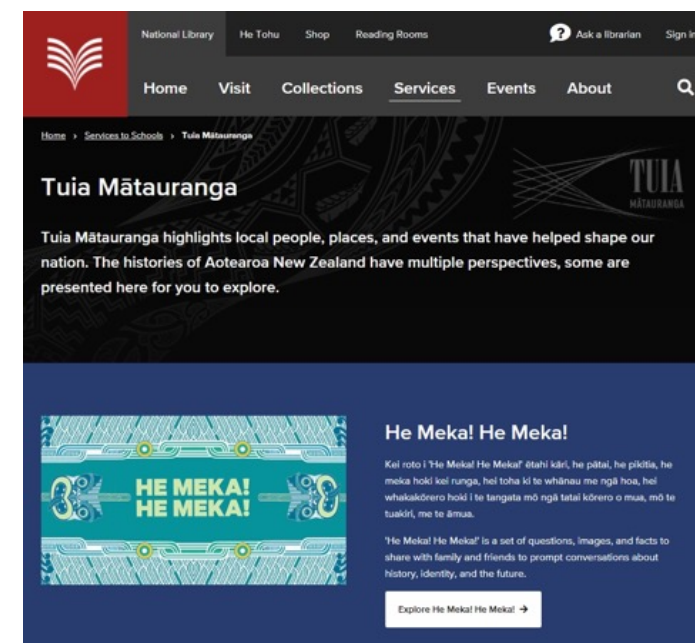
TEACHING AND LEARNING RESOURCES

If you are studying topics about Aotearoa New Zealand histories, our curiosity cards have fertile questions to inspire inquiry and links to supporting resources to help with teaching and learning.

Many Answers on the AnyQuestions website is another great resource for students. It has over 200 entries designed to guide students to quality resources around a topic, with searching and website evaluation tips.

HE MEKA! HE MEKA! CONVERSATION STARTER CARDS ARE AVAILABLE ONLINE

We are very pleased to let you know that we have a new, exciting section of web content live - He Meka! He Meka! is a set of questions, images and facts designed to share with family and friends, to prompt conversations about Aotearoa New Zealand history, identity and the future.



Services to Schools website — Tuia Mātauranga | He Meka! He Meka!

The questions span four broad themes:

- Me
- Me and my whānau
- Me and my community
- Me and my nation

He Meka! He Meka! includes both English and te reo Māori prompts to encourage engagement and exploration of these themes from Māori and/or Pākehā perspectives.

He Meka! He Meka! is an element of the wider Tuia Mātauranga education programme which highlights local people, places, and events that have helped shape our nation. The online He Meka! He Meka! experience was developed through a partnership between the Ministry of Education and the National Library of New Zealand.

He Meka! He Meka!



NZEI TE RIU ROA UPDATE

CLARE FORREST – NE NZEI REPRESENTATIVE

For a better understanding of what pay equity actually is I recommend watching this short video created by the Ministry of Education.

[What is Pay Equity?](#)

On 6 November 2020 NZEI Te Riu Roa raised a pay equity claim for a number of groups, including librarians and library assistants in schools. You will have received an email from the MOE via Novopay in February this year.

“You have received this letter because payroll information identifies you as doing the same or substantially similar work, to work covered by the school librarians and library assistants claim. Under the new law you are automatically covered by this claim, unless you choose to opt-out of it.”

SLANZA recommends that our members do NOT opt out of this claim. If you have not received this email you WILL NOT be included in this particular Pay Equity claim and you need to check with your payroll as to your designation.

Training for the school librarian, science technician and comparator role interviewing process happened during the Term One 2021 holidays, so things are currently underway. Comparators for admin support staff and possibly school librarians are Fisheries Officers and Council Civil Engineers, with one more group to be found. Interviews with these comparators have begun, so school librarian interviews will not be far away.

If you are an NZEI Te Riu Roa member you will receive regular email updates. It's a good idea to read these because they are about you, your role and your future pay and career prospects. Thank you to the schools who have agreed to take part in the interviewing process, both as school library examples and as interviewers. We are in this together.

Clare Forrest, SLANZA – NE NZEI Representative



YEAR 9 BOOK TASTING

MICHELLE SUMMERFIELD – LOGAN PARK HIGH SCHOOL

End-of-term event where students fill in a tasting menu after they've sampled an entrée, main and a dessert book!

WHY THE FIGHT? SCHOOL LIBRARIES TRANSFORM

GLENYS BICHAN

Why do we need a campaign, why do we need to stick our heads above the parapet and make so much noise about our school libraries? Why the fight?

Because school libraries matter!

SIX REASONS WHY SCHOOL LIBRARIES MATTER:

1. **The library is a space our students feel safe:** It is a place where they are protected from the hustle and bustle of the school environment. The library is the neutral space where they can belong, where their differences are not highlighted, where their gender, race, culture, ability or disability, religious beliefs are valued and accepted.
2. **The library gives equitable access to good, up to date, recently published books:** Books that inspire, books that are loved, books that challenge, books that grow empathy and courage. All our students can access these books - there are no boundaries, no financial constraint, no rules, it is equitable, open access to any book they want.
3. **The library is a space of choice:** It empowers students to own their own decisions about what they need to learn about. In libraries they are free to think, free to explore and free to govern their own perspectives.
4. **It gives access to a school librarian, and we matter:** We know the books, we know the kids, we know what is hot, we know what garbage is. It takes a school librarian to discover and promote that! We also are the ones who inspire our students to read something new, to challenge themselves, to explore. We are the link between great books and the hands of students, what we buy, how we market it and how we deliver books to our students is immense. School Librarians matter because we know!
5. **Guidance through the forest of information on the internet:** We are teaching the students to challenge, check and question. We as librarians, in a school preach fact checking to prevent fake news. We have discovered that many of our staff are wiki freaks and goggle dependent. School libraries matter because we show our students breadth and depth, we teach how to research because we know what there is to find.

Maddie: "For me, our school library means a safe, welcoming environment. No matter what sort of day I am having, I know that I can come in and help the librarians with extra stuff like covering books. This makes me feel like I am important and worthwhile and always makes me feel better on my bad days."

6. **If a librarian collaborates with a staff member:** Then you have a power couple. School libraries enhance the work of a teacher, and our job is to make sure we do just that. We give them what they need, so our kids succeed without barriers of access to information.

So we have established we need school libraries and why, if that is the case, then why are we struggling to get that message across to our policy makers and why are we hearing so many stories in Aotearoa that disturb us as we see the eeking away of the school library in our educational spaces.

LET ME GIVE YOU A CURRENT HEADS UP AS TO WHAT IS HAPPENING WITH THE WELLNESS OF OUR SCHOOL LIBRARIES:

SOFTLINK 2019:

In 2019, 61% of respondents indicated that they do not believe their library is adequately resourced.

56% of respondents indicated that their library budget has not changed from the previous year, 19% indicated it had increased and 25% indicated it had decreased.

27% indicated a decrease in staffing numbers in school libraries.

NATIONAL LIBRARY/LIANZA/SLANZA SURVEY 2019:

22% of schools had library budget cuts.

50% of primary schools relied on fundraising and parents to fund the library collection.

The result of that is the following:

THE LITERACY LANDSCAPE IN AOTEAROA NZ

By: Stuart McNaughton (office of the Prime Minister) 7 August 2020 as reported in the Herald Aug 17, 2020

In New Zealand, literacy levels for fifteen-year-olds have been dropping.

More than half of our fifteen-year-olds (52%) now agree that, "I read only if I have to." - Up from 38% in 2009.

Even worse, 28% agree that, "For me, reading is a waste of time." - Up from 18% in 2009.

The best way to deal with literacy inequality is to have a library space that is equitable, funded and untouchable by the Board of Trustees or a principal. If we want all students to have equal access to books and resources for their learning - then make a library mandatory in every school and fund it!

Here are two examples of the many emails we have received from you - our school librarians:

"Feeling very sad today. I've just been told there is no budget again for our library next year and I will only be working in the mornings. I did say I was very disappointed, as it means our children's love of reading is being forgotten about. We should be providing our children with the books they love to read and that means the second year in a row I'm going to have to explain there is no money to buy their favourite author's new books, the next book in their favourite series and no new books that would become favourites. Many of these children depend on our library as they can't afford new books or aren't able to access the public library."

"We are a primary school with around 635 students and higher deciled. However, many of our families are on low incomes so it is not a true reflection of our community. Apparently, they can't afford me to be a full-time librarian. I don't have enough time in the library to be able to do everything necessary. The government really need to step up to their responsibilities in providing enough funding for books and librarians otherwise our children are going to suffer immeasurably."

A primary school in Wellington has had its budget cut and the librarian's hours heavily reduced to the point she cannot fund her rent and has sought other employment outside of the school library sector. A secondary school in Auckland, another in Waimate, another in Hamilton - all this week have alerted me to a significant cut in budgets and loss of library spaces for other school activities. I have 40 pages of emails informing us of three things:

- I. Budget cuts for books
- II. Hours reduced in providing library services
- III. Library spaces reallocated and repurposed.

Trevor Mallard, when he re-opened Cambridge High School said that a library is not a luxury but a necessity and that the closing of that library was a big mistake that must never be repeated.

Was his speech at Cambridge High School a nice tactical piece - a must hear sound bite - or does he mean it, is a school library a necessity?

When we met at the Ministry of Education in September 2020, we were assured that funding would not be secured directly from the government and the current model of funding through the Operations Grant would continue. If this model remains, many school libraries are in peril. Why should we listen to government responses about literacy levels when a cornerstone of raising those levels is removed by boards and principals?

We know we impact student learning; we know we aid the development of literacy; we know we provide places of hauora and well-being, we know our spaces support students post Covid-19. We know as Trevor Mallard said, that we are necessary, not a luxury. It seems our boards and our principals do not!

Our School Libraries Transform campaign will continue to advocate, fight for, highlight, and do whatever we can to ensure our children in our schools can access the gift of a library.

2021 has bought a whole new raft of budget cuts, staffing hours have continued to be reduced, and library spaces taken for classrooms. Covid-19 has hit us hard as the Operations Grant will not be supplemented by overseas students' funds. We will not sit back and let a necessity become a luxury. ALL our children in Aotearoa should be able to access a school library with equity and ALL our children should have access to a librarian that can help them grow their reading and literacy journey.

Our Vision Statement is that 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.

Our Mission Statement is that 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.

And our goal is that the Ministry of Education will mandate that every student to have access to a school library staffed by specialist school librarians and is Ministry of Education funded.

SO WHERE TO FROM HERE?

The very best place to start is in your own libraries, the best defence you have is to ensure your library is safe, is to make it indispensable. **Create a space that is needed, provide resources that are wanted and make relationships that matter.**

WHAT ARE THE BARRIERS TO CREATING A TRANSFORMATIONAL LIBRARY

The answers will be very clear to many of us. The lack of funding, the lack of space, the lack of time, lack of community and collegiality and the lack of understanding in what we do. Let's explore these briefly so we can get onto the good stuff and wallow in some positivity.

- The lack of funding: Whether it be for resources, staff hours, library ambience, signage, furniture all impacts the ability we have to create the dynamic place we want our libraries to be. School libraries are trying to be relevant with a zero book budget. Lack of funding means the old furniture remains, tatty, grubby, and derelict. Lack of funding means no new magazines to peruse, no investment into meaningful displays, little investment into the student librarian team, reductions in the provision of services like audio books - how can you be transformational when you can't fund the changes you want to make.

- The lack of space: How can you be transformational when your dedicated library space, that has been designed especially as a primary school library with all the goodness that is - is taken from you and you are sent to a cleaners cupboard to operate. How can you run a vibrant library when half your space is taken and repurposed for a classroom?
- The lack of community and collegiality: It is so hard to be transformational when the staff never pop in, you are excluded from briefings, you don't get the invites to Friday drinks, and you are stuck on the periphery, on the edge. How can you be an agent of change in your school when it feels like they don't ever acknowledge your presence in the community. How can we promote our services when the staff ignore our existence? For some of us, this is a very real situation
- Lastly - the lack of understanding: As to what we as professional librarians can do for them. How can we be transformational when the staff who don't want us in their bubbles, refuse to be educated about what we offer. It is so frustrating. We have the goodies and they ignore us. Why do they not take what we have!

These are big hinderances to us being the transformational spaces we want our libraries to be.

WHAT MAKES A TRANSFORMATIONAL LIBRARY?



1) CREATE A SPACE THAT IS NEEDED

Libraries are rooms with walls, shelves, and books. How can we convert that physical space into a place that is needed and indispensable within our communities? A library is not a holding bay for students on rainy days, or an escape room from maths classes (though that has merit). It is not an overflow room that can house anything in the school that so desires to use it.

It is up to us to reclaim our space and make it the library we want it to be. Set your own kaupapa for your space, don't let others set it for you. Make your own culture, your own rules and let your mahi determine what your space will be.

Say YES to as much as you can

Miss, can we use the library for Valentine's Day Roses - YES

Can we have our rowing meeting in here after school - YES

Can Year Thirteen use the library for study for two weeks while their room is being refurbished - YES

We also use carefully selected pronouns. It is not MY library - it is OUR library. I do not run the library - WE do. It belongs to the students, and the staff, it is NOT MINE. If we speak to others about my library, and the work I do - then we steal from our communities what is theirs. It is NOT your space - it is their space!

If the heart of your library is to be a place where your students can flourish, that your staff love coming to, that is kind, unconstrained, creative, and used - then it will become a transformational space within your school.

2) PROVIDE RESOURCES THAT ARE WANTED

My goal is to make our collection more current than our Paper Plus. I always run a purchase through this filter- will the students read it! It doesn't matter if it is honourable or literary, will they read it? Then I also buy for our staff, but thoughtfully. I purchase books that I know our staff will enjoy.

Say YES to books that are asked for!

If the staff love what you have and you buy what the students love to read, you will become the provider of material that is transformational.

What we supply to our staff to support curriculum delivery

Do we have the recent books published on the wars in the Waikato? Do we have a great range of new picture books to support kids wellbeing, have we bought the amazing new range of picture books in Te Reo Māori. Or do we dish out the same old, same old?

