

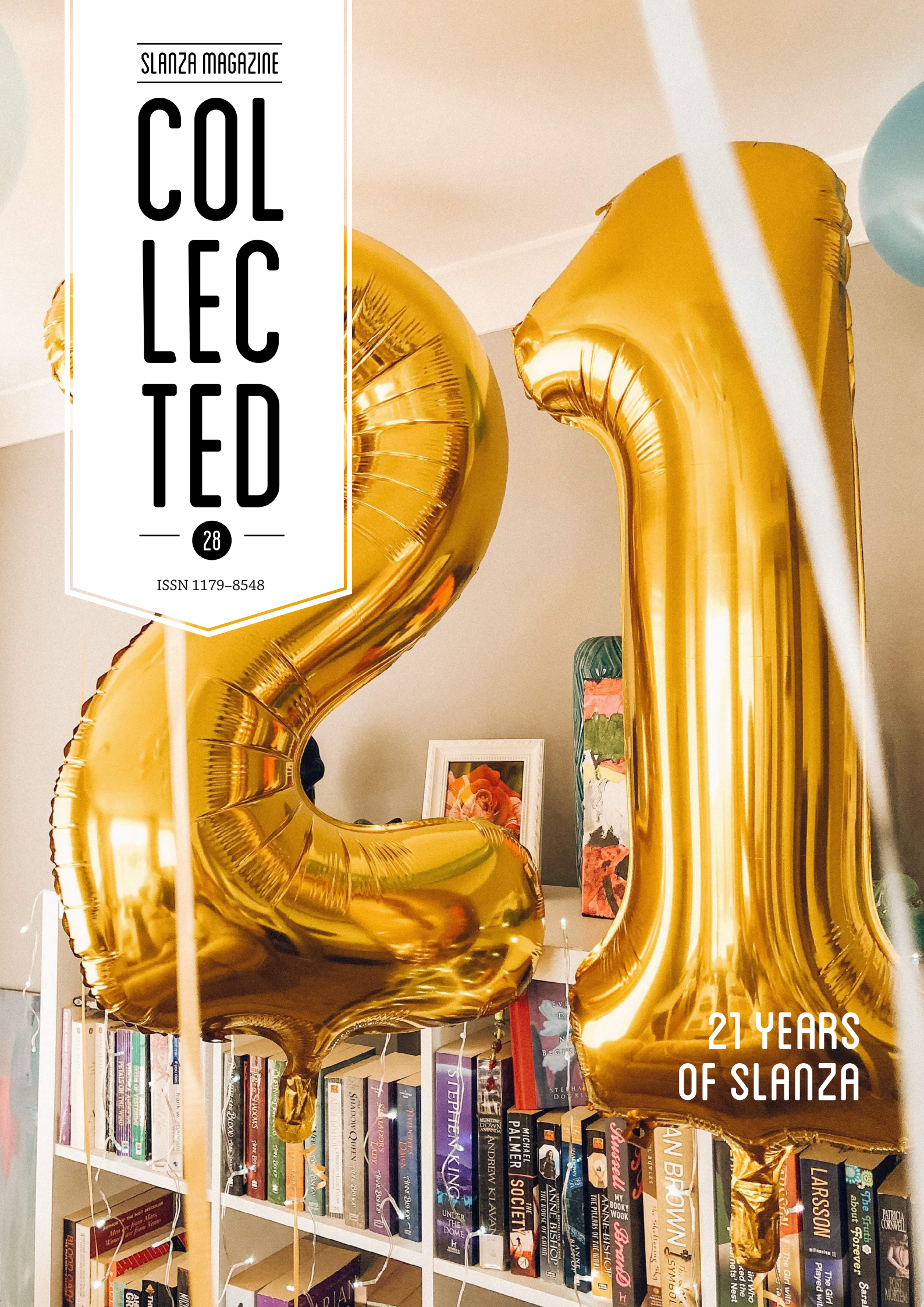
SLANZA MAGAZINE

COLLECTED

28

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21 YEARS
OF SLANZA



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ISSUE 28/2021

EDITORIAL

Daunting. This is the first word that popped into my head as I sat down to write this editorial. Daunting, because all of my magazine-reading life I have harbored a bit of 'editorial-love' and fancied myself as an editor and now that it's finally arrived, I confess to feeling daunted!

Melanie McVeigh has stepped down this issue leaving a very 'Mel-shaped' hole in the editing that I'm hoping I can fill with as much enthusiasm and professionalism as she has over previous issues. Thank you, Mel, for all of your amazing mahi, you are very much missed!

This issue we welcome Sasha Eastwood-Bennitt to the role of president. 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. She has gone 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. (And I note that she feels a little daunted also!)

I'm sure we're all feeling varying degrees of 'daunted-ness' right now. Some of you are stuck at home wondering if you will even get back into your libraries this year, some of you may be venturing in for the first time since August and wondering where and how to begin in this new Delta world, some of you may be readying yourselves to provide online resources in case of outbreak in your region, and some of you may be watching all these events unfold and feeling empathy for your fellow librarians (and New Zealanders).

No matter where you are in New Zealand, remember that you are part of our library whanau, support is never far away - a text, phone call or email is all it takes.

Daunted is also a feeling that first committee possibly felt more than 21 years ago as they conceptualized SLANZA and worked together to bring it to fruition. From logo design, to writing a constitution, to establishing SLANZA's role, to finding a way to fund the organization - how could that not feel daunting?! I am completely in awe of (and very thankful to) those whose passion and ambition for the future of school libraries over the past 20 years has culminated in an organization that represents and advocates for school librarians and school libraries.

A good example of this is Kath Twomey, she has written about her 2020 SLANZA study grant which illustrates that she has been empowered by SLANZA's belief in her ability to make a difference to the next generation of readers.

I think if Pamela McKirdy had been on that first SLANZA committee, she would have been expert help in documenting memories. In her article you will read of the processes she follows to help keep history visible and the importance of making sure it is safeguarded for future generations. (Pamela - my archives are ready anytime you would like to visit!)

As you read through the features in this edition, you will notice a common thread: our tamariki, our rangatahi, the reason we are all here. Everything circles back to our responsibility to support the next generation, not only in their reading and learning, but in providing that 'third space' in our libraries in which they are able to flourish. Many librarians are doing this extremely well; it is my feeling that students in the Central region may be benefiting the most! Crafts, clubs, food and even sleepovers! These are the memories they will come back to as they grow up, and these are the memories that will ensure they encourage their own children to use libraries.

A huge thank you to all who have contributed to this issue, those who have submitted articles, proofreaders, people I have emailed late at night with a barrage of questions, our graphic designer and especially our business sponsors, without their support, we would not be able to publish this magazine.

I hope you enjoy learning about the origins of SLANZA as much as I have, and feel that no matter how daunting things may seem in life (or your end of year stocktake), you are part of an amazing team that we can all be proud of. May we all put our rangatahi first and strive to advocate for their futures.

Laurny Urquhart-Eaton
Editor, Collected Magazine



PRESIDENT'S COLUMN

COLLECTED 28

Kia ora koutou,

It is an honour to be writing this column as the incoming SLANZA President, although I am feeling a little daunted by the amazing level of mahi that has been put in by previous Presidents, National Executive and members over the last 21 years, I am mostly excited knowing this mahi is ongoing and that we are on an ever-changing journey that is a privilege to be a part of. I am looking forward to reading and sharing this edition of Collected as a celebration and reflection of where our organisation has come from, and as a sound platform from where we can continue to grow.

For those who do not know me, I have been the Librarian and Resource Manager at Manchester Street School in Feilding, Manawatū for the past 13 years, I have been involved in SLANZA as a Central committee member for almost as long, and have been on the SLANZA National Executive since September 2018. I am a strong believer in whanau and community engagement, developing a school library space that cultivates reading for pleasure and a lifelong positive relationship with learning and libraries. Our strength as school librarians lies in having direct access to support and engage with our students on a daily basis. On a personal note, I am writing this on a dreary rainy day as I look wistfully out at my garden that desperately needs my attention, to the sound of my three teenagers and their friends (who have taken a break from 'tiktoking') loudly discussing their lunch options from the kitchen.

I am really enjoying the conversations and networking with New Zealand and international school librarians and their associations on Twitter at the moment. There are a lot of connections to make with school library peers who readily share resources and insights that help build collective growth in our sector. I find it is also a great place to stay updated with school library trends and news, as well as updates on the latest books to look out for from publishers and authors.

It is certainly clear from Glenys' President's AGM report that we have had a very busy year: we launched a national campaign, 'School Libraries Transform' promoting and building awareness of the value students having access to school libraries around Aotearoa New Zealand, gaining national media attention. This campaign started many conversations within the education and library sector which has led to work with the Ministry of Education around developing a report showcasing school library best practice and the four approved NZLPP Strategic Partnership Grant projects which will take SLANZA into the next two years working with library and information sector partners.

I would like to take this opportunity to thank Glenys for her time as SLANZA president over the last two years, she has been the driving and dedicated force behind SLANZA National Executive and a networking queen - I am constantly in awe of the number of people from all walks of life with whom Glenys connects. These connections and relationships have been valuable assets to our recent achievements as an organisation.

Looking to the future, I look forward to continuing to develop relationships within the school library and wider library sector to the benefit of SLANZA and you all as members, as well as supporting the mahi of the passionate and enthusiastic National Executive members. In addition to the previously mentioned projects such as NZLPP Strategic Partnership Grants and our SLANZA driven projects like our campaign together with our general SLANZA business, this work includes the very important process of Pay Equity for school library staff as we work closely with NZEI to progress this campaign. It is certainly an exciting and busy time to be a part of SLANZA.

I will end with a quote I love, penned by Neil Gaiman: *"Libraries are about freedom. Freedom to read, freedom of ideas, freedom of communication. They are about education (which is not a process that finishes the day we leave school or university), about entertainment, about making safe spaces, and about access to information."*

(Sourced from <https://www.theguardian.com/books/2013/oct/15/neil-gaiman-future-libraries-reading-daydreaming>)

Mā te wā

Sasha Eastwood-Bennitt
SLANZA President 2021



REGIONAL REPORTS

AUCKLAND

Lockdown fun (not!) continues in Auckland as I write my first NE Report for the Auckland Region.

It has been 8 weeks since we went into sudden Level 4 and unfortunately Auckland is still stuck in Level 3, unlike most of the rest of the country. Unfortunately, with this week's numbers the outlook doesn't look good, but fingers crossed we are back to 'normal' soon.

In more exciting news, the Auckland AGM was held at Glenfield Paper Plus on 4th August and was really well attended. As you can imagine, for a group of school librarians, being let loose in a Paper Plus store after hours was a very attractive meeting venue!

We had several members stand down from the committee. Elizabeth Atkinson acknowledged and thanked Anne Rolinson, Lorie Pushon and Dale Tiffin for their amazing work while on the committee. They have all contributed a lot over the years; their knowledge, expertise and help will be missed.

Elizabeth herself stood down as SLANZA NE Rep for the Auckland Region. A huge thanks to Elizabeth for all her hard work and contribution to the SLANZA NE, I hope to do Elizabeth and the rest of the committee and all Auckland members proud in my new role as NE Rep.

Joining us in the Auckland Committee are some new members – Alison Hewett from Kristin School, Lorraine Clark from Dilworth School and Victoria Elisara from Glendowie School. We also have new Treasurers, Lisa Kenny and Jo Parker who are sharing the role, a new Convenor in Michele Coobridge and Donna La Marquand continues as Secretary. A big welcome to you all and thanks to everyone on the Committee and all the members of SLANZA Auckland Region we are nothing without you!

Current Auckland Committee Members:

CONVENOR – Michele Coombridge

SECRETARY – Donna La Marquand

TREASURERS – Lisa Kenny and Jo Parker

MEMBERS:

Lisa Alcott – National Library

Elizabeth Atkinson – Ormiston High

Claudine Crabtree – Baradene College

Lorraine Clark – Dilworth School

Victoria Elisara – Glendowie School

Alison Hewitt – Kristin School

Sharon Jackson – Albany Senior High

Pamela Lilley – Sir Edmund Hillary Collegiate Junior

Trish Webster – Rangitoto College

Annie White – Dilworth School

Current Auckland Members: 173 and we have room for lots more! Please join us to help and support school libraries and school librarians of Aotearoa. Tell your friends and colleagues to join us!

Upcoming P.D. and Events:

CHRISTMAS EVENT – 1st DECEMBER 2021. A get together will be held at Dilworth to celebrate and finish the year with festive fun, food and drink, a fantastic speaker (yet to be confirmed) and Christmas carol singing from the Choir.