Do we make sure our staff are armed and dangerous with the most recent publications available on the subjects that they teach? It is not only books though - it is our online content that we provide. Are we giving our students and staff the information they need online? If you are asked to provide resources - get them.

LASTLY and MOST Importantly for what makes transformational libraries

3) MAKE RELATIONSHIPS MATTER

If you want your library to be transformational, then what matters is the people, the people, the people, he tangata, he tangata, he tangata.

As a school librarian you will have no impact if you remain isolated, office bound, pearled up and grumpy. Our job is about people, not about books. If you want your library to be a space of transformational - then invest in its people. Who are those people? There are three groups we need to focus on:

Students

Our students are stunning, they are thoughtful, intelligent, savvy, kind, but also broken, lost, and afraid. The impact we can have on them as librarians is immense, we can literally transform their lives as I know many of you have.

Our students come from all backgrounds, we don't know their stories, we don't know their hurts and failures, and often we don't even know their successes. Our students are anxious, they are struggling with sexual identity, they fear failure, they embrace success. Our job is to journey with them through it all. Sure, they read and do library stuff, and I can help with their learning, but more important and transformational - I can listen! There are so many ways we can engage with students- say YES. Make yourself indispensable. BE in their space, they love it, and it might just save your job!

Staff

Escape the clutch of the office, release yourself from the bookshelves - dust does not matter. Relationships do. If they won't come to you - go to them! Go with NO agenda, just go. Attend the staff functions, go to staff meetings, offer to run a staff session, provide what they ask for even if it seems dumb. Invest, invest, invest. Expect nothing - just be there.

Eventually bit by bit as you build relationships and trust you will start to see the impact of this approach. As you become friends - you will then become a colleague. Once you are a colleague you can chuck every little of library goodness at them - and they will receive it. Earn the right to provide your library services to the staff. Find YOUR stuff to do with your staff. Listen to them. Say - YES. Make yourself indispensable to them.

OUR COMMUNITY

If we look after the kids of our school, provide for them with all we can, then the community will stand with us. If the community know that we build hauora, that we provide learning resources, that we have the BEST books in town, if they know our space is open and welcoming, if they know their kids can stay dry in the rain and come into the library if they sprain their ankle on athletics day - they will stand with us.



Relationships that matter

If we run open evenings and show off their story from our archives and let them remember - they will stand with us.

If we go to their kid's events, support our student librarian's music performances, go to a rugby game, buy THAT book, they will back us.

We need our communities, and they need to know what we do! Make sure you put stuff on the school Facebook page.

Get notices in the newsletter, be present in the outside word of the school.

Don't just be the, "overdue book grinch," connect in a bigger and more positive way.

If you are there for their kids - they will be there for you.

School Libraries Transform - but it takes a lot of work, dedication, mahi and sometimes raw courage to overcome the barriers we face. That is why this campaign matters so much - because school libraries do!

To finish I would like to open the floor for any of you to share a transformational story in your library that will inspire us as we carry on our good work!

Glenys Bichan

NORTH-WEST AUCKLAND BOOK BATTLE

NOVA GIBSON – MASSEY PRIMARY SCHOOL

VICKI MUNRO – MARINA VIEW SCHOOL

Many years ago a few of us local librarians felt there was a need for a network to support each other and share ideas; and Outwest Network was born. We meet once a term after school, and while initially we took turns hosting, staff at Te Manawa have offered a permanent meeting place if needed. With Auckland traffic getting worse it is ideally situated centrally and close to the motorway. It is out of this group that the idea for a West Auckland-flavoured, interschool reading challenge began in 2015.

All our schools in the North-West Cluster are full primaries (Year One to Eight), extremely diverse culturally and come from the extremes of the decile rating system. We wanted to provide a fun, but challenging competition, free of charge, based mostly on the books our kids read.

It was also important that it be held locally, to eliminate the need to travel on Auckland's busy roads and to keep costs to a minimum. The first few years we were fortunate to have the use of Hobsonville Point Secondary School's auditorium but since the Auckland Council built Te Manawa, in the North-West of Auckland, we have been able to use one of their function rooms. It is ideally suited with multiple screens, a large floor space and tables and chairs.

In 2019, we took Book Battle to Albany Junior High School and invited North Shore schools to participate. The Covid-19 epidemic in 2020 meant that our North-West battle was postponed and the North Shore battle cancelled. (We sent the North Shore schools the questions to run an in-house event should they wish.)



Year 7 & 8 3rd placed team & their coach with Tony from Barfoot & Thompson and Jules from Scholastic

From one big event, with mixed teams of Year Six, Seven and Eight students answering ten rounds of ten multi-choice questions we have evolved to two separate events. Year Five and Six teams answer seven rounds and the Year Seven and Eight, ten rounds. The participating schools are given reading lists of books covering approximately half the rounds and the rest of the rounds are a bit more random. We always aim to include an 'oldie but a goodie' or classic for example, Tom Sawyer and Treasure Island. We also try to support local authors: last year we included Peter Millet's books, this year Dragon Defenders by James Russell.



Year 5 & 6's concentrating hard

Each team comprises four students, and to encourage teamwork, we did away with Kahoot! and used good old pencils and paper. We are grateful to a faithful team of markers who help every year with marking. It is also a team effort on the school and public librarians' part with many pitching in to do the little, but no less important, things to make this event a success.

Barfoot & Thompson West Harbour came on board in 2016 with sponsorship that enabled us to provide generous prizes, maintain free entry and experience less organisational stress. We are grateful to them for ongoing sponsorship. Harcourts sponsored our event on the North Shore. Scholastic provides annual support to us in the form of books for prizes and bookmarks/pencils for each competitor.

We feel that our goal to provide an alternative reading challenge for our students has been achieved and it has exceeded our initial expectations. Feedback from students, staff and parents has included:

"My child isn't great at sport so it's been wonderful for her to have an opportunity to represent her school through the sport of reading."

"You should quit your day jobs and tour the country with the Book Battle!" It is an event that has facilitated cooperation and connection amongst local librarians.

With one-hundred questions over ten rounds, the challenge we foresee for 2022 is coming up with more interesting and intriguing literary categories. We've already used Whine and Cheese, Super Dudes, Bottoms Up, and Bacon and Eggs, Gone to the Dogs - any suggestions??

Other challenges this year include Covid-19 (we can only run the event if Auckland stays at Covid-19 Level One, and ensuring the books/series we chose would be easily accessible and not subject to shipping delays and/or excessive costs.

With thanks to our colleagues and partners in crime (novels), Christine Calis and Fiona Dutton (Te Manawa Public Library).

*Nova Gibson - Librarian, Massey Primary School
Vicki Munro - Librarian, Marina View School*

AKO ĀTEA: CULTURALLY RESPONSIVE INTERMEDIATE SCHOOL LIBRARIES

DONNA LE MARQUAND

To say I am a lifelong learner is beginning to feel like an understatement. I began my library training 31 years ago at Wellington College of Education where I completed the New Zealand Library Studies Certificate. In 2008 I decided to continue my library studies part-time through The Open Polytechnic of New Zealand. I gained my Level Five and Level Six diplomas, and then decided to continue and complete a Bachelor of Library and Information Studies. Thirteen years later I am about to complete the final paper of my degree. Since beginning my degree, the programme has gone through some major, well needed changes; and I have found the new and revised courses relevant and interesting. My new learnings have taken me on a professional and personal journey. The most significant, challenging, and positive of these learnings has been my journey to understand and develop my own cultural competencies. Cultural competency involves developing an awareness of one's own biases and worldviews and understanding how these may affect the way you interact with others. It involves creating a greater understanding of different cultures based on respect and honesty. In Aotearoa, understanding our commitment to Te Tiriti o Waitangi (The Treaty of Waitangi) is an integral part of being culturally competent.

There has been a focus from the Ministry of Education on developing culturally responsive pedagogy within schools with the aim of reducing gaps in achievement levels among Māori and Pasifika students. Documents developed by the Ministry of Education and the New Zealand Teachers Council, *Tātaiako: Cultural Competencies for Teachers of Māori Learners* and *Tapasā: Cultural Competencies Framework for Teachers of Pacific Learners*, aim to provide a framework for teachers to develop competencies and to grow relationships and engagement with Māori and Pasifika students. The school library can play an important role in supporting the goals set out by the Ministry of Education as well as the strategic plan of a school. The National Library believes that while teachers might be the agent for delivering the curriculum to students, the library has an important role as a partner in learning. However, for this partnership to fully benefit the students, I believe librarians also need to adopt a culturally responsive pedagogy so they can better support student engagement and learning outcomes.

I work in a school made up of twenty-six different cultures; in order to fully meet the diverse needs of the students I needed to develop culturally responsive practices. This was the motivation for my research paper, conducted over summer, titled *Ako Ātea: Culturally Responsive Intermediate School Libraries*. The purpose was to shed light on and explore the meaning of what a culturally responsive school library might look like in an Intermediate school setting. The study focused on three main areas of cultural responsiveness: student relationships with library staff, library space and environment, and the collection and services offered. The aim was to explore the opinions of Māori and Pasifika students on these three key areas in order to develop an understanding of their cultural needs and expectations. Existing research shows that culturally responsive pedagogies raise student achievement for all cultural groups, therefore, adopting a culturally responsive approach would benefit all students.

Relationships were identified as a key area for my research, this being one of the competencies outlined in *Tātaiako: Cultural Competencies for Teachers of Māori Learners*. It became clear through personal experience, backed up by research, that relationships are key to student engagement and success. My research showed that when students have a better relationship with the library staff, they are more likely to ask for help. Creating these relationships also made students feel connected and fostered a sense of belonging. When librarians make a commitment to learn about different cultures, we make a commitment to improving relationships, and in doing so we develop a deeper understanding of cultural nuances and can respond appropriately. Whether it be the shy students who seek refuge in the library, the infrequent library users who feel disconnected from the library, or the confident students who feel overwhelmed in the library space; if we take the time to develop relationships, learn names, and greet students in a friendly welcoming way they will feel a sense of belonging and be more likely to ask for help, seek advice, or just have a friendly chat. I believe that through creating relationships with students, school librarians can play an important role in student engagement and success.



Not all library spaces are created equal. Some libraries operate out of temporary prefabs, while others are purpose built modern learning environments with breakout reading rooms and/or outside reading spaces. However, what we do with these spaces and our expectations of how they will be used will set the tone of the library. Having cultures visible throughout a school conveys to students and whānau that their culture is acknowledged and valued by the school. When the library environment is culturally responsive it is more welcoming and there is an increased chance that the students will feel comfortable and be more engaged. Students in my research preferred a relaxed, quiet library space where cultures were visible in displays and signage. Most students preferred working in groups, while a few enjoyed working or reading on their own. According to the Ministry of Education, many Māori and Pasifika students enjoy working collaboratively with their peers, therefore, having breakout spaces provides a culturally responsive area within the library environment. If our physical spaces do not allow for breakout spaces, having moveable furniture increases the flexibility of the library space, and supports the way students choose to work in the library.

Culturally responsive library collections include books and online resources where students find themselves represented in the characters they see and the voices they hear. As well, it is believed that having a collection representing a wide range of cultures encourages a global perspective and allows students to move beyond their micro-worlds (Naidoo & Park, 2014). Students who participated in my research said they felt more engaged with reading when they recognised their own voices and experiences in the books they were reading. A culturally responsive collection also involves creating a collection that meets the reading needs and interests of your students. As well as books on their own culture, students also enjoyed reading graphic novels and mystery and adventure stories. This showed me that in order to engage students in reading, school libraries need to have a diverse collection of popular books and genres that represent different cultures.

Although it was a small project, my research has shown me that culturally competent librarians are more likely to develop respectful relationships, build responsive collections, and provide appropriate services and programmes in a welcoming inclusive environment. As librarians we have a duty to continue to learn and develop new skills, including building on our cultural competencies. There is a saying, "You don't know what you don't know". This rings so true when I think about my learning journey; you do not know the knowledge you are missing until you learn something new. I know I will continue my professional learning journey long after my last assignment is submitted.

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Donna Le Marquand

TRANSFORMATIONAL SUMMER READING

TRENA LILE

As we headed towards the end of 2016 the listserv became flooded with emails about summer reading. What did your school do? This is what we do, but how can we do more? I sat at my desk looking out at the library thinking, summer reading... that's what public libraries do... After sifting my way through all the inspiring summer reading posts, I decided that was going to be my project over the summer. Do as much research as I could to see the best way to incorporate a summer reading programme into our school library.

My own children were seven and ten at the time, so I enrolled them in the Auckland Libraries' Summer Reading Programme, as I had previous summers, and started enjoying my summer. As we worked through the programme together and as I read more and more articles about the summer slide and summer reading programmes, I wondered if maybe I was trying to reinvent the wheel.

The new school year started with a hiss and a roar and summer was relegated to the back of my mind, mulling things over still wondering what I could do. We got to October and I started realising I really needed to get this summer reading sorted if we were going to get it off the ground before the year ended.

After much discussion with my TLR of the time, I decided to ask the Children's Librarian at our local library if we could use the Auckland Libraries' Summer Reading Programme in our own school library. Why reinvent the wheel when I could use something that was already created? She said yes, that it sounded like a great idea and checked in with head office about it and they agreed that it was a great idea too, and we would be a trial to see how well it worked and whether they could roll it out to other schools.

My TLR and I spoke to our principal and we agreed to open our school library one day a week over the summer to facilitate check-ins for our kids and for them to swap their library books. Each child enrolled would receive an Auckland Libraries' Summer Reading Programme booklet to work through over the summer and all of the kids' details would be registered under our local library to add to their numbers for statistical purposes.

The first day of the summer that we were open I was swamped by kids and parents, there was a queue at the door before we opened. I was literally the only staff member on site that day and there were so many people. Luckily I had brought my own children with me, my eldest was a trained library monitor and she taught my son what to do and between them they returned and issued books all day for me. I would have been lost without them. Once we closed the doors I sent an SOS email to the staff, please come and help, there are so many kids!