COPYRIGHT – TERM 1 2022. This event was due to be held in September, now postponed to the new year.

And finally, a little bit about me in case you were wondering, I am currently Library Manager at Baradene College, a role I have been in for nearly three years. I have been a school librarian in the UK and in NZ and worked in both Primary and Secondary schools. I absolutely love working in education and being a school librarian – it is the best job in the world. Sharing my love of reading, learning and books and the joy that comes with stepping through a book to a new wonder-filled world is a dream come true. I am super passionate about raising the profile of school libraries and librarians. I believe, like SLANZA, every school should have a library and make the most of it, the library should be at the centre of learning and reading, and be at the heart of every school community.

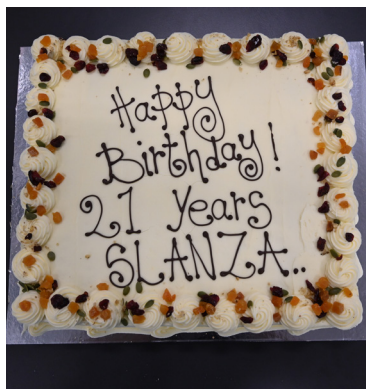
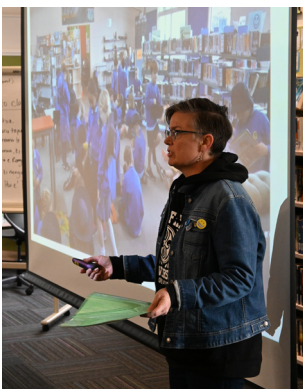
Thanks for reading, please get in touch with me or any member of the Auckland SLANZA Committee if you have any questions, comments or feedback. We would love to hear from you!

Claudine Crabtree, SLANZA - Auckland NE Representative

AORAKI

Aoraki held a successful PD day at the end of Term Two with the focus being SLANZA's campaign "School Libraries Transform". With online learning being a popular avenue, we were excited to have speakers present digitally including Mandy Ditzel from Garmin College in Nelson with her talk "See a need, fill a need" and Stephanie Hutchinson from Timaru Boys with her talk "Student connection via the Web". Digital presentations were interspersed with speakers including Zac McCallum (pictured) Halswell Primary, who's talk "Relationship and Culture building for year 7/8 students" featured a number of fantastic games he uses in the library. Maree Silver (pictured), who recently moved to Hillmorton High School, focused her talk "Libraries: the students' 'other home'" on her time at Queenspark Primary. Librarians talked about how they have transformed their libraries, whether by physically reconfiguring a space to be warm and inviting, or providing services to support changing needs at the school, for example new immigrants or an increase in pastoral care, or collaborating with different members of the school staff and library colleagues to grow our relevancy. The day ended with a "Speed date a Librarian" session to further connect and share what we might takeaway and do. Plus, with this year being a celebration of SLANZA turning 21, we had to have cake!

Sally Blake, SLANZA – Aoraki NE Representative



CENTRAL

The problems of Covid-19 isolation have been particularly felt in the Central Region as it is a vast area with no dominant urban centre. This means that wherever meetings are held, at least half of the participants have to travel for several hours to attend. In the past, meetings have rotated between the various centres from Whanganui to Palmerston North and Hastings, but of course Covid-19 put paid to that for most of 2020 and 2021. We were able to hold a face-to-face AGM in Hastings in July with Gareth and Lou Ward from Wardini books giving a wonderful presentation on popular children and young adult books and a preview on Gareth's latest novel which was published in August.

Many of the problems faced by the Central Region were discussed at the AGM including the difficulty of securing office bearers for a physically dispersed committee and the need to encourage participation from members. In spite of these difficulties, the committee has managed to recruit several new members and has continued to meet via Zoom and organise small regional activities. Membership in the Central area is the highest it has been for several years which is very encouraging. New people to the school library sector are contacted in person by a committee member and this has resulted in several new memberships. We were also able to offer two bursaries for the SLANZA conference which unfortunately could not be taken up.

Thanks must go to Sasha Eastwood-Bennitt who has shouldered the majority of the burden in keeping SLANZA Central active and positive through the difficulties of the past year. Sasha's unfailing enthusiasm and dedication has rallied the committee and inspired them to continue making contact with all Central librarians making them aware of the wonderful support that SLANZA can offer its members.

Bev Harrison, SLANZA - Central NE Representative

OTAGO

Otago ended its 2020 year with an event at the beautiful Kōpūtai, Port Chalmers. This day of goodness was a combined SLANZA and National Library event and we had a number of sessions, including an author talk from Kathryn Van Beek, who spoke about her children's books centred around the feline character of Bruce.

2021 began with a book buying event at Paper Plus and a meal out together.

In Term Two we had rescheduled our Diversity in the Library event which had been postponed because of lockdown last year. We came so close to running this face to face! This year's lockdown kicked in the day before this meeting was meant to happen. However with our new Zoom prowess we forged on and had an informative and inspiring online session with our speaker, Trish, from Inside Out. We followed this with an online AGM.

We farewelled Jane Smallfield who has been on the Otago committee for many years and treasurer for most of those years. We wish Jane a well-earned, relaxed retirement. We also farewelled and acknowledged Pam Garry who is also stepping down from the committee after many years of faithful service. Carole Gardner has stepped down from her secretary role which she has performed conscientiously for many years, we are delighted that she is staying on the committee though. We also welcomed Lauryn Urquhart-Eaton, Angela Thompson and Marie-Ann Bowman onto the committee.

We are excited for the year to come with new faces and a stable membership. I am especially thrilled to have some members on the committee from outside Dunedin and hope perhaps we can do a little more travelling round our region in the coming year.

Michelle Summerfield, SLANZA – Otago NE Representative

SOUTHLAND

Southland has 16 Members to date.

The Readers Cup Regional competition was held in Invercargill on Monday 2nd August at Ascot Park Hotel. We are very grateful to Invercargill Licensing Trust for providing the venue free of charge.

The winners of the 2021 Readers Cup were Central Southland College (Winton). Well done Jay Shaw for all your mahi in supporting your students.

Our Regional SLANZA AGM was held 2nd August at Ascot Park Hotel over a lovely meal.

These are the changes to office bearers:

President: Kirsty Adam has replaced Suzanne Muir

Secretary: Lisa Burgess

Treasurer: Karen Thwaites

Southland NE Rep: Keri Cochrane is standing down

We would like to farewell Suzanne Muir from the role of president on our Southland committee. Thank you for all your hard mahi over the years, enjoy your wā whakatā.

Best wishes to Eileen Bartlett, Menzies College Gore, on your retirement, you have also been a valued member of SLANZA.

Since the Southland Regional SLANZA AGM, I am sorry to say that due to family reasons, I will be stepping down as the Southland NE Executive. Thank you to all NE executive members for your support and making me feel welcome. It has been a pleasure getting to know this group of dedicated ladies who are committed to holding our Aotearoa School Libraries together.

Keri Cochrane, SLANZA Southland NE Representative

WELLINGTON

Membership:

Wellington currently has 83 paid up and 2 Life members, which is an increase from the last report, probably due to people wanting to go to the (now cancelled) Wellington Conference this year.

Professional Development:

In Term Two we held our Wellington AGM at St Catherine's College and had the pleasure of having SLANZA President Glenys Bichan address our group about her passion and beliefs of our school library practice.

We had to cancel our Good Books book night in Term Three due to Covid-19 restrictions and after much anxiety, advice and careful reasoning, not to mention great sadness, after over two years of hard mahi the Wellington Conference committee cancelled the 2020/2021 conference.

We are hoping, that rising from these ashes, an online webinar will be coming to SLANZA members and supporters soon. It will include opportunities to see some of the keynotes and workshops that were organised for conference. Keep an eye out in the near future.

The Committee:

There has been a rearrangement of positions in the committee, which is a wonderful way of renewing the energy and enabling exciting new plans to be made.

Chairperson: Elle Nicholson – St Patricks College

Secretary: Geraldine Dai – St Catherine's College

Treasurer: Wendy Bamber – Seatoun School

National Executive Rep: Clare Forrest – Rāroa Normal Intermediate

Emma Kent – St Bernard's College

Kristy Wilson – Aotea College

Marianne Dobie – Rāroa Normal Intermediate

Clare Forrest, SLANZA – Wellington NE Representative



NZEI UPDATE ' - PAY EQUITY

CLARE FORREST – NE NZEI REPRESENTATIVE

NZEI Te Riu Roa and the Ministry of Education recently signed off the Terms of Reference for pay equity claims to go forward for science technicians and school librarians. This is happening because we believe that the work they do has been, and continues to be, undervalued.

The NZEI member team and Ministry of Education staff have now started the interview process for librarians across the motu. This will detail every aspect of our roles in order to build a picture of the skills, responsibilities and working conditions of librarians and library assistants in New Zealand. This means we will have a strong base for our pay equity investigations and negotiations.

The assessment process looks at various components of our jobs and gives a point value for each component. The assessment is in no way competency based or an appraisal of individual performance.

Librarians and library assistants will be selected on the basis of the following general guidelines and in conversation with the Pay Equity Project Team (NZEI and MOE):

- Employed at the school as a librarian or library assistant continuously for a minimum of 3 terms
- Works as a librarian or library assistant for a minimum of 5 hours per week
- Selected on the basis of providing a good spread of roles within the sector, as informed by the Pay Equity Project Team

The process is inclusive of all librarians and library assistants, regardless of union membership or gender.



A number of our National Executive have been involved in interviewing for pay equity, as well as other school librarians from across the regions. Here is some insight into their experiences.

Sasha Eastwood-Bennitt – “I have found this process fascinating and have enjoyed working alongside MOE staff to progress this claim.”

Clare Forrest - “This has been a thoroughly positive experience for me. I have loved meeting people around the country from such a variety of schools and have been blown away by how skilled and resourceful school support staff are. It is gratifying and humbling to see how much is being invested into this process by NZEI, the Ministry of Education Pay Equity team and school support staff alike. I know we are worth it and so do they.”

We would like to thank all support staff involved in this process; both those doing the interviewing and those who have agreed to be interviewed. This is vital work that can only be achieved by all of us working together. Please encourage your school management to agree to being involved if they are approached.

If this hard mahi can be carried out to plan, with as few interruptions from Covid-19 as possible, it is hoped that we will be in negotiations for changes to remuneration in Term 1 2022.

Updates on how the claim is progressing can be viewed at www.education.govt.nz/pay-equity/librarian.

Support Staff in Schools’ Collective Agreement

The Support Staff in Schools’ Collective Agreement is due for renewal on 6 February 2022. Online workshops for school support staff to discuss collective agreement negotiation priorities were held in the last weeks of term 3. There was strong support to pursue improvements to school staffing, better job security, planning time and professional learning and development, and ensuring that pay equity wins are locked into the collective agreement.

A negotiation team of NZEI Te Riu Roa support staff members is currently being brought together. It is being led by Ally Kemplen and other support staff are being recruited. The negotiation team will evaluate all the feedback from these recent meetings to formulate a draft collective agreement claim. NZEI Te Riu Roa members will participate in a vote on this claim in mid-November. Paid union meetings to consider next steps will take place in Term 2, 2022.

Clare Forrest, SLANZA – NE NZEI Representative

WHO ARE WE, WHY ARE WE AND WHAT DOES US' LOOK LIKE

GLENYS BICHAN

I read the book 'Belonging' by Owen Eastwood and I just wish I had read this a long time ago as it is the best book on leadership and building a team you could ever wish to read.

It made me reflect on the past two years of having the privilege of a leadership role in SLANZA. I just wish that I had learned the lessons in this book at the beginning of my time.

It has enabled me to reflect on the story of SLANZA; who we are, why we are and made me ask the question "Who is us?" especially as we head into the future.

I was so sad that many of those questions could not be answered at SLANZA Conference 2021 as I was looking forward to looking back.

Eastwood asks us to look at those in our past who have led our story and find out why we even exist. SLANZA was birthed out of LIANZA because we needed our space and our voice heard. School libraries were developing and growing in scope and use, but there was limited voice to advocate for the mahi that was developing. National Library Services to Schools is a government organization and that meant they could not advocate politically for School Libraries - they still cannot. School Libraries needed an independent body to be a protagonist for our sector. SLANZA was formed so we could lobby, promote, train, advance and grow our specific sector in the library world. It was created to be an organization for School Libraries, run by school librarians to scaffold, promote and advance all they do. One of the driving factors was to support the new concept of libraries becoming places of information literacy hubs with the growth of the newly formed World Wide Web.