I couldn't believe my luck, this was going better than I had hoped. The parents were excited because the programme was the same as what Auckland Libraries offered, they could visit our local library and they would be doing the same things as us. I put our local Auckland Library timetable for the summer in our booklets when they were handed out so that our students could go to either library. Most students only came to see us, it was the relationships that stood us in good stead. They knew me, they knew the space, they knew the kids and they felt safe. It was the middle of the school holidays and the library was a hub of activity and happiness.

Once we got back to school in the new year, I set to work to prove that this was good for us and for Auckland Libraries. Every child enrolled in the programme was added to a subgroup in eTap and I had access to all of their assessment data. I pulled their term four reading data, and then at the end of term one I pulled the latest reading data. Every child enrolled in the summer reading programme either stayed the same or improved in their reading. Auckland Libraries had never had conclusive data before and they were thrilled with the results I sent them. The school was happy, Auckland Libraries were happy, the students were happy, it was a win for everyone!

The 2018/19 summer was another success, we had more students enrolled than the previous year. I was allocated one teacher for each day I was open, again we had the Auckland Libraries' booklets and I was invited to a planning meeting with all of our local children's librarians. We worked together to plan activities for over the holidays. A lot of what they had planned wouldn't work in my school setting, but it was really rewarding working with them and seeing what they had planned in their libraries. Data was collected again in the new year and all our students either stayed the same or improved their reading levels. Once again the school was on holiday and our library was a hub of industry.

As I started planning for the 2019/20 summer we were starting to do a lot more within our Kāhui Ako, so I wondered if we could do summer reading in our Kāhui Ako too. I put forward a proposal to the principals in our Kāhui Ako asking them to join with us and Auckland Libraries to run the Summer Reading Programme in all five of our primary school libraries over the summer. National Library came to help as well, giving us all extra reading engagement loans for the summer and a couple of reading librarians came out to help on one of the days we were open too.

Four of the five schools chose to participate in the summer reading programme, some had more success than others. Once again the schools were closed but our library kept on humming, all thanks to Auckland Libraries and their generosity in sharing the programme with us. As we finished the 2019/20 summer, The National Library and Ministry of Education (MOE) approached us to be part of a trial project called Communities of Readers. We as a Kāhui Ako were making good progress both from National Library's and the MOE's perspective, they wanted to see what we could do with some cohesive work and money to create a true community of readers.

Then Covid-19 happened. Auckland Council had to cut their budget drastically, and unfortunately Auckland Libraries got hit terribly by this. The impressive Auckland Libraries' Summer Reading Programme, Kia Maia Te Whai - Dare to Explore, was moved into a fully digital programme. As a decile two school our families were hit hard by Covid-19 and there was no way they could move to a digital summer reading programme, it just wouldn't work for our whānau, our Kāhui Ako.

Thankfully because of Covid-19, our Community of Readers project had been extended until June 2021, which meant that it would include the summer of 2020/21. With that in mind, I put forward a proposal to the project team and principals, that we as a Kāhui Ako and Community of Readers create our own summer reading programme, based loosely on former Auckland Libraries' programmes and print our own booklets for our students. We were so lucky, everyone agreed and we pushed through an amazing booklet designed by us for our students. Once again the school closed for summer and our library was open and the students were so happy to be there.

Summer Reading at school has become a fixture a feature even, four summers down and many to go! The kids are excited, the teachers are happy that their students are still learning, and I get to see happy whānau in our library all summer long. I hope that Auckland Libraries will bring back their paper booklets, I think that all of Auckland's children need them.

I will be back in the library during the 2021/22 summer, but I don't know what that looks like yet. I hope the partnership with Auckland Libraries will continue, but if not, I know I can do it without them if I have to. Our school has an amazing relationship with our local public library and we are so lucky.

Trena Lile



From the mat area towards the main door to the foyer in the centre and the Tech Room to the left at the rear.

QUEENSPARK SCHOOL'S NEW LIBRARY

MAREE SILVER

The journey to being in a new library is usually long and mildly tortuous. When I started at Queenspark in 2013 the library was braced on the outside along all of the concrete walls due to earthquake damage. For quite a few years the plan was to repair, then results came in that fixing the foundation was too expensive, so a quick plan was hatched to replace it. The library went from the original, architecturally designed space, to what looks like a white Lego brick house. However, though that sounds rather negative, everyone is so much happier with the new build. It has been designed to be movable, which is why the exterior looks the way it does. There is a deck which goes along the entire north side of the building, with two sets of sliding doors opening onto it. It's great to use the steps as a mini amphitheatre. There are plans to involve the students to create artworks to decorate the outside as well as landscaping.

The magic, however, is on the inside. I was incredibly involved with the interior design, both layout and colours/furnishings. When the decision was made to rebuild, the library was going back onto the same footprint, so while the exterior dimensions were the same, the floor square meterage is a bit bigger due to it being previously U-shaped with a courtyard. Now it is all within the walls. Because the main space is a rectangle there is opportunity to rearrange to your heart's content. There are five floor boxes for power and data which means no more cords to trip over! Most of the shelving is mobile freestanding units, which is great for holding events in the library. We are still working on furniture and end-panels for the shelving. There is a workroom/storage area for staff. I use an electric standing desk out in the main space just in front of the workroom. There is a disabled toilet which is accessed off the foyer. The foyer is able to be used as a break-out space as well as being where classes often wait out of the weather when it is changeover time.

The best bit is the Tech. Room. I love technology and this room is about the size of a boardroom with a table that can seat eight to twelve people. It has a sink/kitchenette, big storage cupboards, and two desktop computers set up to be used with the technology. We have graphics tablets, microphones, lots of Sphero accessories, a pull-up green screen, Go-Pro cameras and accessories available. I run the Girls' DigiArt Club where the primary software is Google Drawings, but having the graphics tablets along with Apple pencils for the iPads to use drawing programmes such as Procreate is a great extension, showing what is available to create art with. I try to make the art useable, so we print the students' creations such as stickers, wrapping paper, calendars, and cards. There are opportunities to use the Christchurch City Libraries facilities such as laser printers and embroidery machines to take it even further. The Tech. Room has been set up as another library branch that only staff can see on Oliver, and most of the technology is borrowable.

An amazing advantage of the new build is the noise reduction features that have been incorporated; lower ceilings with acoustic panelling and pinboard material on all the walls help to mitigate the sound. It can still be loud, it is a primary school after all, but the sound now doesn't reverberate like the previous spaces. During the actual moving process I had to move out of the old library to the 'Old Hall' (so grateful that a space was available!), we were there for a year and then moved to the new space. Moving takes time and lots of boxes. Setting up in the new library has taken quite a while too, we moved the first week of Term Four, opened in Week Four and at the end of Term One, it feels like it's finally all dealt with.

Now, I am moving on to another school and someone else gets to enjoy this wonderful space and school.

Maree Silver



THE STRENGTH OF STORY-TELLING

MICHELLE SUMMERFIELD - LOGAN PARK HIGH SCHOOL

Thoughts on getting the 'School Libraries Transform' message out ...

School librarians love stories! They are, in a sense, the bread and butter of our working lives. From an early age we encourage listening to stories, reading stories and then the writing of stories. In my role I am privileged to teach six Year Nine classes for an hour a week in my library. We start with a story. It takes a few weeks of reminding them that they are not too old to be read a story before it inevitably becomes a loved, library time tradition.

Our student book club starts the year with a 'bring a favourite childhood book' session early in the year. This is a great icebreaker and often leads to deeper conversations about the individual students and their reading experiences growing up. But what always stands out to me are the memories that are triggered by reading stories. This year I read my favourite picture book to them, *My Cat likes to Hide in Boxes*, by Eve Sutton to open the session. As well as the joy of the story, I recalled an open fire, the smell of slightly burnt toast which we were allowed to cook on the fire on special occasions (even though we did have a toaster!), and the warmth of putting on pajamas that had been hanging above the fireplace. For the students, their book evoked similar memories; beaches, teddy bears, cats in the bed, sibling rivalries...

Stories are powerful and as school librarians we need to tell ours.

Over the last year there have been sad stories from our school library communities. Stories about budget cuts, about space being lost, students missing out and librarians losing hours. These stories are not ones we want to keep hearing. So how do we advocate for ourselves?

How do we spread the message of our campaign - School Libraries Transform? I want to suggest by telling stories. Telling the story of school libraries and what they add to the student experience, how they transform lives.

Glenys Bichan, our SLANZA president, has begun this as she shared transformation stories from her library on the Listserv and our social media platforms. We all have a story or many stories which show how our school libraries provide for our students, whether providing information, reading material, a welcoming space or simply a listening ear.

When I teach writing in my junior English classes one of the things I impress upon them is, "Show don't tell". Don't just tell me your female protagonist is feisty, show me by what she does and says. Don't just tell me the old homeless guy in your story smells a bit, show me by the reactions of others. And we do the same in our libraries when we want students to read. We don't simply bombard them with statistics which show that people who read get better jobs, have healthier lives and have improved wellbeing (even though that is true), we show them books. We book talk, we match them with something we think might appeal to them. There is a time to present facts and figures and there is a time to appeal to peoples' senses, to their hearts. With our School Libraries Transform campaign we have gathered research, we have presented our case effectively to those in power but to reach our grass roots, our staff, our students, our parents and wider school communities we need to tell stories, to 'show rather than tell'.

What do you consider to be the most important contribution a school library makes?

I think the most important contribution is to provide equitable access of information to all school students.

We see in New Zealand, a widening gap between rich and poor. As school librarians we can 'level the playing field', to an extent, by providing access to books and information to ALL NZ school students.

- Michelle Summerfield

I was recently reading an article by a marketer, who had been tasked with investigating the viability of a beverage for surfers (Neveril, 2008). He began his research by interviewing surfers and what he found was that they always wanted to tell their stories. He deduced that no advertising directed at the surfing community would work unless it tapped into their stories. This resonates with me also. I love the TV advertising that tells a story, a story that I can relate to. My current favourite is ASB and their ads which feature Ben and Amy. The advertisements have shown them buying their first home, finding a job and most recently a flashback to when they first met as children. It is so sweet, essentially a love story which pushed all the right buttons for me! ASB could have given me facts, figures, interest rates (none of which I would have understood) to sell me their products, instead they told a story which stuck with me.

Storytelling hasn't just been shown to be effective in marketing and advertising though. In library research storytelling has been used as a tool to provide visibility to school libraries. An article in a publication of Teacher Librarian stated:

"As a researcher focusing on school libraries and how young people engage with them to learn, I am captivated by the stories that people tell about them. Story, as a data-collection approach, has been pervasive in much of my research"... "Collectively these stories provide compelling, cumulative and deeply personal insights into the power of school libraries" (Todd, 2012).

Storytelling is recognised as a legitimate research strategy. Many fields of study, "Have embraced the use of stories and narrative forms as an effective methodology to hone in on findings not possible through traditional scientific methods in order to develop rich patterns of meaning and insights" (Todd, 2012).

So let's tell our stories. Whether it's in a school newsletter, in a local paper, via a notice board at a parent teacher interview evening, posting to social media or when we're meeting with friends at the pub! Stories matter and school librarians are pretty great at telling them!!!

[For great ideas on how to tell your story about the transformation power of school libraries see the School Libraries Transform website: <http://www.schoolibrariestransform.org.nz/can-you-help.html>.

Michelle Summerfield, Logan Park High School

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SCHOOL LIBRARIES TRANSFORM

PENNY WALCH

It is quite possible that I am jumping ahead of myself by writing this but I am hopeful that what we are currently working on in our school library WILL prove to be transformative. My colleague and I are qualified teachers who have been fortunate enough to find ourselves running a full primary school library.

We are a team.

We work hard to try and make a difference to our students in as many ways as we can, whether that be big or small. About three years ago we started pondering a big plan, which we thought would work at our school. We are a private school and we have a large influx of students into Year Seven, meaning that our Year Seven teachers are working with a large variety of students from a wide range of backgrounds and learning experiences. In terms of our library sessions, every class comes to the library for 40 minutes a week for some teaching around inquiry, love of literature or library skills, as well as some time to browse, issue and read.

In good inquiry style, we wondered what would happen if our Year Seven students (a third of whom are new) could have an hour in the library... and in doing so we could support our teachers with the teaching of the inquiry process.

In our minds the students would have about half an hour to 40 minutes of inquiry teaching and then a good 20 minutes to browse, issue and read (which our students have said was important to them).

We thought we had a winning formula.

We rushed off to the deputy principal (DP) in charge of timetabling.

We received a polite, but firm, "No!"

Not to be deterred, we truly believed we were onto something. We took our idea a step further... looking ahead to what the Year Eights would be doing in their library time, assuming that they had come through our inquiry programme. We thought that they could spend more time focusing on a love of literature. It is proven that students at this age start to disengage with reading so we reckoned we could focus on keeping our Year Eight students engaged.

Off we rushed again to our DP.

Again, we got a polite, "No".

We couldn't understand how he couldn't see our point of view! We knew we were right, but what could we do next? It was time to pull in the big guns. Another of the DPs, and our line manager, could see our idea was a good one and she got us to sit down and work out how we could actually practically timetable our great idea. Our timetable is a beast and is hard to muck about with. But muck about with it we did. We sat down with a blank piece of paper and started to see how we could fit in six hour long Year Seven classes a week whilst also fitting in everything else that the timetable needed to accommodate. It took some time but we thought we had it.

In the meantime, our line manager happened to be at a Year Eight syndicate meeting where our Year Eight teachers were dreaming of a cohort of students who came to them with a toolbox of inquiry skills. They longed for students who could embark on an independent inquiry...

Our Line Manager piped up, "I might be able to help you with that!"

She rushed back to us and told us she thought we might have an in with our other DP. My colleague and I wasted no time in putting together a formal proposal for our Year Seven classes to have an hour in the library. We went back to the DP, and after a robust discussion we seemed to have converted him! Our plan was accepted and in February this year we started our trial with our cohort of 2021 Year Seven students.