I hope that in this issue of Collected we will discover who gave us our name, who designed our logo and why, when the first meeting was and who wrote our constitution. What mattered to those people 21 years ago when they established SLANZA and have we now fulfilled the ambitions they had for us?

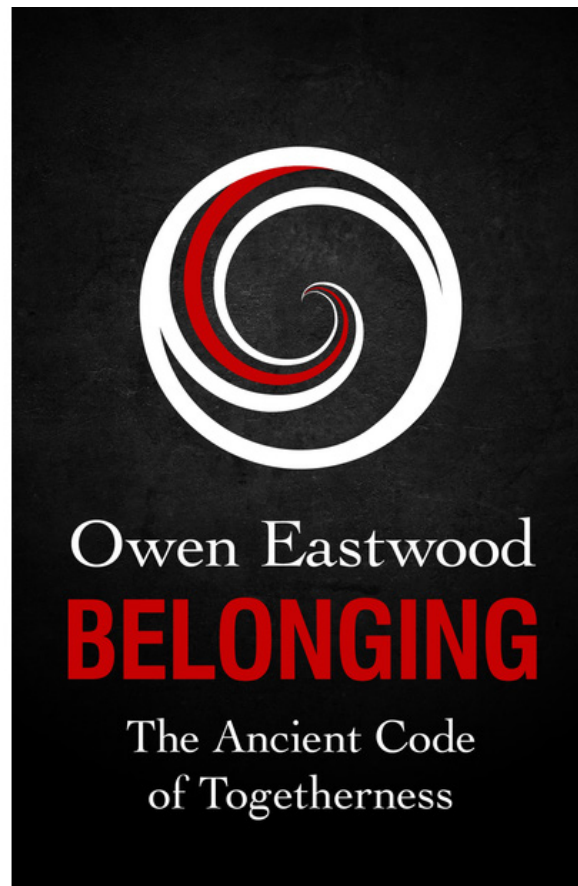
The bigger question for me now is this - "Who is US now?"

As SLANZA moves into the next 20 years - what is the work that matters most?

Our libraries are under pressure from a funding model that does not mandate our existence, limited overseas students have cut the Operations Grants into schools that provide the excess funding that school libraries could flourish on rather than merely exist, or even BE!

We have a cohort of teachers that do not respect the impact of school libraries in assisting in literacy growth. We have students entrenched in social media which disables them from engaging in reading for pleasure.

How does SLANZA reach out and manage those issues in the present? Perhaps we have conquered the information literacy hurdles, especially with online learning due to Covid-19, yet we have so much more work to do with our staff and students around misinformation.



Who is SLANZA in this world of school libraries in 2022? Do we continue with Professional Development when other organizations are offering support in this way, do we become more political in our advocacy, or are we just best used as a support and mentorship to our colleagues in the sector? What do we look like? Who do we become? These are big questions as we head into the future.

2021 has given us a great platform because of the School Libraries Transform Campaign. We have had access to funding, never before given to SLANZA to enhance school library mana through the NZLPP funding. We are on a national sector-wide reference group that now requests our opinions and views. We are partnering with other sector groups in providing amazing opportunities to our members through training, upskilling and collaboration. SLANZA has become the voice of our sector and that voice has had significant funding entrusted to it to promote and grow who we are.

Yet despite the successes of the past, we need to constantly rethink and remodel and ask ourselves that hard honest question - does our existence matter? And if it does – why and how?

The only conclusion I can come to is this - our children of Aotearoa matter. We need to invest in them with all the power a nation can. They are growing up in unprecedented days, climate change envelopes them, pandemics follow them, misinformation guides them, anxiety consumes them.

School Libraries Transform - we have the space, the aroha, the knowledge and the books to bring hope, understanding, and where needed, the challenge against misguided information. We support their learning to enhance success. We grow literacy because we hold the treasure to develop it - books!

We support the mental wellbeing of our tamariki and provide a space of neutrality in their complex confused world.

School Libraries matter more than ever and we have a responsibility to forge ahead to ensure our mahi, our spaces and our people are equipped, protected and supported to carry on the vital work of enabling our children to flourish.

SLANZA was birthed by our forebears, our SLANZA whakapapa. To do this work, they created the US and our job is to continue in this work, redefine our mahi, re-examine our priorities and always - forever - keep our tamariki in the centre of all we do.

That gives them, and us, a reason to BELONG - and that is worth all the effort in the world.

Glenys Bichan

SLANZA - 20 YEARS ON

JILL STOTTER

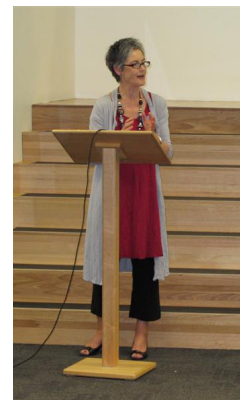
In the late 1990s a small group of Trained Teacher Librarians (TTLs) and a few National Library Schools Advisory staff began to talk about the need for School Libraries to have their own professional organisation. Times back then were very different. Gwen Gawith was still offering the Teacher Librarian 3-year Diploma from Auckland Teachers' College which was an excellent post-graduate qualification for teachers. Trained Teacher Librarians (TTLs) were employed as senior staff usually with either 1 of 2 Management Units linked to their salaries. At this time there was no similar professional development specifically for School Librarians. In many cases library staff were employed and paid as Teacher Aides (TAs) who too often, especially in primary and intermediate schools, managed the sick bay, ran the tuck shop, sold stationery and opened the library for 30 minutes at lunchtime. In those days a school did not have to provide a library. The gaps in information services became particularly obvious after the arrival of Tomorrow's Schools and bulk funding, when allocation of space and time for a school library and the staff to run it, let alone the resources to stock it became a matter of choice for Principals and their funding priorities, especially in state schools.

But come the 1990s and change was in the air. The growing number of TTLs across the country, mostly from secondary schools, was pushing for ongoing professional development for themselves and for a School Librarian training qualification and development path which linked into the salaries for all library staff. Strong support from National LIANZA and International Association for School Librarians (IASL), from some Principals and senior staff was always there for us. This was a time of big change for Library and Information sectors worldwide. Information and Communication Technologies (ICTs) were being talked about; email and internet were available and being used. The need for both teachers and students to know how to access, use and integrate a range of ICTs into their learning and teaching programmes was becoming apparent. Library catalogues were beginning to be digitised and a whole range of library automation programmes were emerging. All of the above pointed to the need for School Libraries to step up to the challenge of the Information Age of learning and teaching. TTLs were ideally suited to this as our training had included such papers as ICTs and Learning; the 6-step information process ie. the teaching behind the use of technologies with a huge emphasis on Information Skills and the need for students to become information literate users of a range of learning and information skills. Our roles in schools involved working with teachers and students to plan units of work and teach the research skills needed for this new information/knowledge age.

From 1998 our group, now called SLANZA Steering Group, met many times to strategise - in Auckland initially. We formulated some rough goals and played around with names and logos. With continued strong support from both LIANZA and National Library we worked out a national structure using National Library's regional structures. Timelines for the launch, a development strategy, name, branding and

so on were developed. Being able to tap into those well-established regional structures made our setting up procedures so much simpler. It was planned that each region would elect a representative to sit on the National Executive. Teleconference facilities enabled communication through the country for our National Executive meetings. We planned to hold regular conferences annually in different regions. We were on a roll! I clearly remember the excitement of setting up our first bank account with ASB and banking our first cheque.

SLANZA was formally launched in Wellington in May 2000. Marion Hobbes, the recently appointed Minister for National Library officiated and it was all rather a grand and fitting occasion. As the first President, I made a speech in which I talked about the name, SLANZA, likening it to that of an East European football team.



Marion Hobbes was an ideal choice for the opening as she had taught in many New Zealand schools and well understood the need for well managed information services for students and teachers.

A few months after the 2000 launch, in early 2001, IASL was informed that the host country for their next annual conference in July that year had suddenly pulled out. It was suggested to IASL, who had known about and supported our fledgling organisation, that perhaps New Zealand and SLANZA could save the day by offering to step in as the next host country. This was quite an alarming idea for SLANZA which was just six months old, but what an opportunity! Again, with the strong support of our parent organisations this speedily put-together conference did actually happen at Waipuna Lodge, Ellerslie, Auckland in July 2001. It was a great success and now SLANZA was now well and truly on its way!

Jill Stotter, Founding President of SLANZA 2000

SLANZA'S BEGINNINGS

- AN INTERVIEW WITH JANET MCFADDEN

JANET MCFADDEN

Some of you will know me, many of you won't as it's been a few years since I retired from School Services at National Library where I worked for over 20 years as an advisor to schools, then latterly as a Government Specialist in an Auckland based team in the Wellington office.

I have been asked to reflect on my involvement in SLANZA. Back then, we're talking about the year 2000 when SLANZA was formed, the school library network operated fairly informally at both a local and national level. But what we were after was something that was more forward-looking with a more strategic focus. An organization that would involve and encourage leadership from within the ranks of school library staff. We had some great library staff up and down the country but quite a spectrum, from those people who were the movers and shakers to those who were really struggling through no fault of their own, in many of our schools. Also back then, we had a number of trained teacher librarians who had done the Gwen Gawith course and had the luck of being employed as such in mainly secondary schools. Those were senior positions of some influence. As well, schools would often have a teacher with library responsibility and their role varied from one school to another.

I took part in the inaugural committee because National Library played quite a key role in getting SLANZA off the ground. When you think about starting up a national organisation without its own budget, how are you going to do that? Where are you going to get the funds from? Who is going to be involved? What is our role as National Library and how can we all work together to bring this new organisation into being?

Adair Hannah, who was the Teacher Librarian at Wellington High School, chaired our committee, and we had a great mix of people. We had a primary school principal on that initial committee and some teachers and library staff from primary, intermediate and secondary schools. We used to meet at Clarks Cafe at the public library in Wellington, not just for the coffee, but it did play quite an important part, after work and school. It was an important way to thrash out a lot of the thinking and ideas that were shared within the group.

SLANZA was really conceived to enhance the range of services provided by school libraries, to broaden the role and support the ongoing development that the school library required, and especially to really foster reading among younger children to start with and hook them in with reading, and carry that on right through their education.

We felt that there were many issues that needed to be dealt with in terms of the pay and conditions for library staff in schools, and their professional development. We at National Library could do a certain amount, and we've done that for many years. SLANZA recognised the need for fully trained school library staff where possible, along with the need for better pay and conditions. So, this new organisation became quite a powerful advocate for the teaching of information skills and the need to develop information literacy programmes for students and teachers. With the increasing use of IT tools for accessing information, critical information skills became increasingly important.



2000 SLANZA after launch

SLANZA was launched in 2000 at the National Library by our director Geraldine Howell, who was hugely supportive. That was a cause for celebration, optimism and a great deal of hope for the future. This led to a Wellington mini conference the following year, chaired by Adair Hannah. The first national President was teacher librarian Jill Stotter from Auckland, and two years later Judi Hancock from Christchurch.

SLANZA had a pretty ambitious vision, especially for a new organisation, but after 21 years of impressive work and effort and commitment from various committees and SLANZA members, I just think it's going from strength to strength.

Janet McFadden

SLANZA HISTORY - AN INTERVIEW WITH JUDI HANDCOCK AND JOHANN WILLIAMS

JUDI HANDCOCK AND JOHANN WILLIAMS

Judi: Tena koutou katoa, I'm Judi Handcock and I was teacher librarian and information services manager at Rangi Ruru and had the good fortune to have the privilege of following on from Jill Stotter as president of SLANZA.

Johann: Tena koutou katoa, I'm Johann Williams, I followed Liz Probert as the president of SLANZA. Judi and I worked together when I was the librarian here and she was information services manager.

Judi: And we're still speaking to each other!

Johann: We thought it might be an idea to talk together as we had worked so closely over those years.

Judi: What we wanted to achieve? I was part of the fairly infamous group who had a pizza at Geelong in Australia at a school library conference, along with Jill Stotter, Liz Probert and Margaret Forbes. We had a serious conversation about why we didn't have a School Library Association in New Zealand because we felt that whatever the Aussies were doing, we could do just as well, if not better. So, we all came back home and took up our day jobs. It was Jill who really got behind the idea in Auckland and got things moving. So really, she is responsible for all of this happening. I think what we didn't fully realise was how challenging it was going to be to try and fulfil our aim of having an all-encompassing association. So, there was a lot of talking that needed to be done, because at that stage there was professional unease between school librarians and library staff. There were huge pay disparities and lack of support and awareness from management teams and wide differences in training. So, it was a real challenge, but in a relatively short time SLANZA was born and we were underway.

Johann: By the time I joined the National Executive of SLANZA a whole lot of work had been done. The organisation had a constitution, it had a National Executive, it had a President and it had policies in place for all sorts of things. It was already beginning to achieve a national profile. I suppose one of the big things was the Cambridge High School debacle. (This is referring to the library at Cambridge High School being closed to be replaced with a cybercafé). I'm not sure if school libraries have learnt anything in the intervening years.



Judi Handcock and Johann Williams

Judi: It was interesting for me because I had taught with the then Principal of Cambridge High, who I do have to say was an English teacher, so I did take it very personally and had some very interesting dialogue with her along the way. I think what people need to learn from that is that the library there is up and running and it sounds as though it is doing a fantastic job. So, Cambridge was kind of a bad highlight for me. More positive highlights were just the enthusiasm amongst library teams to have this association and keep things moving. To be able to talk to people who were like-minded and had similar interests and similar challenges, was just fantastic. For me personally, working with the National Executive, members of the National Library, the EPIC Governance Group, I was blown away by the skill and commitment of these women who were in those roles in those days. And I would come away from meetings feeling really positive that things were going to work out eventually.

The 2003 Conference held here at Rangi Ruru - Powerful Partnerships, was a real highlight. I can well remember when the registrations began to roll in, I thought this is actually going to happen! On the morning when we held the opening ceremony, I was standing in a hall that no longer exists, and all I could hear was the rising sound of chatter outside. And that chatter didn't really stop for the whole conference, it was fantastic and I think it led on to other really good conferences.

For me, another highlight was creating the school Listserv, and I worked quite closely with people out at Canterbury University to get that up and running.

Johann: It does still exist and I believe the Listserv is one of the major disseminators of information about SLANZA, particularly in those early years. It was a real way of bringing people together who were sole practitioners and who would normally work in isolation in a bubble. It has been a really important tool, in a sense a bit of a blunt instrument, but it has connected people right around the country in all sorts of ways. I think it's quite a legacy really.

Judi: And the fact that the simplest of questions could be asked and you would get all this advice. I guess another really significant highlight was just to see the growing confidence of the school library team to stand up and say we need more money, we need to be able to attend conferences etc.

Johann: Highlights for me - I think I was the first school librarian who was the president of SLANZA. Up until then the presidents had been Teacher Librarians, basically teaching staff in the school. For me it was a whole change of focus and I suppose my major thrust was to try and get a better recognition of school librarians as professional people in their organisation. To that end I worked closely with LIANZA on the professional registration scheme as a way of recognising the skills that school librarians brought to the task. It was a very specialised library role. We also worked quite closely with NZEI to try and achieve some form of recognition of the qualifications that school librarians so often had in their organisation, that weren't fully recognised in their support staff role. That's been a very slow process I think, even now it's not as advanced as it should be. I think that's partly because, as a group, school librarians are a small membership of NZEI and I certainly spent a lot of time encouraging people to join NZEI, to have their voice heard as much as possible. They are working on some sort of pay equity arrangement but again, that's been very slow. School Libraries are still understaffed, they are still essentially underpaid for the work that they do, and undervalued, but it's an ongoing process.

What was it like working in school libraries 20 years ago?

Judi: I have very vivid memories of Rangi Ruru Library which was the size of a classroom upstairs, you had to go up a very dark staircase to a very dark classroom. The workroom was basically the width of your hands. Fortunately, that had to be demolished to make way for maths classrooms. I never was a fan of maths but I became one as I got a new library as a consequence. I was very fortunate as I was able to take part in the planning of the new library but I do have to say, getting back to the dark classroom - there was not a device to be seen, there was not a computer to be seen. But we did teach information literacy and we used books! Then on to the new library and we were set up with internet access. Rumour has it we were the first school in New Zealand to have that. I can still remember the beeping of the modem. You would have to put your request in and the modem would go 'beep, beep, beep' and it would go over to an IT business in Fitzgerald Ave, some kilometres away, then the message would be sent to Canterbury University - quite a long process compared to these days! We had the girls write down their search words in a notebook beside the computer they were using and they were not allowed to do the search themselves. It took a trained teacher librarian or librarian to do that. That would be the major change that I remember. I also remember Wikipedia arriving on the scene and I travelled the country warning of the evils of Wikipedia and look how it has survived and gone on to be something that is not the terrible evil that we thought it was.

Looking back, I was lucky that my job was valued by the management team and by the staff but also, I worked with trained librarians from the very beginning and I had the utmost respect for them. I like to think that that was mutual. We also had a good budget and very pleasant surroundings. I became very, very aware of this as I travelled around the country in my role and it really made me even more determined to do what we could for the rest of the country.

Johnann: 20 years ago, I was beginning to wrangle early databases. We were still using DOS based databases in those days. We hadn't moved into the Windows environment. I was a little late for the card catalogues, although there was an element of that for some of the work that I've done over the years. But huge shifts really, as we move to be a BYOD school it's made quite a difference to the way the girls regard their searching and information. They use the internet in a way that we would never have anticipated 20 odd years ago. Although I don't know that search strategies have improved a great deal in that time!

I did value the work that I got to do with the EPIC Governance Group in the time that I was president of SLANZA. I felt that EPIC really was a step in the right direction as far as giving curated information to our students - it was a great gift to schools. And then I had the privilege of working on the AnyQuestions group as well, which was another significant piece of work. Of course, it was promoted by National Library but the fact that we were brought into that, I thought, was quite significant and certainly very important.

What advice would you give to school librarians?

Judi: I have done a bit of reading and I am saddened to say, you need to keep fighting. You really do need to keep fighting. It's frustrating but it is a battle, one that's definitely worth pursuing. I listened to an RNZ report in March last year talking about the need for schools to have a statutory protection, and I was really saddened that we're still in that situation where school libraries are so undervalued, because the research is there that a school library does make such a difference to children's learning. So, I'm just thinking that the same issues exist that were there when we were actively involved in school libraries. So, keep up the good work, you will make a difference, you are making a difference. Congratulations on reaching this milestone and all the very best because our tamariki need you more than ever.

Johnann: I think that's very true, after all at the end of the day it's for our tamariki that we do this and it is their future that we are fighting for.

BIOGRAPHIES

Judi Handcock

Judi started work as an English teacher at Rangi Ruru Girls' School in Christchurch, and after completing a teacher-librarian training course, run by Gwen Gawith, became the Information Services Manager at Rangi Ruru, where she worked for thirty years. She was involved in the establishment of SLANZA, and was the second President.

Johnann Williams

After completing a degree in English and History I trained as a Primary School Teacher. In the end I didn't teach but worked as a teacher aide when the youngest of my four children, twins, started school. I was fortunate to be offered the chance to run the library at Paparoa Street School and in 1997 I commenced the Library and Information Studies programme through the Open Polytechnic. I was appointed Librarian at Rangi Ruru Girl's School in 2003, and joined the National Executive following the first Christchurch SLANZA Conference that same year. In 2005 I became the SLANZA President, by then a two-year term, and in 2007, Immediate Past President, completing my time on the National Executive in 2009 with the second Christchurch SLANZA Conference. I served on the LIANZA Professional Registration Board. 2010 and 2011 saw Christchurch shaken, and the next few years were busy as Rangi Ruru undertook a massive post-earthquake building programme that included a new library building. My last official SLANZA involvement was as a member of the committee that organised the 2015 Christchurch SLANZA Conference. At the beginning of 2019 I retired from the library at Rangi Ruru, but have continued working here part-time (back to my History roots) managing the school's archives.

HIGHLIGHTS FROM THE SLANZA OTAGO REGION'S FIRST 21 YEARS

BRIDGET SCHAUMANN AND CAROLE GARDINER

SLANZA Otago has been held together for the past 21 years by a combination of good food, robust discussion and great fun. As a group, we have successfully pulled off three weekend schools and a regional conference, provided innumerable professional development events and made lifelong friends along the way.

Otago school librarians first became active on a national level in the late 1990s.

Secondary school librarians Jenny Miller and Jenny Carroll instigated a regular newsletter for school librarians around the country, allowing them to be part of a uniquely New Zealand network specifically for school librarians. Jenny Millar went on to become a member of the planning committee and ultimately the first representative for the Otago/Southland region on the new SLANZA National Executive. She remained an inherent part of the Otago school library scene until her retirement in 2013 and was SLANZA Otago's very first life member.

At the national AGM in 2009, Otago and Southland became separate SLANZA regions and both have flourished ever since, with both regions providing hard working regional reps, presidents and *Collected* magazine editors. Over the years SLANZA Otago members have been heavily involved in numerous national projects, such as:

- SLANZA conferences
- SLANZA Wiki
- The Google+ community
- The SLANZA Facebook group
- Online professional development
- *Collected* magazine
- The reading lists in all their iterations
- The management of the school library listserv
- and many other SLANZA initiatives

Otago members who have made significant contributions as National Executive reps (often for multiple terms) include:

- Jenny Millar
- Bridget Schaumann
- Greig Daniels
- Lynn Vare
- Michelle Summerfield

Bridget Schaumann served as SLANZA president from 2013-2015, becoming a life member in 2017. Not only has her energy, passion and enthusiasm been highly valued by the National Executive, it was also a significant driving force for the Otago Committee. She was most commonly heard to say in committee meetings, "I've got an idea" closely followed by "It'll be fun!" - she wasn't wrong!

Greig Daniels was the editor of *Collected* for 10 years and remains a regular contributor. His knowledge of graphic novels is extraordinary, he is one of our country's experts. He also worked tirelessly on updating the SLANZA constitution alongside his role as National Executive Rep.

Carole Gardiner was a major asset to the SLANZA NE as well as our local committee, as she stepped in as the administrator, streamlining the systems and implementing more up to date processes.

Over the years, the SLANZA Otago committee have developed something of a reputation for the ability to host a good do. Fun is always compulsory, and the quality of speakers and presentations has been top notch. Fabulous friendships and connections with others around the country have been formed, all underpinned by a passion for school libraries and the people who work in them.

The Otago region has always been defined by its energy and commitment to making a difference. We are proud of the difference we have been able to make for our members, particularly by providing interesting and stimulating conferences and gatherings. This continues into the current year when we have had excellent presentations and connections despite the vagaries of a Covid-19 environment. As we look to the future, it is exciting to see new committee members coming on board and stepping into office bearing roles. A massive 'thank you' to all Otago committee members, past and present - the hours that you have contributed are hugely appreciated, along with your friendship and sense of fun. We look forward to the next 21 years and beyond.

Bridget Schaumann
Facilitator, National Capability, National Library Services to Schools

Carole Gardiner
Product Representative, Accessit Library

SLANZA STUDY GRANT 2020 RECIPIENT

KATH TWOMEY – ST PAUL’S COLLEGE

Like the Nike ad, ‘*Just Do It!*’ I took the plunge when I was at a crossroad in my career.

I was a primary teacher turned teacher assistant which enabled me to be home with my children after school and avoid endless meetings and paperwork. It was all care and no responsibility (although I did still wake up in the middle of the night and worry about my students!).

The part-time role of teacher assistant morphed into librarian, and for many years I was happy issuing, returning, making displays, and doing book talks with all the classes that visited; but I was also an avid gardener who wanted to grow flowers on a small scale.

After many discussions with friends and family, I decided books and children brought me joy and I would follow that path.

After careful consideration of how it would impact my family, I decided to enrol at Open Polytechnic to do a New Zealand Diploma of Library and Information Studies. I carried on with my part-time job alongside studying, but I have to say it was hard. Even though my children were beyond needing me, throw in life’s curve balls, and devoting 18-22 hours a week to study on my own was tough. It had also been about 30 years since I had last studied in a tertiary institution. But with the unfailing support of my whānau, friends, colleagues, and lecturers, I was not on my own. Every time I felt overwhelmed, someone was there to cheer me on.

At the same time, senior management changed at our school and things started to shift – classes were visiting less, budget was slowly disappearing among other things, so I decided to jump before I was pushed. It was risky – there are not many librarian jobs in the primary and intermediate sector - so I waited it out and continued my study. I learnt more about librarianship which challenged my mindset about what being a librarian in the 21st century meant and how I could change how students read and use the library for information purposes. At times during the course, I wondered how some of the information was going to help me but, at the end of each paper I could see the intricacies of librarianship shining through.