At this stage we are only at the immersion stage of the inquiry process with them, but so far the feedback from the students and Year Seven teachers has been positive. There are tweaks to be made and obstacles to overcome, but we are positive that it WILL make a difference... to these students, to their teachers, to the Year Eight teachers next year who will have their dream of a cohort with a toolbox of inquiry skills, and also to our younger students, who will benefit from a drip-down effect from what we learn with our Year Sevens.

I absolutely believe that what we are doing is transforming our library programme... and more importantly it is transforming the way our students are learning. None of this would have been possible without collaboration with a number of colleagues and a whole lot of hard work, perseverance and patience!

#schoolwidecultureofreading

Penny Walch, Teacher-Librarian, Southwell School

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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 has now completed the last course in the degree programme.

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

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

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

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— Melloney Meek, Library Studies Graduate



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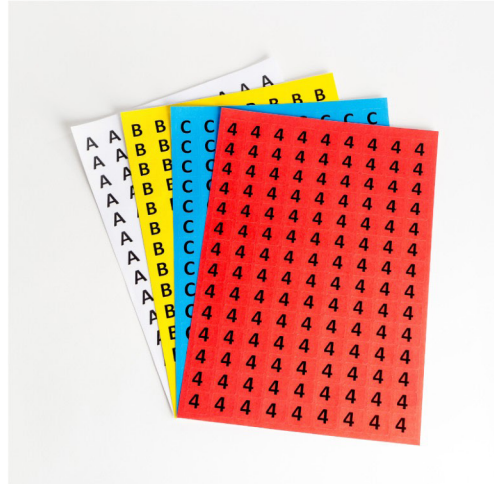
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We know this though - it's not news, but we're challenged by dwindling library budgets, reallocation of resources to other parts of the school and reductions in library staffing hours.

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Simply incorporate reading list carousels, images, video, YouTube clips, slideshows, links and even your favourite online content curation tools into your subject related Topic Board.

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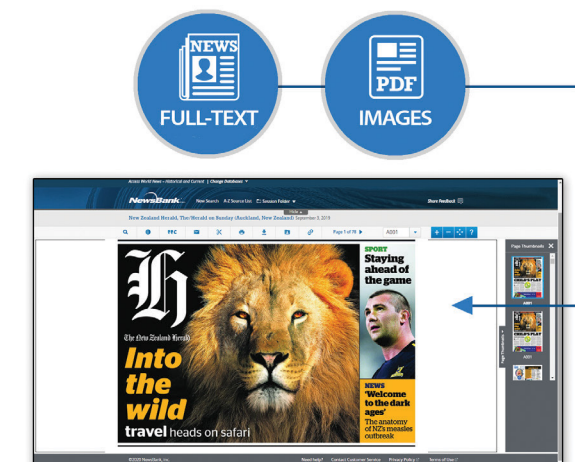
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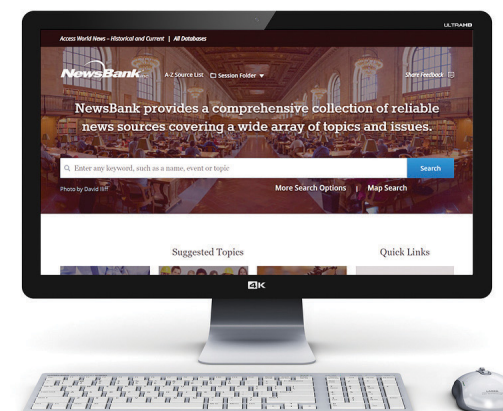
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THE CHANGING FACE OF SCHOOL LIBRARIANS

For many schools the digital evolution has meant the role of the school librarian has been brought into question, however as one school explains, their role is now more important than ever. Teacher librarian, Sharon Bates, explains the importance of her changing responsibilities at Nambour Christian College, Woombye, Queensland.

The traditional view of a school librarian was keeping the bookshelves stocked, colour coding each book in terms of its skill level and reading stories to the children. While the importance of books remains (the more children read the better readers they will be), the role of librarians can sometimes be brought into question as more information becomes available online and the focus shifts away from hard copy books.

We need to remember that with the changing face of content comes the growing need to develop children's digital literacy, to help them successfully navigate the Internet minefield. Schools must recognise that the role of today's librarian is so much more than books and story time. Children must learn how to access trusted, safe and credible information in a different way.

The prevalence of misinformation has been around for centuries, but today there is an increasing amount of content that is deliberately misleading, aimed at manipulating and shaping world events. It is growing exponentially on social media and throughout the Internet, exacerbated by bots, algorithms and other digital tools that our forebears could hardly have imagined. The problem is not just the presence of factually incorrect information, it is also the inability of search engine algorithms to differentiate between fake and credible sources.

While a lot of information on the Internet comes from credible sources, sadly a large majority doesn't. Finding reliable content on the Internet has become an ordeal for everyone, especially students. Examples of fake information on the Internet include, "NASA runs a child-slave colony on Mars!", that California is an island and "photos taken by a Chinese orbiter reveal an alien settlement on the moon!"

People sticking to the first few search results and walking away with 'an answer', often not knowing if it's true, puts the future of knowledge at risk. The answers at the top of the search page may be relevant - but that doesn't mean they're reliable.

Teaching children to source reliable information effectively isn't just about their learning, it's also about our duty of care to protect them throughout their lives from potentially dangerous content.

This is where school librarians now come in to play.

As a school librarian, finding and using reliable sources of information is key to our students' successful online learning. Some of my time is spent reviewing resources to make sure they are valuable and of the highest quality. I then check that the right people have easy access to them across the school system, that all teachers are aware of what is available and that the students are taught how to access this information.

Today's children who are looking for information will naturally start with a search on Google. It therefore becomes vital that we teach students how to do that really well, through critical reading and evaluation.

At Nambour Christian College, to provide non-contact time for all our teachers I take 20 classes each week where the children come to the library for a lesson on sourcing information effectively and safely.

Ideally, the teacher will brief me on a specific unit of work they are focusing on. If for example, this is "Australian explorers", I will work with the students to show them the safe routes to researching information about explorers such as Robert O'Hara Burke and William Wills.

We may start our search on the Internet, which then provides me with the platform to encourage the children to start thinking about what information or results have been returned and considering how we know if they are true.

We look at the green web addresses, the dates of the publication and the publisher, and then discuss the distractions of pop-up windows, the temptation to click on these and the potential implications if you do.

We also spend a lot of time learning through Britannica, which has 250 years of history in providing learners with trusted, researched information.

In terms of learning how to assess the credibility of a website, Britannica's free resources include the "Building Career and College Readiness Skills" whitepaper, which has a useful section that focuses on helping teachers and students to 'evaluate online sources'. It provides teachers with step-by-step guidelines for introducing the topic and illustrates how students can use the tools provided to conduct an evaluation of online sources. There are also several lesson activities such as "The five 'W's of website evaluation", designed to give students the knowledge to identify legitimate, credible learning content.

Another useful free tool, [Britannica School Insights](#) is a Google Chrome browser extension that enables searchers and knowledge seekers to cut through the noise on the Internet and access trusted information with a deeper context, at the top of their search results page. It will still show the usual list of web links to related sites, but in a separate box it lists the websites that are highly relevant to the user's questions, and from a credible source. Britannica School Insights can be added easily with a single click from the [Google Chrome Web](#) store.

In terms of a safe place where teachers can direct students, for many years we've used Britannica LaunchPacks - the Social Sciences and Science resource, as well as Britannica School, which targets the needs of each of students' different levels of development.

With the clutter of information on the Internet, teachers need to feel safe. Using these types of resources means they can let their students freely roam a resource, knowing that they will be accessing credible information at their level of learning.

At our school, we strongly believe these skills should be brought to the forefront of the curriculum as they will certainly play an increasingly important role in students' future careers. When we then consider the number of children in some countries still learning remotely, often without pastoral care, that need becomes even more pressing. It can be difficult for teachers to implement this into the already crowded curriculum, and therefore the perfect role for school librarians.

All school librarians should be evolving with the changing world of information and the need for children to learn to effectively find factual and safe content.

 Britannica® LaunchPacks™ combines thousands of curriculum-aligned content sets with tools that make it easier for teachers to differentiate instruction and for students to understand core Social Sciences and Science topics. To start a free trial, please contact Bonnie at bbarr@eb.com.au or call 0800 225 044 (Toll Free)

For more information visit: <https://elearn.eb.com/launchpacks-humanities-and-social-sciences/>

DIGITAL BANKING AND SCAMS

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

I am writing this article sitting beside State Highway 1 in Pareora. Full marks to anyone who knows where this small community is (librarians in South Canterbury schools probably have a bit of an advantage). But definitely a box of chocolate fish for the first school librarian to tell me where Pareora is (it's worth it to know you are reading my article!). Just send me an email with your school name and courier address (info@diaa.nz).

The first matter of importance is, to paraphrase a well-known comedian, "you don't know how important you are". Fortunately, a Minister in the last Government did know how important librarians are and she (Hon Tracey Martin) secured \$30 million over 2 years to support new digital librarians in public libraries – people who can help their communities engage in the digital world. And today, in Pareora, two librarians from Timaru Public Library are doing exactly this – helping people understand the benefits of digital banking. And this explains why I am sitting beside State Highway 1 – there was no room on DORA, our Trust's mobile learning centre, for me. Nine customers and two trainers is a full house (those who know DORA will understand). Cheque services have already been withdrawn from many banks and the others have announced plans to stop issuing or accepting cheques by the end of June 2021. So for those who do not yet have the confidence to trust their finances to the digital world, the clock is ticking.

This is a huge nationwide challenge – by the time you are reading this I suspect cheques will be no more. And good luck if you think bank branches can plug the gap (if there even is a bank branch left in your community). I encountered locked doors in my recent efforts to enter bank branches in inner city Wellington – the fine print on the door pointed out they were only open two days a week for much reduced hours.

So what can school librarians do about this? Hopefully, teachers at your school are already using cool tools like Banqer to help your students with their financial literacy. If you haven't heard about Banqer, Google it! You will discover 150,000 kiwi students are already using this digital banking training platform. And then encourage your students to introduce Banqer to their parents and grandparents. Maybe you can even facilitate this with some parent-student evenings in the school library where students can actively help the adults in their lives to get with the digital programme.

Do what librarians in public libraries around the country are doing – to not only remove the technical barriers that people face in managing their funds online, but also manage the dark side – the scammers and the phishers. Research has revealed that 74% New Zealanders are worried about keeping their children safe online, but most haven't a clue how to do this. The digital banking sessions on DORA spend more time addressing online scams – how to detect them and what to do about them. We think this provides a good framework for local community information evenings. While public libraries are making a fantastic effort, we would like to see even more opportunities for people to engage with digital technologies. With widespread community support we can do it. During the Covid-19 challenges of the last 12 months, New Zealand has earned a global reputation for keeping its citizens safe. Let's do the same for keeping everyone safe online.

REFERENCE

Colmar Brunton & InternetNZ, "What are New Zealanders concerned about?", December 2020, <https://internetnz.nz/assets/Uploads/perceptions-of-the-internet.pdf>



Digital banking class on DORA in Pareora

Video resources at teachers' fingertips

Schools and kura now have access to a huge selection of free video resources, thanks to a new collaboration between the Ministry of Education and Education Television and Video Communications Trust (ETV).

Teachers at Hobsonville Point Secondary School in West Auckland have enjoyed access to ETV's eclectic range of video resources for many years.

Principal Maurie Abraham says ETV is an excellent resource for teachers and a useful tool in the classroom.

"It has a particular focus on New Zealand-based content, which makes it relevant across all curriculum areas, and it provides teachers with a range of content that you can't find elsewhere."

Maurie also values the interactive elements that allow teachers to insert their own annotations to any video.

At Forest View High School in Tokoroa, English and Social Sciences teacher Rachel Toy appreciates having the resources categorised by age level and subject.

"I love the way nothing is limited; if I want a particular documentary or programme from TV to be recorded, I can request it."

And now, thanks to a new initiative between ETV and the Ministry, every school in New Zealand will be able to access ETV's wide range of video resources to support teaching and learning.

ETV library

For 10 years ETV has captured and catalogued over 150,000 programmes from New Zealand free-to-air channels, Sky TV, some overseas channels, and legitimate internet channels.

"As a not-for-profit trust, providing the free library of resources is part of ETV's philanthropic contribution to education," says General Manager Martin Drew.

ETV has worked with the Ministry to set up every school in the country with access to the free library. ETV also has additional video collections in its

subscription catalogue, which schools are welcome to trial on a three-month basis, explains Martin.

Teachers can add to the catalogue by asking ETV to capture any upcoming programme by using the Request Recording button that appears on every page. The programme will be captured, catalogued and uploaded to ETV, making it permanently available for all teachers to use.

Supporting teaching and learning

From early learning right through to tertiary education, there is a wide range of relevant content available to cover all curriculum learning areas at every age group. Navigating the website is straightforward, with resources categorised by subject and schooling level.

Martin expects teachers will find ETV's resources useful to support curriculum content for Aotearoa New Zealand's histories. There is a wide range of resources available at no cost from contributors such as Archives NZ, which has uploaded over 300 videos of historical value, and content from Ngā Taonga Sound and Vision will be available over the next few months.

"Teachers can also access a huge range of resources around student safety and wellbeing," he says.

Martin points out that ETV resources align with flexible learning.

Learning through the Covid-19 lockdowns emphasised the importance of making learning resources accessible to students for anywhere, anytime learning. ETV is internet based, so any future Covid lockdowns will not prevent students from continuing to learn.

Making learning come alive

Teachers can manage the resources with tools provided by ETV. Using Enhanced Video Annotation (EVA), teachers can turn any video into an enriched interactive experience, with 17 different types of annotation and interactive tools that pop up while the learner watches the video.

"Today's digital natives will readily engage with video. Audio visual content utilises sight, sound, colour and movement, inspiring deeper learning, better retention and reinforced motivation," says Martin.

How to access ETV resources

ETV is the largest online video library for educators in New Zealand, with over 150,000 videos in the subscription catalogue and a huge selection of resources in the free library.

Every school and kura has been set up with its own sub-domain on ETV. In order to access all the free library resources, teachers need to register on ETV, as it is not a public platform. Registration is easy; simply visit etv.org.nz and click on the First Time Registration button.

Using the free library and the additional video annotation functions incurs no cost to schools, nor any obligation to use the subscription resources.

If schools and kura want to access ETV's recordings and online collections beyond what the library has to offer, they can request a free three-month trial by visiting etv.org.nz and completing the Enquiry form. There is no obligation to continue after the end of the three months, and access to the free library content continues permanently.

ETV has been approved by the Minister of Education and Screenrights to operate as an Education Resource Supplier under the Copyright Act S.48.

"It has a particular focus on New Zealand-based content, which makes it relevant across all curriculum areas, and it provides teachers with a range of content that you can't find elsewhere."

Maurie Abraham



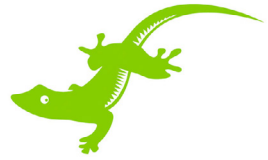
DONT JUST WATCH, LEARN

EVA, our Enhanced Video Annotation tool, turns any video into an enriched interactive experience with 17 different types of annotation and interactive tools that pop up while the learner watches the video.

EVA Basic comes free for every teacher, which enables you to add no-response tools to your videos such as Labels, Text Boxes, Tables, Links and Images.

Contact ETV on 0800 438 388, or visit www.etv.org.nz

Previously published in Education Gazette, Vol 100, iss 2, article #1HAHJQ (25 February 2021).
[Video resources at teachers' fingertips – Education Gazette.](#)



GECKO PRESS

BUSINESS MEMBERS

IT TAKES A VILLAGE TO RAISE A READER?

AN EXTRACT FROM THE 2021 STORYLINES MARGARET MAHY LECTURE BY JULIA MARSHALL

On the Gecko Press website, it says it only takes one good book to spark a lifetime of reading. I don't think it matters what the book is; if the book is right for a reader at that moment, then it is a good book.

Each of us, I imagine, has many books we could choose as the one that started us reading.

And it is never just one book; it is much more likely to be a person. Or ten people, each being the right person with the right book, at different moments.

For me, publishing has always been about people, and reading is too. It is people that inspire children to be readers, lifetime or otherwise.

My people were my family.

I had the great fortune to grow up in a family of readers—my mother says if she was to bring us up again, we probably wouldn't be allowed to read at the table. Dad hardly moved from his chair on holiday. None of us did. (My mother says people who don't read get a lot more done).

I was also lucky to have a mother who took me to the library and the bookshop. I remember the exact place I was in Hayman's Paper Plus, in Marton, when my mother suggested I might like to try something other than the next book in the Jill and the Pony series, nudging me firmly in the direction of National Velvet and Noel Streatfield.

I had an uncle who could make puffed soup and Turkish Delight, who spoke Spanish and read Winnie the Pooh in Latin, and lectured on William Blake at Auckland University, who sent me parcels with the Green Book of Fairies and Don Quixote. I didn't much care for them, but I can see them in my mind, even where they lived on the shelf. And I felt singled out, and special.

There was a man who visited our house and asked me what I was reading, and when I said I had put my book down because I didn't like that things weren't going well in it, he told me that I must keep going, because that was the point, knowing how to read through tough moments. You have to have those moments, he said. "Keep reading."

There was a teacher who told me I could be a writer when I was seven and I spent the next 20 years believing that. There was another teacher who sing-songed us poems in class along with her daughter who was an actor. Another teacher let us choose any writer we liked for our projects, and I chose Roger McGough.

My grandmother read the books she gave me for Christmas first, something I now do often myself, and one year she said she hadn't much liked the book but was interested to see what I thought. She also gave me the biography of the open marriage between Vita Sackville West and Harold Nicolson, which let some fresh air into my early teenage reading.

My point is not only that I was lucky, but how important these people all are, creating a reader.

For every reader there is this group of people, this village, that nudge the children to find a good book at just the right moment. The act of nudging a child to read is really the act of noticing. It is not enough to hand out books in an assembly and expect that to change the lives of those receiving them.

Because nudging is not a single act; we need armies of people who understand this and support the teachers and the librarians who are constantly making the link, that reading is a way out and a way in. Once the connection has been made, for it to stay alive, there needs to be more books, more nudges from more people, and they need to be meaningful to what that particular child needs at that particular moment.



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Reading is really up against it right now—our libraries are at risk, our school libraries are disappearing, and people spend more and more time on our phones. **Of course we do.** It is our job to advocate on behalf of children to have access to reading and on raising the value of reading, on maintaining our reading village. Because it takes a village to spark a lifetime of reading.

This is just an extract from Julia's lecture at the 2021 Storylines Awards ceremony. You can read the full lecture on the Storylines website at storylines.org.nz

Want to hear more from Gecko Press? Every month we send out a newsletter with all of our latest blog articles, activity sheets, and sometimes a competition too! Sign up to the Gecko Press newsletter at geckopress.com

Footer: Previous published here: <https://geckopress.com/it-takes-a-village-to-raise-a-reader/>

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BUSINESS MEMBERS

BOOK WEEK IN SCHOOLS 2021, PERFORM! EDUCATION

Here at Perform Education, we have been touring LIVE into schools across New Zealand for 15 years, and in 2021 we are delighted to be presenting to students (Grades 0-8) our Book Week in Schools program, **BiG DREAMS!**

Join Henry and Lou in a brand new Live-In-School educational musical to celebrate the best New Zealand children's books of 2021. This heartfelt and inspiring live-in-school production looks at different episodes in each character's journey where they learn not to be discouraged by negative messages in order to follow their heart's desire. Filled with humour, suspense and featuring student interaction throughout, this educational musical adventure encourages your students to pursue their ambitions.

Right from when he was very young Henry has had ideas of who he'd like to be and where he'd like to go. The world always seems full of opportunities. The problem is that he keeps on encountering someone who has become an obstacle to achieving any of his ambitions – the Dreamsnatcher, who can appear at any moment – at school, at home, from the pages of books, magazines or through the television or computer screen.

Henry must contend with the Dreamsnatcher almost on a daily basis but when he finds out that he isn't the only person having this problem, he and his new friend Lou become determined to do something about it!

Schools can select their own version of **BiG DREAMS** to watch, with versions ranging from Junior version (Grades 0-3, 40 minute duration), General version (Grades 0-5 or mixed, 50 minute duration), or Senior version (Grades 6-8, 50 minute duration). With each version featuring a mix of some of the best New Zealand children's books, carefully selected by the writer of **BiG DREAMS** - Craig Christie, see below:

- Aroha's Way - Craig Phillips (Junior, General & Senior Version)
- I Am The Universe - Vasanti Unka (Junior Version)
- How Maui Slowed The Sun - Donovan Bixley (Junior & General Version)
- #Tumeke! - Michael Petherick (General & Senior Version)
- Charlie Tangaroa and the Creature From The Sea - T K Roxborough (Senior Version)

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

We cannot wait to visit you all for Book Week in Schools 2021.

And remember, if you're going to dream, let them be **BiG DREAMS!**

Touring dates are featured below,

TERM 2, 2021:

CHCH - Mon 17th May - Tue 25th May
WELL - Wed 26th May - Fri 28th May
AUCK - Mon 31st May - Fri 25th June

TERM 3, 2021:

CHCH: Mon 2nd Aug - Fri 6th Aug
WELL: Mon 9th Aug - Fri 13th Aug
AUCK: Mon 16th Aug - Fri 27th Aug

"One of the best shows I have seen....and I've seen a lot. Easy clear message, nice connections to the books, relevant and enjoyable."

- Redwood School, Wellington.

"This was the first time I had taken part in this show. I thought it was absolutely fantastic, to the point, exciting and fun! Caters to all ages and the interaction is awesome."

- Papatoetoe Central Primary School, Auckland.

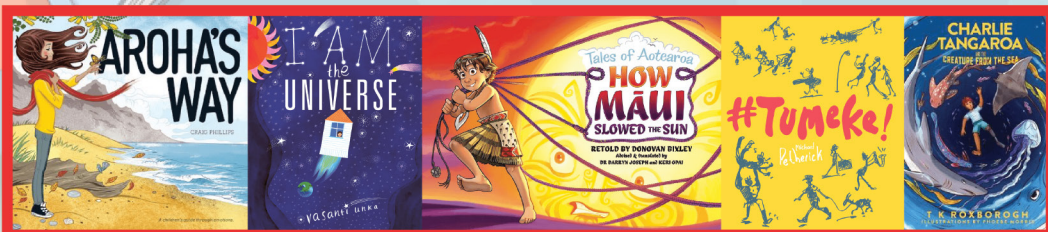
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BOOK WEEK IN SCHOOLS 2021

BiG DREAMS

Watch the best New Zealand Children's books of 2021 come to life with a Live-In-School performance from Perform! Education



Join Henry and Lou in a brand new **Live-In-School educational musical** to celebrate the best New Zealand children's books of 2021. Follow each character's journey as they learn **not to be discouraged by negative messages** in order to follow their heart's desire. Filled with humour, suspense and featuring student interaction throughout, this educational musical adventure **encourages your students to pursue their ambitions**. If you're going to dream, let them be **BiG DREAMS!**

For dates, details, and bookings, contact us at:

Ph: 0800 775 770

E: book@performeducation.com

www.PerformEducation.com

Term 2 TOUR DATES:

CHCH Mon 24th May - Wed 26th May
WELL Thurs 27th May - Fri 28th May
AUCK Mon 31st May - Fri 25th Jun

Term 3 TOUR DATES:

CHCH Mon 2nd Aug - Fri 6th Aug
WELL Mon 9th Aug - Fri 13th Aug
AUCK Mon 16th Aug - Fri 27th Aug

Duration:

Junior - 40 mins + discussion time
General/Senior - 50 mins + discussion time

Suitability:

Junior version (Grades 0-3)
General version (Grades 0-5 or mixed)
Senior version (Grades 6-8)

Location:

Live, in your school!



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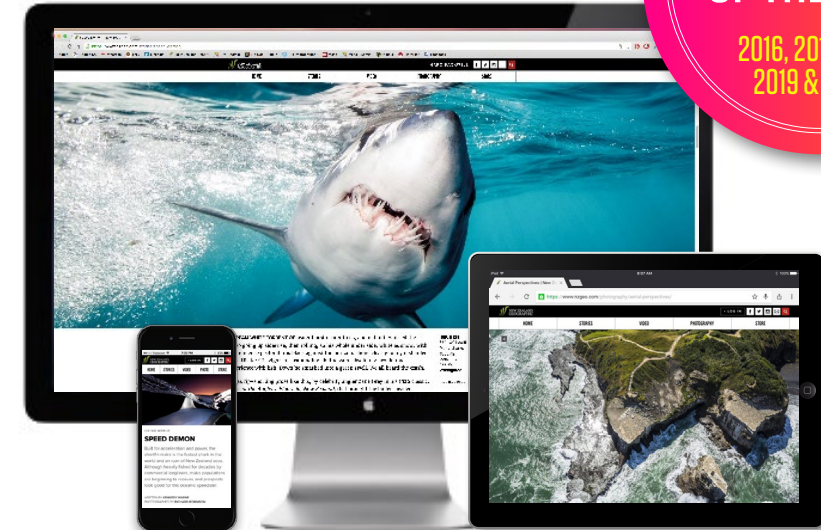
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FREE FOR ALL SCHOOLS

SCIS DATA CASE STUDY: CHRIS ARCHBOLD, RICcarton PRIMARY SCHOOL, NEW ZEALAND

NICOLE RICHARDSON – MARKETING & COMMUNICATIONS TEAM LEADER, EDUCATION SERVICES AUSTRALIA

‘SCIS makes a consistent catalogue. If all the primary schools around New Zealand are using SCIS, they are all getting the same information. This means that students can move from school to school and know that they are still going to get good, consistent search results.’

SCHOOL: Riccarton Primary School

TYPE: Government school for years 1–8

ENROLMENT: 284

CATALOGUING SUBSCRIPTION: SCIS Data

LIBRARY MANAGEMENT SYSTEM: Edge Learning

SIZE OF COLLECTION: 4,200

Chris Archbold opens her library each morning at 8.30 am to an enthusiastic crowd of library-goers, and she relishes in the buzz created by students. Chris is the library manager at Riccarton Primary School in Christchurch, in New Zealand’s South Island.

This buzz is the telltale sign of a school community enthusiastic about their library. ‘We are buzzing here in the morning and again at lunch times,’ Chris says. ‘Some kids are having chat sessions, some kids are borrowing books, and some kids are reading books. To be able to sit at the OPAC and find what they are looking for is really important, so to have the best possible search options is fantastic.’

Chris has been using SCIS for her library cataloguing for more than 10 years, which helps her save time and make library resources discoverable to Riccarton Primary School’s enthusiastic staff and students. Students are able to access the catalogue containing more than 4,000 titles from the library and all classrooms within the school. With the help of SCIS Data, students can easily search for relevant titles before locating them in the library.

Enhancing resource discoverability

As the library manager, Chris’s role is vast and varied. ‘I am in charge of keeping the library in order, purchasing new books, repairing old books, and circulating and displaying books — you name it, I do it!’ Chris sees the library as a place to ‘encourage reading and to be available for students who want to read. Having a librarian means that they can have that support’.

Chris is passionate about the role of high quality, consistent catalogue records in allowing students to find what they are looking for. ‘It’s absolutely essential for students to be able to find and locate any of the resources that they need, whether it be websites or books,’ Chris explains.

Chris understands that SCIS’s high quality records are crucial for the discoverability of her library resources. ‘It makes a consistent catalogue,’ she says. ‘If all the primary schools around New Zealand are using SCIS, they are all getting the same information. This means that students can move from school to school and know that they are still going to get good, consistent search results.’