Without my study, I know I would not have been brave enough to make the move to a secondary school library, but I did. I am very fortunate to have found a place at St Paul’s College where I can use my teaching skills to enhance our students’ learning with the skills and new understanding of librarianship. The biggest surprise for me was how much of the course information I used in my everyday work and interactions with students and staff.

I feel very thankful, not only because I am very happy in my job, but I was also the lucky recipient of a SLANZA grant in 2020 that enabled me to finish my studies. It was a simple process of applying to SLANZA with a recommendation letter from my Headmaster. I was so proud of my letter - having already done 5 papers, my writing style had improved immensely, and it flowed so eloquently and honestly.

It was not really about the money for me, it was more about the recognition. SLANZA saw something in my application that must have made them believe there was something in me - something that could make a difference to our next generation of readers and leaders. It gave me the last drive to complete my studies and for that I am very grateful.

Five years ago, if someone had said I would be working in a secondary school, I would have laughed my head off and said, “No way!”

There are so many things that bring a smile to my face in this job – the boy who bowls into the library thrusting a book down and



declaring it is the best book he has ever read and wants to know what else can I give him, the email written late at night from a student thanking me for the advice about referencing as he got excellence for an assignment, the friendly wave through the open door, recommending a book and there being a scramble to be able to read it first, the teacher who comments about what a wonderful, warm and inviting place the library is, the connection with all students, ... the list is never-ending and this is why I know I am in exactly the right place.

If you are ready for the new chapter in your life, *Just Do It!*

Kath Twomey, St Paul’s College

ADVENTURES IN ARCHIVES

PAMELA MCKIRDY – WELLINGTON EAST GIRLS' COLLEGE

Does your school hold any archives? Does the thought of sorting and storing them fill you with dread?

My answer to both questions is YES! But caring for our old records is important. Reflecting on the past lets us see a bigger picture than what we experience in our day-to-day school life. It helps us put today's dramas into context; disruption caused by rebuilding, the experiences of new immigrants, changing teaching methods, the never-ending quest for a cool way to wear the school uniform (Hats! Gloves! Stockings! Ties! Trousers!) are all part of our school history.

One of our old collections is our yearbooks which go back almost 100 years and are a fascinating glimpse of school life and attitudes over the years. There are editorials and articles about careers for women, brothers going off to war, refugees and so on. Some of these might be useful for the new history curriculum or as a starting point for creative writing so I decided to make the yearbooks more accessible. Last year during lockdown I indexed interesting items into a spreadsheet that I have catalogued in Accessit. This proved its worth last week when our principal came looking for information about school during the 1948 polio epidemic, which has so many parallels with today: school closed, events cancelled, lessons by correspondence. Our yearbook included a story about how a student felt about "germs escaping from Auckland".

Our story: Ten years ago, Wellington East Girls' College began the long process of demolishing and rebuilding the main block. Archives and records squirreled away all over the school were collected together in a small storage room - there were cardboard boxes stacked to the ceiling overflowing with school attendance registers, photos, blueprints, financial records, banners and random strange things like an electric buzzer from a long-ago principal's office ("green light means enter").

Our librarian at the time contacted Archives New Zealand and did some sorting of the records. There is a schedule of rules to be followed: some items must be kept for a certain time period or indefinitely, some can be sent to Archives New Zealand, and some should be destroyed. Schools can choose to keep some types of records but if they do, they have to consider privacy, access and storage. We are now at the stage of considering what to keep - what has social or historical value? How will we know what we have? How might our archives be used?

Starting next term, I hope to sort through the boxes of records we still have on site. I am a librarian, not an archivist, so this is a bit daunting. I am sure it's doable armed with the new Disposal Schedule from Archives New Zealand. I plan to catalogue or index the items we keep so that from now on anybody will be able to find a record they need.

From now on, I will try to add value to the records we create. For example, any time our students are in the news, I add the details to our catalogue. It's easy to search and accessible by everyone. If I make a library display, I can add old photos or snippets of information about "the olden days" to make the display more locally relevant.

Looking towards the future, all schools need to have policies in place to deal with the records they have stashed away and new ones they create. This is a job for the office manager or principal, but there may be a role for librarians too. In terms of school, local or family history, there are lots of fascinating items to be found in old school records. As librarians we can help make it visible to the next generation.

Pamela McKirdy, Wellington East Girls' College



July 2000



School Library Association of New Zealand Aotearoa

Te Puna Whare Mātauranga a Kura

Vision: to strengthen and promote the role of school libraries to enable all school communities to become information literate.

SLANZA!

"No it's not an Eastern European football team or a shouted salutation before you down a vodka," said Jill Stotter, the SLANZA Convenor at the buzzy launch of the School Library Association of New Zealand in Wellington last month.

Hosted by the National Library, about 150 educators and librarians attended the launch which was addressed by Cabinet Minister Marian Hobbs and American educational expert Gary Hartzell, both of whom gave dazzlingly witty and inspirational speeches.

Dr Hartzell, who is the Dean of the Department of Educational Administration at the University of Nebraska, presented a seminar the following day on "the School Library with influence – strategies for advocacy, power, and proactivity". Hartzell specialises in leadership and relationships issues in schools, which is how he became aware of what he termed "the invisibility of school libraries". He had been speaking at Charles Sturt University in Australia and was sponsored across the Tasman by the National Library.

School libraries are uniquely important

In her speech Marian Hobbs observed, "The launch of this association is a milestone to be celebrated in the history of New Zealand school libraries. It marks a recognition that school libraries are uniquely important in New Zealand's information infrastructure, and important to our capacity as a nation to learn and grow".

"Implicit in the title of Dr Hartzell's seminar is the uncomfortable truth that many of our school libraries do *not* have influence. SLANZA is under no illusions about the job that is ahead of it. Whatever the reasons, it is clear that the special needs of school libraries have not always been provided for, and the special opportunities that school libraries offer have not always been taken full advantage of," she said.

Hobbs referred to a recent study from Colorado which demonstrated that student scores on standardised tests were 10-18% higher at schools with outstanding library programmes and staff. But she said, "Examples where schools are exploiting the full potential of their libraries are still the exception rather than the norm. There are huge opportunities still to be taken".

"One area where it is becoming absolutely critical that these opportunities *are* taken

advantage of, is in the field of information literacy. There is a growing recognition that the capacity to access, critically evaluate, and effectively use information from a variety of sources is a critical skill for all members of society, and that the school library has an important role in ensuring that young New Zealanders have this ability".

"One of the challenges for SLANZA, as well as for the library community, will be to extend the scope of this discussion outside the confines of their respective professional arenas. That may seem a depressing message, having only just established this beachhead, but SLANZA's work is going to have to be undertaken on multiple fronts. One of those fronts is within the teaching profession, and the education sector generally, where there is now the opportunity to press for the interests of the school library specialists".

Promoting the voice and visibility of school libraries

Hartzell was an inspirational speaker. His main theme is that libraries lack impact, "because library people tend to talk to and write for other library people - most principals, boards and government officials have never seen it".

"School libraries are caught in a self-fulfilling prophesy of sorts because their nature is to empower others. Because they are under-appreciated, libraries aren't allocated the respect, support and resources that would allow them to break out of their image. They

remain underfunded and understaffed, which keeps them from achieving their full potential. And because they can't make visible their potential, people question their value", he said

His statement, "Every school programme must annually justify its budget. Only school libraries must justify their existence," brought nods of recognition in the auditorium.

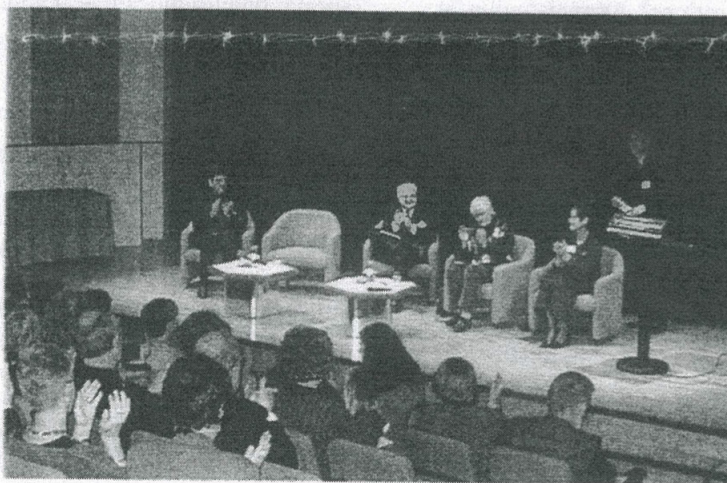
"SLANZA can attack that problem by promoting the voice and visibility of school libraries". He said that SLANZA members had access to resources that rivalled administrators and exceeded most teachers. He recommended that active members use this to assume leadership positions, "because they can establish intellectual and educational credibility".

SLANZA, he said, can be the pre-eminent vehicle of response and toward what can be. His quote, "don't mistake the edge of the rut you're in for the horizon", got many thinking,

"The real celebration of SLANZA will come when the principal, board of trustees member or government minister comes to your library or comes up to you at a SLANZA conference and says, 'You do a wonderful job. You make a difference'".

Hazel Dobbie

Editor, Library Life
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Steering SLANZA

The drive to form a national body for New Zealand school library communities came at the Australian regional school library conference in Geelong in January last year, when the Kiwis attending got together – over a glass of wine. A subcommittee, chaired by Jill Stotter, and members, Liz Probert, Jan Foote, Maureen Trebilcock, Pauline McGowan, and Elizabeth Jones explored the issues in setting up a national organisation. The national steering committee was then established.*

Jill Stotter challenged those at the launch to help address and rectify the representational issues to included more males, Māori, and Pacific Islanders at both the regional and national levels.

“A major purpose for SLANZA will be to give school libraries a profile and a voice not only within their own school community but a voice out into the wider community”, said Jill Stotter. “We want to ensure that all New Zealand knows about SLANZA, celebrates our successes and understands our needs”.

She identified those needs as follows:

- our need for national guidelines to deal with such issues as funding, staffing, building codes and resourcing – to move away from school library funding and staffing being dependent on a Principal’s understanding (or lack of) of the link between school libraries and learning

* see contact list on following page

- our need to consistently advocate for the critical role of school libraries in teaching and learning
- our need to act as a gatekeeper for the Essential Skills area of the National Curriculum – all the Essential Learning Areas have their subject associations to look after their subject needs, but who looks out for the Essential skills and ensures they are being taught within genuine learning contexts right up the learning spiral and across all areas of the curriculum.

SLANZA will now be there with informed comment

- our need to set up systems to reward best practice in all areas of school library and information service work
- our need to support appropriate professional development opportunities for all library staff and lobby to link salaries to qualifications
- our need to develop strong links with associated national and international professional organisations

Hazel Dobbie

Editor, Library Life

hazel.dobbie@clear.net.nz

SLANZA STEERING COMMITTEE CONTACT LIST			
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Greetings to all SLANZA members and to those who sent in Registrations of Interest,

Since the exciting Launch of SLANZA in May, your Steering Committee has been extremely active. We have begun the task of setting up regional associations throughout New Zealand and already several groups have planned their first regional meeting and have organised the key positions of responsibility. The distances involved in some regions will always make one central meeting venue difficult, but the holding of meetings at different regional areas throughout the year is a feasible option. The Steering Committee has also completed strategic submissions to three organisations – the NZEI Review of Support Staffing; the Government Staffing Review (teaching staff only); and the Commission on Reading. In all these submissions the Steering Committee has made comment in line with the SLANZA goals and objectives.

In this newsletter you will find a variety of information. The FAQs or Frequently Asked Questions answer some of the many queries from both members and interested parties. If you have other questions for us please feel free to communicate them to the National Secretary, Glenda Fortune.

Since May, the Steering Committee has been able to meet through teleconference and a half day face to face meeting courtesy of National Library. Thank you National Library. Obviously the cost of bringing together a National Executive is always going to be expensive and this cost will need to be considered when setting our fees for 2001.

Completed memberships forms and subscriptions are rolling in and the current membership stands at 150. Keep these coming. Photocopy the form in this Newsletter and give it to anyone you think may be interested. Our work in providing a national voice for the school library

community can only be successful if we have a membership that is truly representative of the national school community.

The second SLANZA Newsletter, which will be out in September/October will include a copy of the draft constitution with a tear-off piece for your agreement and/or comment. It is vital we receive this feedback from our membership as SLANZA plans to become an incorporated society and for that we need 50% of our members to agree with the draft constitution. The Steering Committee believes that incorporation is the way to go for SLANZA as it will give the group greater protection both legally and financially.

Enjoy reading through this first newsletter and please don't hesitate to write to us with comments, suggestions etc. The next issue will also contain a 'letters from members' section just to keep us all in touch with what's happening in School Libraries throughout New Zealand. In August I will be attending the IASL (International Conference of School Libraries) Conference in Malmo, Sweden along with Maureen Trebilcock from Auckland College of Education, and Dr. Penny Moore from Wellington. We will be receiving the 'handover' for the 2001 IASL Conference here in Auckland New Zealand in July next year! Please keep the second week of the July holidays firmly in mind when thinking about planning and budgets for next year. We would like a strong presence of New Zealand School Library professionals at this conference. We will be reporting on Malmo in the next newsletter.

Have a great term 3
Kind regards

Jill Stotter
Convener SLANZA Steering Committee

Thursday, 29 June 2000

FAQ's about SLANZA

What is SLANZA?

- SLANZA (School Library Association of New Zealand Aotearoa) was launched in Wellington in May 2000.
- SLANZA's Mission is to strengthen and promote the role of school libraries to enable all school communities to become information literate.

What are the goals of SLANZA?

The goals of the School Library Association of New Zealand Aotearoa are

- To provide a national voice for the school library community;
- To advocate the critical role of school libraries in teaching and learning;
- To represent all school library staff: Teacher Librarians, Teachers with Library Responsibility; School Librarians, and support staff;
- To lobby for improved funding to provide better library facilities and services,
- To create opportunities to recognise excellence within the school library field;
- To improve the professional standing, working conditions and qualifications for all staff involved with school libraries;
- To support professional development through biennial conferences, regular newsletters and a Web site;
- To develop links with associated national and international professional organisations.

What's in it for me?

- SLANZA is providing the first national voice for everyone working in school libraries. Other countries such as Australia, Canada and UK have had their national organisations for all those connected with school libraries. Until now there has been no way for NZ school library staff to lobby for better conditions, better pay, to put in submissions to important educational reviews and generally to speak for all those concerned. Now we will be able to represent our members and to

create a higher profile for all school libraries and their staff.

- SLANZA is also playing a leading role in organising the 2001 International Association of School Librarianship (IASL) Conference being held in Auckland in July of that year. Make plans now to attend this IASL Conference.

How do I join?

- There is a subscription form in this newsletter which is being sent to all those who expressed interest in the formation of SLANZA. You will also find contact names and numbers in this newsletter.

How is SLANZA organised?

- There are regional groups being set up in Northland/Auckland, Waikato/BOP, Central, Wellington, Aoraki, and Otago/Southland. Contact details for each region can be found in this newsletter. Each region will have a representative on the Executive Committee.

What's been achieved so far?

The initial organisation of a new national association takes time. Nevertheless the Steering Committee, besides organising the successful launch of SLANZA, which included Gary Hartzell's Seminars,

- has helped the Regional groups get organised
- is circulating a draft constitution,
- has plans to become an incorporated society
- is in the process of making 3 submissions - to the NZEI Support Staff Review, the Ministry of Education School Staffing Review and The Reading Commission.
- is discussing ways to have input into Achievement 2002
- The first newsletter has been distributed and another is planned

- Next year at the first AGM the founding Executive Committee will be voted in and will take office.

Why is there only personal membership?

- To ensure SLANZA is best placed to represent individual members should the need arise for this type of support. For example, in a situation where school management has decided to reduce funding for the school library, SLANZA would be able to protest without any conflict of interest. This would be more difficult if the membership was institution-based.

What happens if we work as a team?

- We'd prefer all team members to join SLANZA individually. If for financial reasons this is not possible, we suggest that one person joins as a member and everyone else in the group contributes to the subscription fee.

What is our relationship to other organisations eg National Library School Library Networks, Reading Association, LIANZA?

- We are still working out some of these relationships. SLANZA and the National Library School Library Networks have very different roles to play. SLANZA is aiming to promote the role of school librarianship in all its various forms and to provide a national voice for lobbying for the whole school library community whereas the National Library, School Library networks provide more specific support and communication for lots of smaller groups of library staff.
- There is a LIANZA representative on our Steering Committee and there will also be a LIANZA representative on the Executive Committee.
- We have yet to work out a formal relationship with the Reading Association but of course we expect to have a strong working relationship with that body.

Inspiring connections: Learning, Libraries and Literacies

30th Annual conference of the

International Association of School Librarianship and Fifth International Forum on Research in School Librarianship

Waipuna Lodge,
Auckland, New Zealand
9th - 12 July 2001

This conference will be an opportunity for professional development for all principals and their management teams, teachers, trained teacher librarians, teachers in charge of the library and their support staff, school librarians as well as researchers and tertiary educators from training institutions throughout New Zealand.. Among overseas speakers who have been invited are Dr Ross Todd from Australia, Carol Kuhltau and Ken Haycock from Canada and Michael Eisenberg from the United States. This conference will also be an opportunity to showcase the many exciting innovations and initiatives that are happening in schools and classrooms throughout New Zealand. Put the dates in your diary and look out for further information.

Contact:

cmcevents@cmcevents.co.nz

Website: www.conventions.co.nz

Regional News

SLANZA Wellington branch committee has provided some excellent feedback about what they are doing in their region. They have

- Made a commitment to phone every school in the region and talk to the TLR
- Confirmed one event for the end of July (a one hour panel on "Breaking the Barriers" followed by a one hour discussion on SLANZA business), and planned another event, possibly a library trail for Term 4
- Most excitingly, confirmed Steph Capra and Jenny Ryan, of ILPO fame to take an all-day workshop in March 2001. They would be delighted to hear from other SLANZA branches who would like to piggy back on this opportunity and run this workshop in their own areas. If you are interested, e-mail Janet McFadden at janet.mcfadden@natlib.govt.nz. Here's a wonderful example of SLANZA providing a national network so that we can take advantage of professional development opportunities as they arise.

If any other region has news about what they're doing please let the Executive committee know so that we can put it in the next newsletter.

REGIONAL CONTACTS

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Acknowledgements

The National Library of New Zealand for their generous support of the SLANZA launch, their sponsorship of Dr Gary Hartzell, their generous funding of the fares of the South Island Executive Committee to the meeting of June 27, and for their continued, on-going support.

Karen Du Fresne and all contributors to New and Notable, whose generosity enables SLANZA to have a firm financial base.

Auckland College of Education who have generously made their teleconference facilities available to Auckland members of the Executive Committee.

ASLA (Auckland School Library Association) for funding four people to attend the SLANZA launch and for supporting the SLANZA mail-out to schools.

School Library Network for the fares for Executive Committee members to attend meetings.

LIBRARIES AND COMMUNITY FROM CENTRAL REGION

In the challenging times in which we find ourselves working and living, one aspect of our libraries continues to prove its value, that is the ability to create and foster communities of every kind. Libraries have always provided community hubs or given like-minded people a place to gather, but this function has become increasingly important of late. The following snippets and photographs sent in by librarians around the Central Region show a wide range of ways that libraries can connect with their communities.

ST. MATTHEW'S COLLEGIATE LIBRARY, MASTERTON

During Term Three, Librarian Christina Bate and the St Matthew's student librarians have been busy most lunchtimes processing books culled from the fiction collection to make room for new additions to the library and to ensure the collection is current. Jenna suggested displaying the weeded books on some spare new shelves so the school community could choose discarded books to take home.

Christina Bate, Librarian, St. Matthew's Collegiate



Pictured Jenna (Student Librarian) and Zoe (Duke of Edinburgh service student) organizing the display of discarded books.

MANCHESTER STREET SCHOOL, FIELDING

Every lunchtime on Wednesdays our Year 6 'Books 'n' Bickies' group meets in our library to chat about (yes, you guessed it) all things BOOKS; which we follow up with a choccie biscuit. We share the books we are reading, take (and make) bookish quizzes and craft, help run the annual Scholastic Book Fair, organise activities for our school-wide annual Book Week, and this year we held an inaugural 'Books 'n' Bickies' library sleepover. The group also raises money throughout the year by selling Juicies & Moosies in Terms One and Two. This funds a couple of community-based initiatives and each member gets to buy a book of their choice for our library collection at the end of the year.



In the last week of Term Three our book club took part in a Paper Bag Challenge for the holiday break, students and facilitating teachers will report back to the group about the books we read.

Sasha Eastwood-Bennitt, Librarian, Manchester Street School



ST JOHN'S COLLEGE, HASTINGS

Let's imagine a place where all students feel welcome, where ethnic or economic background and social position become unimportant... The Social Club was launched at St John's College, in which meetings consist of conversations about our interests, books, fears, hobbies etc. It has helped build a mature, open-minded community with respect for the special school character. Our motto is Equity, Diversity and Inclusion. Thanks to sweets and cookies, we have better ideas and we are more creative. We organise Chocolate Hunting weeks as well. All to attract the attention of as many students as possible. And it works!

Dorota Zatek, Librarian, St. John's College



KARAMU HIGH SCHOOL, HASTINGS

The Karamu library is first and foremost a social hub. Our library regulars are a great bunch, the space is always buzzing, and our movie nights, games nights and quizzes encourage them to form friendships across peer groups and year levels.

It's been a weird year, with many of our usual happenings having to be cancelled... but our kids are largely in good spirits, and looking forward to everything we have planned for next term!

Eva Fraser, Librarian, Karamu High School

TRANSFORM your library experience.

The thing I hear the most
from my students is...

"This is so easy!"

Heather Grey, Librarian,
Tauranga Intermediate



accessitlibrary.com/book-a-demo

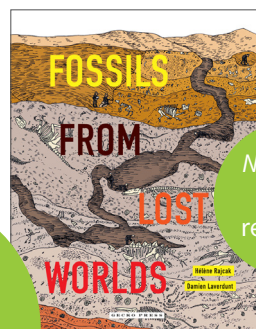


Win Gecko Press books and a signed copy of *The Uprising*

Subscribe to the Gecko
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and be in the draw to win.

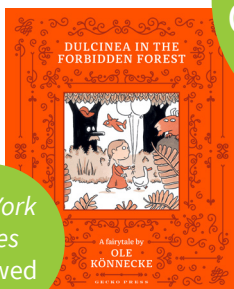


The Times
Children's
Book of the
Week

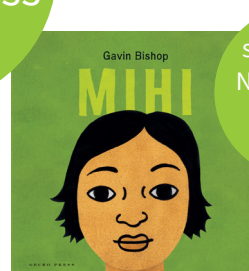


New York
Times
reviewed

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The Uprising: The Mapmakers in Cruxcia Q&A with Eirlys Hunter



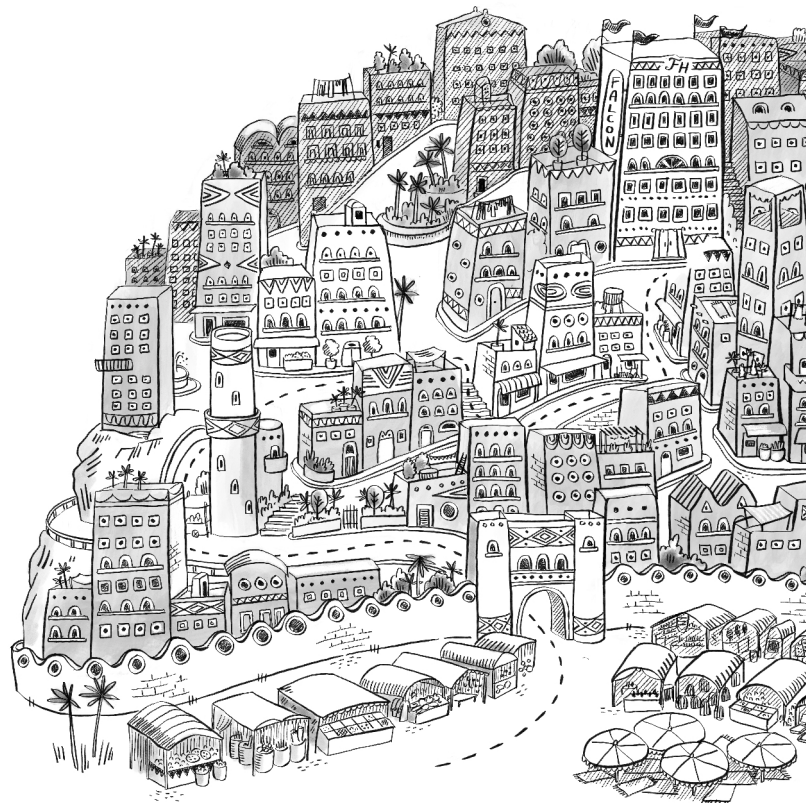
Eirlys Hunter is the author of eight children’s books as well as a novel and short stories for adults, and has taught children’s writing at the International Institute of Modern Letters at Victoria University in Wellington, New Zealand.