Chris uses z-cataloguing, which means that she can search and download SCIS records without leaving her library management system, MUSAC. ‘I can’t imagine using any program other than SCIS. I know that the national library offers a free service, but I find SCIS covers more of what I need, so I’ve stuck with it,’ Chris says. ‘It’s great. It’s been the best thing.’

Catalogue records suited to schools

Prior to using SCIS, Chris used Numerical and Alphabetical Subject Headings for Primary Schools. She then briefly moved to Te Patakataka. ‘From there, I went on to SCIS. I have to say, SCIS was like a dream come true. It is just so fast!’ she exclaims.

‘SCIS is relevant to our school community, which is very multicultural. Most of our students can access information they are searching for because of the wide coverage of subject headings that are used,’ Chris continues. SCIS has subject headings suitable for use by students, making it a user-friendly option that matches terminology used in schools.

In addition to managing the Riccarton Primary School library, Chris also teaches students with special needs. As the library manager, Chris is perfectly suited to helping young students become confident readers. Chris particularly enjoys sharing books from the Rainbow Reading program with students who struggle to read. Rainbow Reading is an audio-facilitated reading program that supplies books with activity sheets and interactive pens. When pressed to dots on the page, the pens read sentences aloud so that students can follow along.

Chris is clearly committed to ensuring the students at Riccarton Primary School have access to books that support student learning and enhances their literacy skills. SCIS Data means that those resources are quickly catalogued and made available to students looking for the next title to delight, inspire, or inform them.

Chris’s verdict

For schools not yet using SCIS, Chris recommends to ‘use it, try it, and see what you think!’ Her enthusiasm for SCIS is evident as she continues: ‘I just love the whole program, and particularly love the fact that it’s got so many subject headings. It is fantastic.’

Originally printed October 15 2018 [SCIS Data case study: Chris Archbold, Riccarton Primary School, NZ – SCIS \(edublogs.org\)](https://www.edublogs.org/entry/2018/10/15/scis-data-case-study-chris-archbold-riccarton-primary-school-nz/)

WHAT THE SCHOOL LIBRARY SURVEY TAUGHT ME

JEN SHERIDAN – SCHOOL LIBRARY SURVEY COORDINATOR SOFTLINK EDUCATION

Since 2015, I have had the privilege of collating comments made in the Softlink School Library Survey.

While the survey looks at statistical information, such as budgets and staffing, it also provides an opportunity for school library staff to share their thoughts about working in a school library.

Over the years, I have learnt so much from these comments that have been so generously shared. I would like to highlight a few of these key learnings.

More needs to be done to promote the work that school library staff do, and what they can offer.

The school library is a haven for students and a place to discover a love of reading (more on that later!); this I knew during my school years.

What hadn't occurred to me as a student is that this doesn't happen by accident but through the hard work and heart of the committed staff that work in school libraries. This has been highlighted to me through comments shared, many of which have been collated in these feature documents: softlinkint.com/blog/softlinks-school-library-survey-feature-documents.

What has become even more evident through the survey are the information skills that I learnt, but undervalued. I never imagined I would need them outside the school essay writing and research context. I was wrong. In this digital age where there is a proliferation of information available online, the need to disseminate and critically analyse information that flashes across my screen has become vital to daily life. Unfortunately, I think very little is known about the specific skills school library staff, 'information specialists', can offer.

Here are just a few comments from the survey:

'Instead of collaborating with only those who choose to work with the teacher librarian I'd like the school to build intentional, curriculum-based teaching programmes that incorporate information and digital literacy, literary competencies, future learning skills (21st-century skills), and inquiry learning.' – Australia 2020

'We live in a digital world. Research and information literacy skills need to be on the curriculum and on the timetable. I would like to be involved in preparing our students for living/working in the digital age.' – Ireland 2018

'It would be nice to have more time with the students. By the time they graduate, I want them ready for university, being able to sit down and research anything, and write about it in a concise, professional manner.' – USA 2020

School libraries need more funding.

With limited budgets and competing demands, it can be difficult for school leadership to choose where the funding should go. I understand that.

But the school library has great potential to be the centre for research, learning and reading, and can contribute significantly to learning outcomes and prepare students for lifelong learning and critical thinking.

The school library is an important investment in the future of our students.

Lack of funding is a repeated theme throughout the comments. What stands out is not just repeated requests for funding, but the specific needs that staff are looking to meet. What is inspiring to me is the innovation of school library staff, and what they are able to accomplish with what they have, as has been shared in the Blog softlinkint.com/blog/school-libraries-share-innovative-ideas.

'I would love to be able to update my library's digital resources and its furnishings to provide a more welcoming environment for all, and a great hub for our school's learning environment.' – Australia 2019



'I would update our aged and very large collection. I've slowly been curating a more modern, quality collection, but the lack of funds is restrictive.' – Australia 2019

'I would like more money in order to be able to purchase relevant resources.' – United Kingdom 2018

Reading for pleasure is where it's at.

As an avid reader, you can imagine my horror when my nearly 6-year-old daughter told me reading was pointless. I just couldn't imagine someone not loving books! I set out to show her the point of reading in all the logical ways: menus, invitations – I even got STEAM kits with instruction books! But you know, you cannot get far into the survey comments without 'reading for pleasure' being mentioned. How could I, after six years, miss that part of the equation?

So, I began reading my childhood favourites to her every night. Charlotte's web for the win!

She is now 7 and is 'super excited' that she is allowed to borrow 'five whole books from the school library!' Literacy is an essential skill. And reading for pleasure is where that starts.

'I have worked at this school for 20 years. When I started we had a teacher librarian. She inspired the children to read and discussed books with them. We no longer have a teacher librarian and the literacy levels of students has dropped hugely.' – Australia 2020

'I want students to read for pleasure more. Data shows the more they read, the better the test scores.' – USA 2020

'Schools need to connect the dots – literacy and library education/love of reading are linked.' – Australia 2020

And finally ...

We need to continue to provide an avenue for school library staff to have their voice heard.

From the 2018 survey:

'Outside our own library, I'm very aware of school libraries being closed or deprofessionalised and it concerns me greatly. It's long overdue for governments to realize the value of libraries staffed by qualified librarians and I hope the #GreatSchoolLibraries campaign will make a big impact.' – United Kingdom

'Thank you for this survey. We need evidence like this so we can continue to "fight" for the importance of this position in our schools. A school library is a special and important space and every student should have access to a trained teacher librarian and a well-resourced collection. I have been a TL for 33 years and I seem to have been part of this fight for at least 30 of those years.' – Australia

How can you have your voice heard?

1. Join one of the fantastic campaigns advocating for school libraries.

• Australia: Students Need School Libraries (studentsneedschoollibraries.org.au, Twitter: @NeedSchoolLibs)

• New Zealand: School Libraries Transform (schoollibrariestransform.org.nz)

• United Kingdom: Great School Libraries (greatschoollibraries.org.uk, Twitter:@GreatSchLibs)

2. Share this video to promote the value of school libraries: softlinkint.com/resource-details/video-great-school-libraries.

3. Participate in the annual Softlink School Library Survey for an opportunity to have your comments shared in our feature articles – follow Twitter @SoftlinkEdu for opening dates.

4. Share this article to help get the message out.

Softlink is proud to support school libraries through annual school library surveys.

To date we have produced 12 feature documents around the themes of challenges school libraries face, opportunities, trending topics, innovative ideas, promoting the library, collaboration and more.

Image credits:

Images supplied by Softlink Education

Originally published: What the School Library Survey has taught me - SCIS (scisdata.com)

CONTAINS GRAPHIC CONTENT

THE INKBERG ENIGMA // ISBN13 9781776572663 – BY JONATHAN KING

Jonathan King is a New Zealand filmmaker and animator who has turned his hand to creating a unique graphic novel, *The Inkberg Enigma*. The story is set in the small town of Aurora which has some dark secrets.

Aurora is a small coastal town, built around the local fishing industry. Miro and his dad are residents in the town having moved in from outside the town and his dad runs the local museum. Miro is introverted and into books, a nascent collector. He funds his habit by selling old items that he has found in the attic of the place where he resides. As an outsider and book lover he is the target of local bullies and on one occasion he is saved by Zia, a resourceful young woman.

Both Zia and Miro are on the docks when a wounded sailor is brought ashore. They see that his leg is badly damaged and entwined in some sort of sea life. Zia takes a photo with her ever present camera, arousing the ire of local officials.

Later that night, Miro and his Dad are visited by Mr. Hunter the Mayor. The visitor indicates that he is concerned about the effect of the day's events on Miro. Hunter, while pretending to be solicitous, seems to have ulterior motives - especially finding the photograph.

The next day Miro and Zia meet and they are both intrigued by what has happened. The adventurous Zia wants to find out more and they investigate the town's history, and the influence of a shadowy organization called The Order of the Sea that has existed since the 1930s.

The Inkberg Enigma is a moody and fascinating mystery/adventure story with two interesting lead characters. Miro is bookish and quiet and hesitant to take action. Zia is more the protagonist of the story forcing Miro both directly and

indirectly to take action. As the mystery grows there are some tense moments and King is very good at giving these moments the buildup and suspense they need to keep the reader turning the pages.

He also adds depth to the mystery by setting some sections in the past through use of a journal and reminiscences. The small town has its own castle with a solitary reclusive occupant. What is her connection to the "Order of the Sea"?

Eventually a strange tale is told with macabre overtones, and a distinct Lovecraftian feel. Something ancient in the world has been used and abused and eventually has its revenge.

I really enjoyed King's layout of the book and his drawing style. He is a superb visual storyteller and there are some really memorable visual moments that stay with you: the two superb full pages during the "Summoning Sequence", the really distinctive visual style of the excerpts from the journal. The sequence at sea where the boat is attacked is particularly memorable, as is our first view of the castle interior. Particularly good is the book climbing sequence and its eventual end.

But King has also created an intriguing world populated by interesting characters, and tells a story that is both entertaining and compelling. His character design is very good: both Miro and Zia look and act like real individuals and some of the supporting characters really stand out, especially Doc and Hunter.

The book is filled with nice visual touches and clues such as the statue, the fishy countenances of some of the locals and a nice use of Larnach Castle to stand in for Aurora's castle

Jonathon King has cited influences as diverse as Hergé and Canadian animator cartoonist, Darwyn Cooke, but his style and storytelling are distinctly his own. Personally, I look forward to his next venture into the comic field.

Recommended for readers 8 to 14 years of age.

Reviewed by
Greig Daniels, Tokomairiro High School



WILD'S END // ISBN13 9781608867356 – BY DAN ABNETT, ILLUSTRATED BY I.N.J.CULBARD

Many comics artists and writers want to try out new ideas, but the comics and graphic novel market can be difficult as most of its product is geared to one market, and ideas outside the DC Marvel mainstream are often hard to sell. In recent times more publishers and comic companies have shown a willingness to support the new and the different. Some are traditional comics publishers; some are mainstream book publishers.

One such comic company is Image Comics. Initially started in 1992 by disaffected Marvel creators, over the years, it has moved from superhero tropes to being a genuine independent voice in comics and the company publishes a wide range of new and challenging material.

One of their recent series has been Dan Abnett and I.N.J. Culbard's, *Wild's End*. Both Abnett and Culbard are British comic creators, Dan Abnett is a prolific science fiction writer and comic creator. Culbard is both an animator and comic artist.

Wild's End was originally published as two six-issue comic miniseries of six issues each. The tale was finished as a separate graphic novel. Sales were strong on the first mini-series, less so on the second and it was decided the story would be finished in a complete graphic novel. Now all three parts have been published as a graphic novel series.

Wild's End in its entirety, is a tense character driven adaptation of *The War of the Worlds*, but is not a faithful adaptation of the book. *Disaffected* is a version of the story. During the invasion, our protagonists change, but the story is one of character and human flaws, defiance, bravery in the face of adversity, and human compassion.

The only difference in this story is that it is told in an anthropomorphic way. The main characters are animals, but with human responses and characteristics. This way of telling stories has existed since Aesop, and the exploration of humanity through animals can be found in such diverse tales as *Animal Farm* by George Orwell and Kenneth Grahame's *The Wind in the Willows*.

Set in a small English town, Lower Crowchurch, with an idyllic Edwardian setting, the story concerns a group of

diverse characters. An ex-navy dog, new to the village, a young boy piglet, a foxy poacher, two cats, a local lawyer, and his friend.

The gruff (pardon the pun) ex-navy man is reluctant to be part of village activities, and is obviously haunted by his past.

When a mysterious meteor lands in the night, Fawkes the poacher and his pals head out to investigate. The next day Fawkes returns telling wide eyed tales of death and horror. His friend has been vaporized. He is initially disbelieved because of his drinking and a history of petty crime. The navy man senses some truth in his story and they set out to find out what is going on. The village is also having visits from small skittering creatures and these creatures eventually claim a victim.

The characters on their travels encounter a cat, a reclusive science fiction author and face off with one of the creatures at the local squire's farm.

The threat becomes more advanced and the characters are either forced into old roles or forced to confront new realities. The body count begins to grow.

Eventually the army is called in and events develop from there. Riding roughshod over the locals, the army attempts to ascertain and contain the threat.

Dan Abnett is an established British writer with a long history in British comics, both in collaboration with other writers and on his own. He's worked for most of the major comics publishers, but this is a smaller, more personal work. Culbard's work is new to me but he has been an animator and frequent contributor to the UK comic scene.

Abnett does a fine job with the setting, a small English town sleeping in the Edwardian sun. Placed against this idyll, the intensifying mystery and rising fear seem almost palpable. The extras really add to the feel of the story and include faux newspapers, tourist guides, extracts from letters and chapters from pulpy science fiction stories. The last are very apt as one of the characters, the reclusive cat, is just such an author. Other writers feature later in the story.

Abnett writes some great characters, with distinctive voices and personalities, all reacting in different ways to the tension building in the town. While the threat is slow to develop, the mounting realisation of the characters to the new threat is both believable and really human.