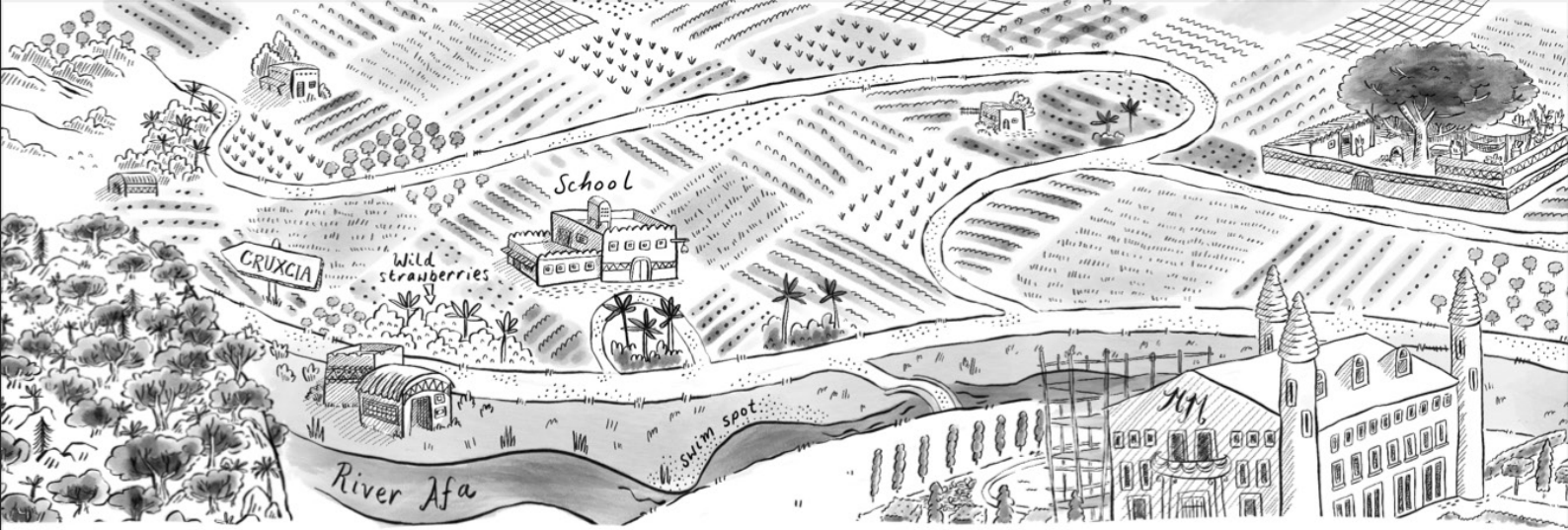
Was there an inspiration for the stories of the mapmakers?

As a child I was obsessed with the idea of flying and of seeing the world from above. That was related to my passion for maps—and of books with maps in. I also liked adventure stories about children who were competent and knew how to do things I couldn’t do. All these elements plaited together to make *The Mapmakers’ Race* and then *The Uprising*.

Is the setting for *The Uprising* based on anywhere in particular?

I’ve borrowed bits from all sorts of places for the setting. The tall, patterned buildings of the town of Cruxcia are based on pictures of Sana’a in Yemen (somewhere I’d love to see, but probably never will). Cruxcia’s position on a hill with steep, winding streets and narrow alleys is based on towns I’ve been to in Italy, and the valley is a version of the Wairau Valley in New Zealand—if it flowed into an arid plain.





***The Uprising* contains contemporary themes about the environment and rebellion. How do you think these will resonate with young readers?**

I hope they resonate! A lot of young readers are rightfully anxious about the environment and the future of the world. There are plenty of books suggesting ways that individual children can make a difference, by, for instance, recycling. But children aren't stupid. They realise that to have any hope for the future we have to make change on a much bigger scale. We need to replace greedy, exploitative systems with fairer, caring ones.

In *The Mapmakers' Race*, the children succeed because they stick together and help each other. In *The Uprising*, a whole community sticks together and acts collectively to force change. The concept of fighting for a better world together might help children to be less anxious than feeling that the future rests on their shoulders alone.

The Santander children have people helping them in both books. Can you talk about the new characters that help them in *The Uprising* and what they bring to the story?

In *The Uprising*, Vivi studies, thinks and plans from her wheelchair, and practical Hessa introduces the Santanders to life in the Afa Valley. Through them the children meet new ideas, new stories and, of course, new food. Vivi and Hessa (and their cousin Lysander) show the Santanders how their father's fate is tangled up with the fate of Cruxcia, and they all join together in the Cruxcians' urgent mission to free their town and save their valley.

Did you love maps as a child? What do you think attracts children to maps and mazes of far off fantastical places?

I loved maps and still do! From Winnie the Pooh onwards my favourite books were the ones with maps in. A map allows you to keep track of a journey: to anticipate what lies ahead, to remind you where you've been, and to see how far you still have to go when you're being the protagonist of the story. It also helps you imagine the overall landscape; if a book is illustrated the illustrations usually focus on the characters rather than the setting.

What's one book you loved as an 8-year-old?

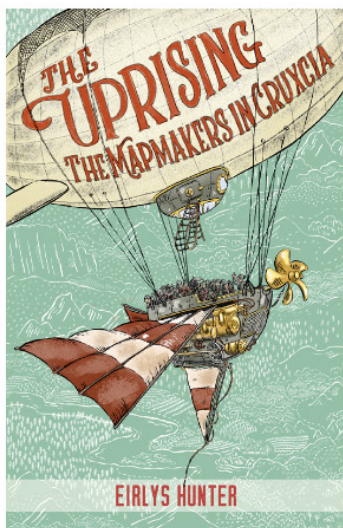
I can't choose between two that I used to pore over: *This is London* by Miroslav Slavek and *Looking at History* by R. J. Unstead. *This is London* had what I can see now were very sophisticated illustrations and lots of quirky details about the city I lived in. *Looking at History* showed what daily life was like in Britain through the ages. What school or work was like for children, what people wore, what they ate, what their houses were like. Everything from toilets to torture, and all so much more interesting than Kings and Queens. I also loved *Ballet Shoes* by Noel Streatfeild.

What do you love most about writing fantasy novels for children? What are some of your favourites?

This is tricky because I don't really think of the Mapmakers books as fantasy in the traditional sense. One character has an ability to see the ground from above, like Google Earth, but apart from that, everything that happens obeys all physical and natural laws; there are no dragons, there is no magic.

Nowadays most children don't get the freedom to roam and have adventures without adult supervision that they once had, so if I want to give a child character the freedom and autonomy to have an adventure, their story has to be set either in the past or in a fantasy world. Setting a story in the past requires research; I prefer fantasy because I can make everything up.

My favourite fantasy novels for children are by writers who respect and understand children. *Northern Lights* by Philip Pullman is top of the list. The fantasy classics I loved as a child include *Alice in Wonderland*, C. S. Lewis's Narnia books and everything by E. Nesbitt.



A follow-up to the internationally successful *The Mapmakers' Race*—the Santander children are drawn into a community's rebellion against a despot and use their mapping skills to avert an environmental scam.

Available November 2021 from all good bookstores.



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Australia: publicitywba@walkerbooks.com.au

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Illustrations © Kirsten Slade

The Tiny Woman's Coat

Q&A with Joy Cowley



Joy Cowley is one of New Zealand's best-loved writers for children and adults, with an international reputation.

She has won a multitude of awards and honours for her bestselling books, including the Prime Minister's Award for contribution to literature. She was shortlisted for the Hans Christian Andersen Award in 2018.

What inspired the story of the tiny woman without a coat?

A red leaf.

A friend sent me a letter with a red leaf that they had collected on a walk one day. It had the texture of fine cloth. I had it on my writing desk and would touch it every day and thought wouldn't it be lovely to have a coat in that texture. It fell to pieces eventually.

Children are fascinated with small things. After decades of working with children and helping them to learn to read, I've noticed the gift of being small and so close to the ground. I've been asked 'Do frogs have toenails?' 'Why do daffodils have yellow hairs?' Being small and seeing small and playing with small things the size of their hands—sometimes as big people we forget about these things.

And children are never small in their own eyes. Only their little brother or sister are small to them. Anyone who starts a story with "There was a little girl..." well, I don't believe they know children very well!



***The Tiny Woman's Coat* looks at the outside world through a child's eyes and has been compared to *Thumbelina* and *The Borrowers*. Did you enjoy the process of magnifying the natural world for young readers?**

I thought more about what would make the perfect make-believe materials for a tiny coat. I went through a list in my mind that way.

I wanted the story of *The Tiny Woman's Coat* to be a song, so that it floated and had a lyrical effect. To not be a serious story, but a warm and lovely story about making and thinking like a child.

Do you hope the story inspires young children to explore their own back yard to look closely at the little treasures they might find?

I believe children do explore their own backyard anyway. But I hope everything they read inspires them in some way. Books should give children pleasure, extend their imaginations and make their hearts rejoice.

A book is a different thing for children than it is for adults. It's a friend: they take it around the house with them, they tuck it under their t-shirt or pillow at night.



The story includes trees and animals, seasons and resourcefulness. What are some of your favourite books about the outdoors and the natural world?

Unfortunately I can't read now, which is a tragedy. But when I was young, I was introduced to a world I didn't know after reading May Gibbs' *Snugglypot & Cuddlepipie*. That world became real for me. My sister and I would run past banksia trees, believing the villains of the story were sitting in their branches. I believe environment books can become real for young children.

I also read A. A. Milne and memorised his rhymes because I wanted to hold them. When reading words like copse and spinney in *Winnie the Pooh*, I had no clue what they were exactly but just knew they were magical places.



This is your second collaboration with illustrator Giselle Clarkson. How is it to see different illustrators bring your stories to life in different ways?

I see illustrators as co-authors because that's what they are! I often warn people at my writing workshops not to dictate to illustrators but to treat them as a co-author.

The definition of author is authority and creator and that's what an illustrator is, bringing the story to life with pictures. I'm always delighted with the extra story that comes from the illustrator.

What's one picture book you loved as a four-year-old?

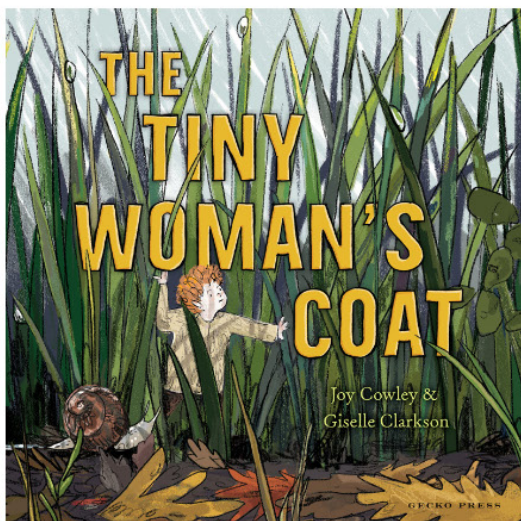
I didn't have books as a child. We moved around a lot and my family had only one book in the house—a Bible. Instead, I heard stories that my Aunt would tell me and they often changed with each retelling.

I was eight-and-a-half years old before I read a book to myself. *The Story About Ping* gave me my reading skills. I read that book from beginning to end, then tucked it away in my desk. I just couldn't bear to finish it. Then when I read it a second time I was surprised that it was the exact same story, unlike my Aunt's storytelling that was different every time. With Ping, I discovered the constancy of print, that books do not change.

Do you believe in fairy people?

I believe a whole lot of living goes on outside of our five senses.

I feed the sparrows in my garden every day, I talk to them, I tell the trees that they are beautiful (I'm not sure what the neighbours think). But I feel it is important to talk about perception not about absolute knowledge.



In this vibrant rhyming tale of resourcefulness and friendship by one of the world's great children's writers, the tiny woman makes a coat of leaves—a small book to leave readers snug as a bug.

Available September 2021 from all good bookstores.



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For information, review copies or interviews contact

New Zealand: Sandra Noakes sandra.noakes@harpercollins.co.nz

Australia: publicitywba@walkerbooks.com.au

United Kingdom: Laura Smythe laurasmythecontact@gmail.com

North America: Ellen Myrick ellen@publisherspotlight.com

Illustrations © Giselle Clarkson

LIBRARIAN SPOTLIGHT: TRISH WEBSTER RANGITOTO COLLEGE, AUCKLAND

TRISH WEBSTER – NEWS BANK

“Where can I find primary sources about the Christchurch Earthquake in 2011?”