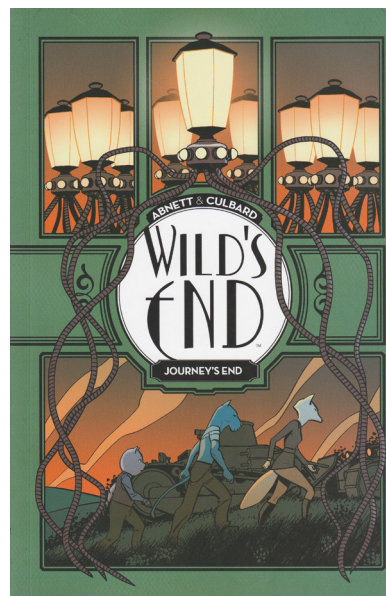
I must admit that I loved Culbard's drawing style from the start. His character work and poses really add to Abnett's characters and he also manages to convey the Edwardian atmosphere in a very real way. His character details and animal mannerisms make these characters step past anthropomorphism and ironically become really human. He has a light style that suits the character's moods and actions, but also uses well delineated tones and settings to create mood and intensify the invisible threat.

Using animal stand-ins to portray human foibles is not new. Many works illustrate this theory. Abnett and Culbard do an excellent job here showing us humanity through animal characters.

The story of *Wild's End* continues in *Wild's End. The Enemy Within*, and *Wild's End. Journey's End*.

Recommended for readers aged 10 and up

Reviewed by
Greig Daniels, Tokomairiro High School



BOOK REVIEWS

MY WORLD OF EMOTIONS, 6 BOOK SET – BY MELISSA REVE

Reviewed by Anita Lamont, Waiuku Primary School

A non-fiction set of books with a combination of diagrams, illustrations, and photos. Each book follows a very consistent layout and are educational. Titles include *Why do I feel angry?* *Why do I feel sad?* *Why do I feel bored?* *Why do I feel happy?* *Why do I feel fear?* *Why do I feel embarrassed?* Facing the facts about emotions – what they are and how we experience them, in a down to earth descriptive manner.

Very visual in presentation, these books aim to explain and educate readers about emotions, dealing with them and how they affect our bodies.

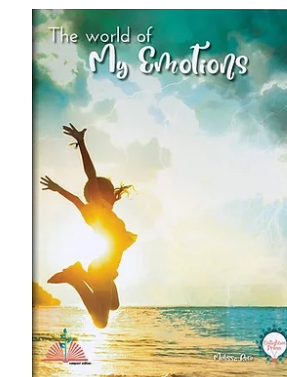


THE WORLD OF MY EMOTIONS – BY MELISSA REVE

Reviewed by Anita Lamont, Waiuku Primary School

In the same vein as the series above, but with much a softer tone to the explanations of our moods. Each emotion is delicately unpacked page by page, with metaphoric references to the weather, and outstanding weather and/or nature photos on each page. A non-fiction look into moods as emotions and the translation of these into physical

feelings within our bodies. I feel this book might be more suitable for shared reading perhaps than the titles above but would be an excellent lead in or close off into the entire subject. Both this title and the titles in the *My World of Emotions* series would be excellent resources either alone or independently.



LISETTE'S GREEN SOCK – BY CATHARINA VALCKX

Reviewed by Anita Lamont, Waiuku Primary School

Have you ever lost a sock? Or found a sock? Lisette has. A funny, must read-out-loud story that on the surface is about green socks. In the simple language of children's play, the sock is reinvented, but listen to the story and you'll be familiar with the

subtle nuances about friendship, bullying, belonging and uniqueness. Gorgeously illustrated characters who are gentle, naïve, engaging and sometimes mischievous. All the children I tested this delicious read on laughed heartily about the rick!

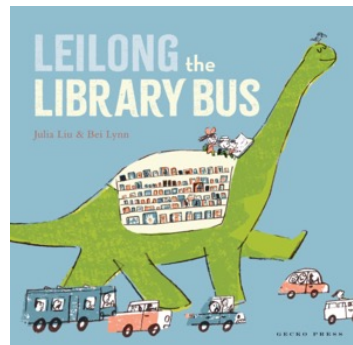


LEILONG THE LIBRARY BUS – BY JULIA LIU AND BEI LYNN

Reviewed by Anita Lamont, Waiuku Primary School

Working in a primary school library I often get asked about dinosaur books. This particular dinosaur picture book is a refreshing story about a lovely big green brontosaurus whose size, love of listening and books gets him ousted from the local library! But never fear, this story's not over

here – the reading marches on (literally) with clever initiatives from his literacy loving friends and librarians. A fun way to look at big or small, half full or half empty scenarios and thinking outside the box. Problem solving at its best!



A LITTLE BLUE – WRITTEN & ILLUSTRATED BY JEANETTE GOODE

Reviewed by Anita Lamont, Waiuku Primary School

A delightful picture book written in the format of letters from a child to his ill mother. Intricately weaving the hatching cycle of kororā, little blue penguins (also known as fairy penguins) and the struggles they face in their environment with the challenges the young boy faces whilst staying with his estranged father. A story with a positive outcome, and a wonderful transformation of attitude. An attractive

picture book with beautiful illustrations, featuring two blue penguins as a postage stamp on the front cover. I mention this because postage was paid with matching stamps when I received the book! This book makes for beautiful, shared reading and covers more than one educational element, which in my opinion are perfect ingredients for all readers.



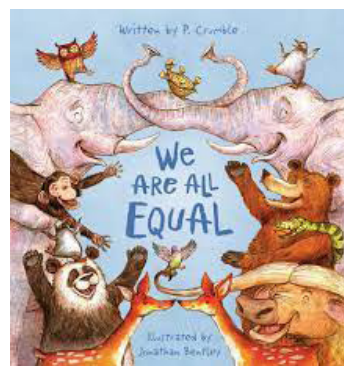
WE ARE ALL EQUAL – BY P C CRUMBLE & JONATHAN BENTLEY

Reviewed by Ayomi Wickramarachchi, St. Joseph's Catholic School

The concept 'we are all EQUAL' is appropriate for children from all backgrounds and cultures. It's a beautiful story celebrating diversity through understanding the differences with respect and kindness.

The front cover of the book illustrates all cheerful and happy smiley faces embracing equality. The friendly gestures of affection show how willing the animals are to accept new friends across the ocean from different

lands making the equality concept simple and joyful. Young readers can explore this concept through the story, making it easy to work out a big concept by observing how the animals from different lands with different habits all very willingly work out their differences without hurting each other but instead valuing each other for who they are. It is when they get to know each other better that differences become insignificant. Then they become more friendly by showing fair and equal treatment to all alike.



MY SHADOW IS PINK – WRITTEN & ILLUSTRATED BY SCOTT STUART

Reviewed by Clare Forrest, Rāroa Normal Intermediate

Scott Stuart, the author and illustrator, created this uplifting and gender-busting picture book because his own son was being bullied for being different. He plays with the idea that our shadows reflect more about our identity - the things we love, our gender, our interests - and emphasises that we are all different and need to be accepted for who we really are.

The colourfully illustrated rhyming story is told by a young boy who loves things boys aren't supposed to love and he worries about fitting in and not being the same as his "blue shadowed" dad and brothers. Knowing that this book is how Scott Stuart has shown his support and love for his son makes it even more heart-warming and positive. It's a 'make you smile' and then 'want to cheer'

sort of book. We need books like this, to help enable discussions about diversity, gender stereotyping and tolerance and to allow our children to be who they want to be. I recommend it for all school libraries.

A MOTHER IS A HOUSE – BY AURORE PETIT

Reviewed by Glenys Bichan, Cambridge High School

In the last 18 months I have been honoured to become Nana to two beautiful boys. In that process I have seen something I have not really noted before - the role of a mother. In the past I have been so in the midst of being a mum that I didn't introspectively look at the task I was doing - I just did it.

But as a nana, you get to watch and observe, especially when it is your daughter and daughter-in-law being the mums. They are simply stunning at what they do, the mahi they do, the huge heart they do it with, the learning and education they have embarked on - to be the very best mother they can be. I stand in awe of them both - their patience, knowledge, aroha, fun-loving approach to raising my two grandsons is truly honourable and joyful to watch.

I will buy them both this book as it sums up in awesome illustrations and catchy rhyme exactly what they do every single day. It traces a little person from just prior to both to toddlerhood and the journey the Mum and Dad take to raise the child in the first year of its life. It is real, it is heartwarming, and it doesn't hide the tough hard days - it is the perfect description of a mum.

In the end, Mum is the home, the essence of all the baby is in that first year, the care, love, play, food, nurture and normal everyday life they do together, gives foundation for all the child will be as they grow up.

I will make sure our high school students read this too - maybe when Mum tells them to tidy their room, hand in the assignment, wash their clothes, and be kinder - it might help them reflect on all that mum did for them when they were helpless!



THE FALSE PRINCE – BY JENNIFER A. NIELSEN

Reviewed by Michelle Coombridge, Pinehurst School

This awesome series is not new but is one I have been recommending for several years. Last month, I finally got around to listening to it on a Wheelers ePlatform eAudio and found it to be a highly enjoyable escapade that will make a great read-alike recommendation for those who have loved John Flanagan's Ranger's Apprentice series.

The story begins when Sage and three other fifteen-year-old lads are plucked by random from their orphanages and set to the task of learning to impersonate the young prince of Carthya.

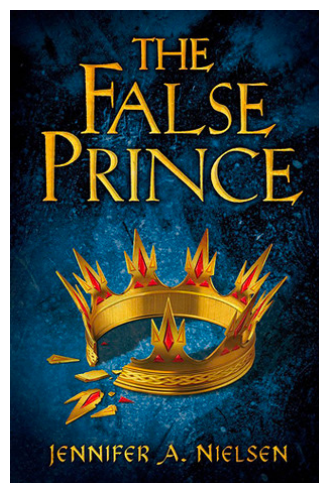
Conner, the regent of the palace in charge of their care and training, is a ruthless task master, on a blinkered mission to circumvent an alleged overthrow of the

throne. Conner is essentially the boys' new owner who sees them as disposable pawns in his masterplan. To disobey Conner's orders to 'live the lie' and impersonate the prince, means certain death for all the boys.

Although Sage sees opportunity in his new quest, he rebels at every turn and receives harsh punishments as his reward. Sage is a cunning and clever character – always doing the wrong thing but managing to achieve the result he had carefully schemed.

This story is a five-star twisty-turny tale that deserves wider readership. The False Prince is the first book in the Ascendance trilogy. A great purchase for the middle years upwards.

Suitable for all ages.



THE OTHER SIDE OF THE SKY – AMIE KAUFMAN AND MEAGAN SPOONER

Reviewed by Michelle Coombridge, Pinehurst School

Amie Kaufman has some real skills when it comes to world-building and smart, character-driven plotlines. There are two worlds crafted in her latest story, one in the cloud lands above and another in the misty islands below.

The Sky is the home of Prince North who disobeys his mother's direct orders and sets off alone in a self-modified sky ship to explore new territories. But disaster strikes mid-flight and North spirals down into the land below the clouds; a land he believed was only a myth.

When Nimh sees a star falling from the sky she believes it is part of an ancient prophecy regarding the destiny of her land. Nimh evades those entrusted to guard her to search for the landing site, but finds not a fallen star, but North!

North does not tell Nimh that he is a prince from the Sky and Nimh does not tell North that she is the Goddess of the people on the Surface. Connecting simply as human beings is a unique experience for both North and Nimh, and in remaining ignorant of each other's status they quickly form a deep friendship.

However, the Surface is not a land of peace and the two are quickly thrown into a war of dark magic and questionable alliances. Nimh and North may be entwined through the ancient prophesy as Nimh believes – it just might not be in the way she hopes.

The other side of the sky is the first in a brand-new series. This first book leaves the reader on an intriguing cliff-hanger, where a lot more drama is going to go down before North and Nimh can realise their dreams.

Complex, intense and satisfying. I just had to give it five stars.

Mature language, but suitable for all ages.



COGHEART – BY PETER BUNZL

Reviewed by Michelle Coombridge, Pinehurst School

I love this fabulous middle-grade reading series by Peter Bunzl (age 9-12). It really ticks all the boxes for a great adventure series with some really fun, steam-punky twists.

Lily's father is attacked by pirates while flying above London his airship. Realising this may be the end, he dispatches his right-hand man, a mechanical fox called Malkin, tasked with delivering a top-secret message to his daughter.

Malkin lands in a field just outside London and manages to locate Lily in a small village nearby. Malkin, Lily and the Clockmaker's son are soon on the run to escape the air pirates who want to know the secrets of Lily's father's many inventions and are prepared to do anything to get them.

Five fabulous stars for this fast-paced adventure. Book Four of the series is out now.

LIGHTFALL: THE GIRL AND THE GULDURIAN – BY TIM PROBERT

Reviewed by Michelle Coombridge, Pinehurst School

From the first page, the beautiful artwork of this new graphic novel draws the reader deep into the lush fantasy world of Irpa. Two endearing, and unsuspecting heroes, Bea, a little girl, and Cad, an ancient Guldurian (a species who are supposedly extinct), go searching for Bea's missing Grandfather.

Bea and Cad's journey soon becomes a quest when they realise there are evil forces at play. Bea must overcome her many fears and boldly follow Cad in the path ahead, not only to find her missing Grandfather, but also to retrieve the Endless Flame.

5 stars.



WHEN THE GROUND IS HARD – BY MALLA NUNN

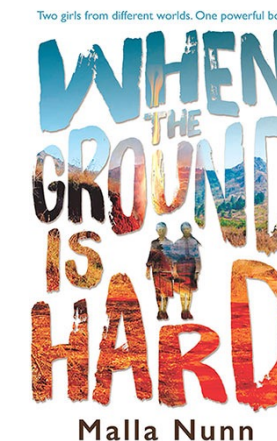
Reviewed by Michelle Summerfield, Logan Park High School

Honestly I originally chose this book because the name of the school, which is the predominant setting, is called 'Keziah Christian Academy' and my daughter is named Keziah!!! Not so much choosing a book by its cover but by its naming of an institution! The story is simple, straightforward and accessible to younger readers. However it deals with themes which are very much at the forefront of what our world is facing. Racism, classism and corruption.

The school which Adele attends is a boarding school in Swaziland. There is a hierarchy at Keziah Christian Academy - those who are wealthy (and often have two parents - married) and those who are poor (often with complicated families outside of Keziah). Adele begins as a popular student, top of the social pile but finds herself flung to the bottom where she develops a friendship with Lottie, a social outcast.

This book gently probes these divisions without preaching or delving deep.

Perfect for younger teens 11+.



THE MIDNIGHT LIBRARY – BY MATT HAIG

Reviewed by Michelle Summerfield, Logan Park High School

This book struck a chord with me - a right place, right time scenario. I found it refreshing. Its premise is that between life and death there is a library. This library has books which show you what your life might have looked like if you'd made different choices. Nora finds herself in the library after a life filled with sadness and now she has a chance to undo some of her decisions.

A new look at depression, suicide and regret. As someone who works with teenagers I often hear stories of regret - "if only I'd done/said/not done/not said..." We can

learn from our regrets, but I liked the way Nora discovered that even if she'd chosen a different path it might not have led to happiness or perfection. The hopefulness in thinking of many different possibilities appealed to me and means this book will keep being issued in my library.

Oh and it also kept reminding me of *Quantum Leap*, a show I fixated on as a teenager in the '90's. Nostalgia!!!

Great for older teens and staff 15+.



FEMINISTS DON'T WEAR PINK AND OTHER LIES – BY SCARLETT CURTIS

Reviewed by Michelle Summerfield, Logan Park High School

This book is described, in many places, as a series of essays on feminism, but it really is so much more. It includes personal stories, poetry, passionate and persuasive narratives on women - their stories, experiences and their dreams. The more than 50 short pieces in this volume are easy to read and well structured.

The ones that really stuck with me are Jameela Jamil's, Tell Him, in which she encourages women to steep their growing boys with a better understanding of women, and Keira Knightly's memorable piece which likens childbirth to a battle field and questions the ridiculous notion that women are the weaker sex.

But one of my overriding 'takeaways' from this book is that it doesn't matter if your type of feminism is timid, or in-your-face, if you love make-up (or don't) whether you wear pink (or don't)... there isn't a right way to be feminist.

I will be giving it to my own teenage daughters to read.

WARNING: There are some graphic descriptions and coarse language in this volume. 16+.



DON'T THINK. JUST BREATHE – BY SARAH DELANY

Reviewed by Rebecca Lange

Where do I start? I loved this book, the love story, and the message. Losing loved ones is never easy, and depression and panic attacks are very real. The attacks Tate is experiencing hit home. I remember the first time I experienced an anxiety attack, and it is an awful feeling. Just like mentioned in the story, it feels as if you are having a heart attack. Your heart races so fast that you think it will jump out of your chest any moment. It doesn't race, though; it just feels that way. I feel for the characters and the losses they have gone through. Mental

illness of any kind needs to be addressed, not ignored. Just because you don't see scars doesn't mean they aren't there. A lot of the time, the most broken try to make others feel better. Humour is often used to hide real feelings. Look around you and try to see a person for who they are. Judging someone because of their behaviour isn't helping. They might seem happy or arrogant, but inside they might be suffocating and screaming for help or to be seen. Be kind. Don't judge a book by its cover. Reach out and try to look below the surface.



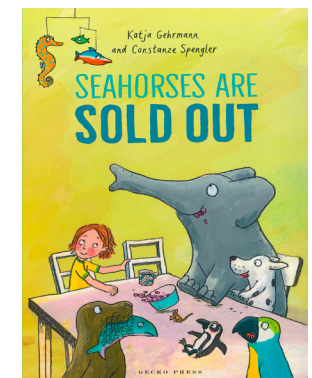
SEAHORSES ARE SOLD OUT – BY KATJA GEHRMANN & CONSTANZE SPENGLER

Reviewed by Sasha Eastwood-Bennit, Manchester Road School

Dad needs to get some work finished so he lets Mika head to the local pet shop to buy a pet. A mouse is a perfect pet to keep Mika occupied, until it gets lost. Luckily, the pet store can help so Mika buys a puppy to help find the missing mouse. Mika continues to visit the pet shop buying a series of pets to 'help out' around the house. Dad is none the wiser of the growing assortment of animals until he finally finishes his project and is ready to take Mika to the park...

When I read this book to my nieces (8 & 6), there were giggles hidden behind hands and a couple of 'oh dears' exclaimed, followed by a discussion about the pet choices Mika made. This fun picture book shows how independent our young people can be, and how sometimes bedlam can follow.

Published by Gecko Press, release date August 2021.



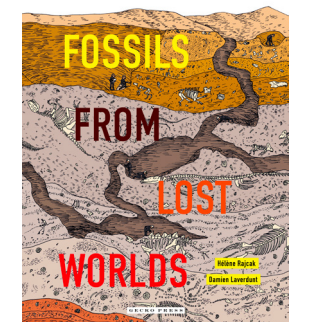
FOSSILS FROM LOST WORLDS – BY HELENE RAJCAK & DAMIEN LAVERDUNT

Reviewed by Sasha Eastwood-Bennit, Manchester Road School

This book is full of beautiful and detailed illustrations showcasing the geological process of how fossils are created then uncovered over time, as well as information about the 'fossil-finders' and the science of palaeontology. Discover the creature without a head or tail and many other critters of all sizes, from worlds that have disappeared. There are so many fossil facts

to unearth including: did chickens once have teeth? How did T-Rex become a movie star? And how do you survive a mass extinction? If your students love fossils and love poring over 'over-sized' books and sharing fact finding missions with their peers, then Fossils From Lost Worlds is a must buy!

Published by Gecko Press, out now.



THREE WORD BOOK REVIEWS BY THE PUPILS FROM MANCHESTER STREET SCHOOL

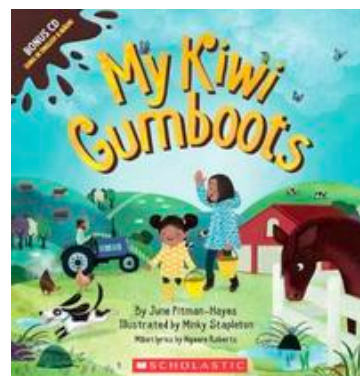


THE SCREEN THIEF BY HELEN DOCHERTY AND THOMAS DOCHERTY

Rhyming - Silly - Thought-Provoking
Review by Room K (Years 4 & 5)

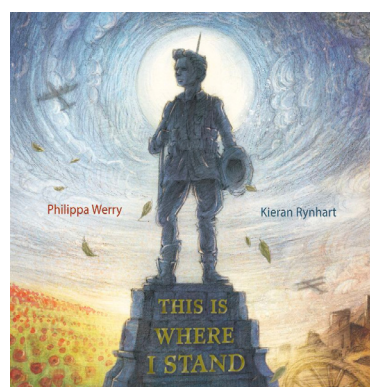
MY KIWĪ GUMBOOTS BY JUNE PITMAN-HAYES AND MINKY STAPLETON

Musical - Rhyming - Fun
Review by Room L (Years 4 & 5)



TREASURE! BY CLAI E SAXBY AND TULL SUWANNAKIT

Ridiculous - Interesting - Hilarious
Review by Room S (Year 6)

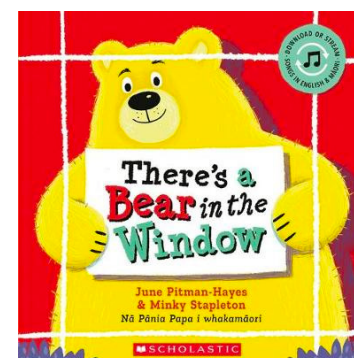
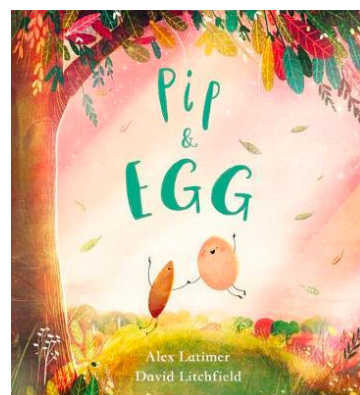


THIS IS WHERE I STAND BY PHILIPPA WERRY AND KIERAN RYNHART

Remembering - Acknowledgment - Valuing
Review by Room I (Year 6)

PIP & EGG BY ALEX LATIMER AND DAVID LITCHFIELD

Celebrating - Friendship - Difference
Review by Room H (Years 4 & 5)

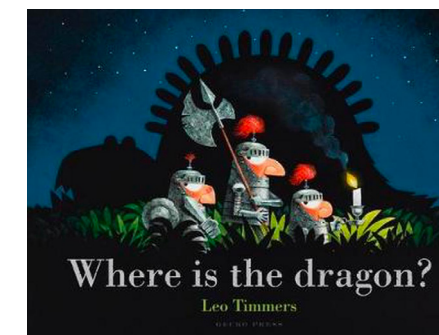


THERE'S A BEAR IN THE WINDOW BY JUNE PITMAN-HAYES AND MINKY STAPLETON

Lockdown - Bears - Hunt
Review by Room F (Years 2 & 3)

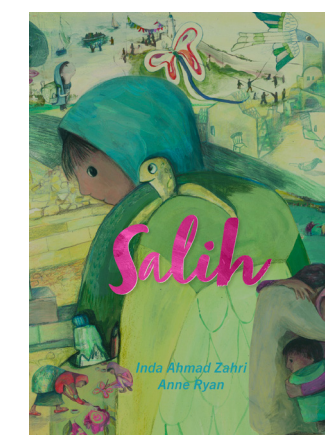
MY NAME IS HENRY FANSHAW BY GILLIAN TORCKLER AND ADELE JACKSON

Sacrifice - Bravery - Grateful
Review by Room J (Years 4 & 5)



WHERE IS THE DRAGON? BY LEO TIMMERS

Creative - Absurd - Intriguing
Review by Room T (Year 6)

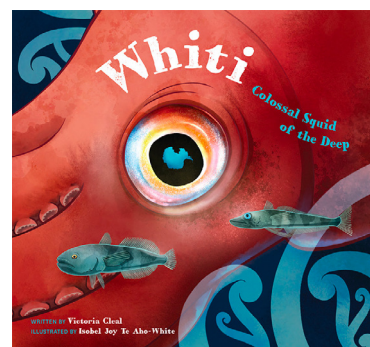
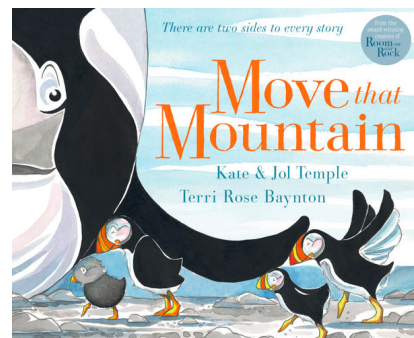


SALIH BY INDA AHMAD ZAHRI & ANNE RYAN

Courage - Faith - Memories
Review by Rūma M (Years 4 & 5)

MOVE THAT MOUNTAIN
BY KATE & JOL TEMPLE & TERRI ROSE BAYNTON

Inspiring - Mindset - Believing
Review by Room D (Years 1 & 2)

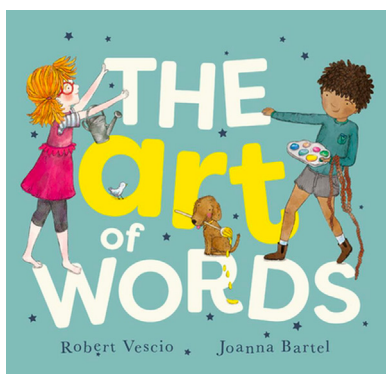


WHITI: COLOSSAL SQUID OF THE DEEP
BY VICTORIA CLEAL & ISOBEL JOY TE AHO-WHITE

Eye-opening - Squid-fact-acular - Picture-fab
Review by Room N (Years 2 & 3)

ABIGAIL AND THE RESTLESS RAINDROP
BY MATTHEW CUNNINGHAM & SARAH WILKINS

Interesting - Educational - Understandable
Review by Room C (Year 1)



THE ART OF WORDS
BY ROBERT VESCIO & JOANNA BARTEL

Interesting - Happy - Beautiful
Review by Room B (Years 2 & 3)

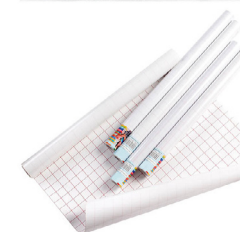
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Vision Statement

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

Mission Statement

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

Goal

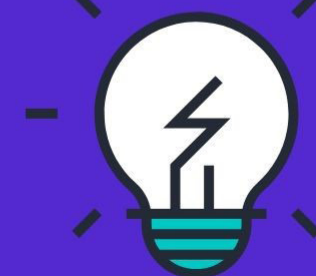
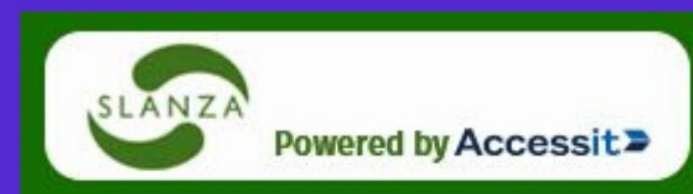
The Ministry of Education will mandate every school to have access to a school library staffed by specialist school librarians and is Ministry of Education funded.



SLANZA Reading Lists

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

Find the best books for your
students and staff



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

BUSINESS MEMBERSHIP

*Business members support the work of SLANZA.
Current members are:*

Book Protection Products Limited
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 Britannica Digital Learning Asia Pacific
 Digital Inclusion Alliance Aotearoa
 Education Television and Video Communications Trust
 Gecko Press Limited
 HarperCollins Publishers New Zealand
 Int.workpsaces
 Library Tech NZ
 Newsbank Inc.
 NZ Geographic (Kowhai Media)
 Perform Education
 SCIS - Schools Catalogue Information Service
 Softlink Pacific Limited

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

NEWS + CONTACT

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