“How can my students access New Zealand news archives from home?”

“Google is fine for some information but how do I find sources that my teacher will be impressed with?”

“Primary sources are so hard to find on this topic Miss!”

Over the past twenty one years since the inauguration of SLANZA the way school librarians offer access to information resources has radically changed. We no longer rely heavily on cut out newspaper articles stored in a physical vertical file. We are now able to offer access to online databases that allow our students to search for quality resources, filter results, and then store them in the cloud for their personal research needs. The Ministry of Education began providing access to the EPIC database suite in 2003 with 14 databases and over the past 18 years this has steadily grown to now include over 30 databases.

As the library manager in a large secondary school the challenge for myself and my team is to offer great services that meet the diverse needs of our 3,200 students. The two most important ones are to find a good book to read, or to get help finding information for their research and learning needs.

Many of those needs can be met by showing them how to use our Library Research Guides where I have curated the 30 plus EPIC databases provided by the Ministry of Education and other databases we have purchased licenses for (such as JSTOR). Of particular importance was to ensure that our school provided access to local news sources, such as the New Zealand Herald, to support the New Zealand History curriculum in addition to news and information from around the world. It took some time but I discovered a database group called NewsBank which seemed to offer just what I needed for my students.

The ‘Access Global NewsBank’ interface is easy to use and provides access to over 150 New Zealand newspapers plus more than 7000 global sources, including both archived and current articles. The addition of a widget that gives direct access to specific news content has proved invaluable, particularly for access from home during Covid Lockdowns or out of school hours when other resources are unavailable. With the New Zealand History curriculum changes coming in soon, it is great to be able to offer quality online primary and secondary sources for our students. Some of this content might be found using Google, but not with the easy search and filtering features that provide the advert-free results Access Global NewsBank offers.

One of my Social Studies teachers assessed it for me and said:

“It has a really easy to use search. Even in the advance search, it works in a super intuitive way. This could make it a really valuable option for students, as opposed to some other databases, where the advance search to narrow things down can actually be really complicated to explain. I can definitely see the value of this database for JSS (Junior Social Science) or for Sociology in particular, as it allows students full access to the deeper articles on current events issues...”

And one of my English teachers said:

“I have had a look at the NewsBank site and think it would be a really useful tool! I had a quick look at a couple of articles and I like the way that different topics can be easily found in different categories, and the way that key words are highlighted throughout. We know that students have difficulty finding credible and useful information (as they default to the Google search!), so being able to direct students to something like this would be great.”

I have promoted it to the school community for the past six months and it has been used by students researching topics in the Health and PE, Social Sciences and English curriculum areas. I am hoping that the Ministry of Education can be persuaded to include this database of New Zealand and global news sources in the New Zealand Schools EPIC suite so that all schools can benefit.



Access Global NewsBank: 2022 Edition

*A global research collection that supports
all academic disciplines*



Quick Facts

Features more than 7,000 global news sources including over 150 from New Zealand

Allows users to track trends over time or geographically while comparing differing perspectives

Combines all news formats - full-text newspapers, web-only content, PDF image editions, and others - for superior search results

“Users can pinpoint information, compare diverse views, and track subjects geographically and over time through a deep global news archive.”

Overview

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LIBRARIAN SPOTLIGHT: NICKI DAVISON MIDDLETON GRANGE SCHOOL, CHRISTCHURCH

“When I first started, we used to say things like: We want students to use the devices but we don’t want them to go out onto the Internet. How can we stop this thing?”

Nicki Davison has been a school librarian at Middleton Grange School for over 12 years. She shares her thoughts on some of the biggest differences in what it was like to be a librarian then - and what it is like now.

Why did you become a librarian?

I was a release teacher for a number of years at a “daughter school” of Middleton Grange School and I was put in charge of the library. I wasn’t a trained librarian, I had no idea how to run a library! I had some experience working a few shifts in a university library for 10 years and that’s probably why I was put in charge.

We know there are challenges and frustrations that come with being a school librarian today. What keeps you in your job?

You could say I have the best of both worlds because I can teach without the paperwork. I don’t have to report to the Ministry or do my lesson plans because I’m in charge, right? Free reign! But really, what keeps me here are the relationships I have with other teachers, the students and you know, a well-crafted bibliography really gets me excited!

What would be the biggest change you noticed in your role since you started?

I think the main change is in students’ reading behaviours. The way they consume information now, they don’t need to go to books. Some teachers do insist on using books and [reputable] online sources, but the kids go straight to the Internet, to Google and Wikipedia. It is a bit scary but that’s my job now, to teach them about fake websites and questionable sources. It’s why we use databases like Britannica, so students have access to good quality information without distractions. Back when I first started, we used to say things like: We want students to use the devices but we don’t want them to go out onto the Internet. How can we stop this thing? Now I think back, I can’t believe how naive we were.

Also, I can’t quantify it but I have a feeling that literacy is going downhill a little bit. I see a lot of year 11, 12 and 13 boys in particular who don’t read well, don’t like reading or can’t get engaged. As librarians we do what we can, but things have definitely changed.

You have a great digital, non-fiction collection, let’s talk about that.

My number one destination for digital non-fiction resources is EPIC. We are privileged in New Zealand because with just one username and password we have access to all these amazing databases. And of course with the middle schoolers, Britannica School is where I go first.

Outside of EPIC, the National Library’s Services to Schools also has Topic Explorer and Many Answers, which provide curated resources around a number of topics. We can catalogue and link all of those things to our database. There’s so much out there but we always try to catalogue anything that is current or topical. The most important thing is constantly reviewing our collection and making updates.

There is great anticipation for growth in digital content but also a lot of uncertainty among librarians. Do you have advice for other school libraries looking to start or grow their digital collections?

First of all, the National Library facilitators and the site they put out for us to use is amazing! Then there is our LMS library database; an LMS with a federated search feature really helps with amalgamating resources and making them accessible. The federated search comes in especially handy when we’re searching across Britannica School and other databases.

A big part of procuring and managing resources for the library is getting teachers and students to use them.

Yes definitely. Coming to this school as the library manager, my focus was to get the kids engaged. Quizzes and games based around a particular resource are a great way to get students learning without knowing they're learning. For a research database like Britannica School for example, I made some Quick-5 quizzes that tested how quickly and accurately students could track down facts within an article. Kahoots and Digital Escape Rooms take a bit longer to create but are very popular.

Making sure teachers and students know what is available is also important so I tend to try different things. During our first lockdown, I ran Microsoft streams for a senior History and English class to show them how to access the research materials they needed. They have started using them in class, and no longer need me in person!

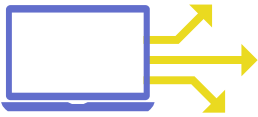
How do you get buy-in from teachers to engage with you and your services?

It can be difficult to start that conversation with teachers. Even after my 12 years, I still haven't nailed it, but I find it always helps to know what topic each class is learning. For example, if a class is studying or preparing to study "Australia", I'll send the teacher some relevant links or tell them I can help. You only need to get through to one person before word of mouth spreads.

I also have a library brochure that lists the things I can do, like teaching research literacy, assisting with reading engagement, accessing our catalogue etc. and hand that out to new teachers or at staff meetings. At the end of the day you just have to stop being shy and say to a teacher: Hey, I heard you're doing this thing, I can help with resources! Be available but not pushy.

What is your advice for new librarians?

Don't be shocked at how little some of the students know. Be ready to re-teach or re-state things many times. Build relationships with your teachers, even if you just create a list of the things you can do for them and email that out at the start of the school year. And finally, remember to show staff how to access their library records!



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DIGITAL WELLBEING FOR ALL

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

I am really disappointed – I offered a box of chocolate fish to anyone reading my article in the last issue of *Collected* who could use their digital skills to identify the location of Pareora (where I was running a digital banking class with Timaru library staff). Not one reply! What does that mean I wonder? I can only surmise that school librarians do not like chocolate fish!

If this is the situation, you certainly differ from your colleagues in the public library sector who are participating in our Digital Wellbeing for All programme. More than a dozen boxes of the Cadbury delights (each box containing 42 individually wrapped chocolate fish each weighing 20g) have couriered their way into the mouths of librarians from Auckland to Central Otago. All the recipients have reached the podium in a Kahoot! quiz that we run at the end of each webinar in our Digital Wellbeing series.

Now if you have managed to progress past the chocolate fish and the despair of missing out, you might be wondering what this digital wellbeing is all about. Well, thank you for asking, because that is what I need your help with.

Every year Colmar Brunton carries out Internet Insights research for Internet NZ, and the latest research published early 2021 has revealed a worrying trend.

74% of New Zealanders are worried that young children can access inappropriate content on the internet and 67% have concerns about cyber bullying (up from 71% and 65%, respectively in 2018). But haven't schools been using Netsafe resources for over 20 years to address these issues? Do parents have the wrong end of the stick?

The problem is that parents (and grandparents) have been left behind in the digital world and many do not have the confidence to provide digital guidance to their children and mokopuna. When I took the Digital Licence¹ tests with my 9-year-old granddaughter, I didn't even know many of the words used by young people in their online worlds. Fortunately the Digital Licence quizzes have a thesaurus for us digital Neanderthals.

Our vision is for every child to have access to digitally informed parents and grandparents who can provide the necessary guidance and support when our children's lives are thrown into turmoil when engaging in the digital world. And that is the point of our Digital Wellbeing for All initiative.

As a small community trust, there is no way we can reach the 3 million adult New Zealanders who have concerns expressed above, but with the help of the 4,000 librarians², this could be achievable. Digital Wellbeing is the outcome we are seeking, which we are defining as being able to keep ourselves, our children and mokopuna safe online. Our Digital Wellbeing for All programme aims to build the confidence and capability of public library staff to provide ongoing digital literacy support to their communities. By December 2021, our goal is for the 40 librarians on our current programme to each support 30 people complete the Digital Licence or a related digital literacy programme. That will mean we have completed 0.04% of the challenge we face.

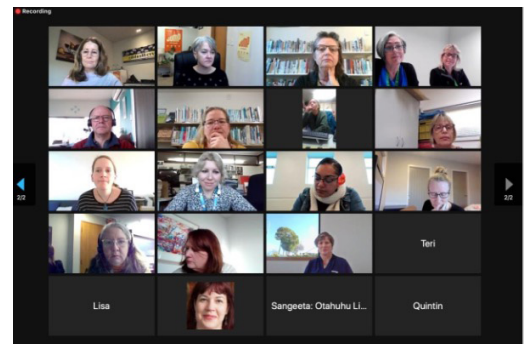
What can school librarians do about this? Hopefully, you are already supporting teachers and students at your school with Netsafe tools to help them gain digital confidence. How can you reach your students' whānau? In my previous column, I suggested that you might be able to facilitate some parent-student evenings in the school library where students can actively help their whānau move into the digital banking world, with tools like Banqer. Could you do something similar with the Digital Licence?

Our Alliance is happy to provide the chocolate fish awards to anyone taking up this challenge.

REFERENCE

¹ The Digital Licence is an online safety programme developed by the Alannah and Madeline Foundation in Australia and successfully piloted in New Zealand by the Digital Inclusion Alliance Aotearoa for adults.

² According to the 2018 Census there were 4038 librarians in New Zealand.



Library participants in the first Digital Wellbeing for All webinar



HarperCollinsPublishers

BUSINESS MEMBERS

MEET STACY GREGG

Stacy Gregg (Ngāti Mahuta/Ngāti Pukeko/Ngāti Awa/Tainui) is one of New Zealand's most popular authors for children. She is the author of 36 books, an eight-time finalist in the NZ Book Awards for Children and Young Adults, and winner of the Children's Choice Award at the NZ Book Awards three years running. In 2019 she won the inaugural Storylines What Now Children's Choice Award and won it again the following year. We asked Stacy about the inspiration behind her stories, and what it feels like to see her characters come to life on the TV screen.

Q: Tell us about your new series, *Spellbound Ponies*, and what inspired it?

My horse Cam was injured and I was standing there with the vet as he took an ultrasound of the leg thinking to myself 'if only Cam could talk, he could tell me what he's done'. Then I realised if Cam could talk, he would just burble on and complain about his feed and say the most dreadful things about his paddock mates. I started thinking...if I wrote a book with talking ponies in it, what would they be like? Throw in a witch's curse that keeps them trapped in time until each one of them confronts their naughty ways, and two brave best friends who are determined to save them, and you have *Spellbound Ponies*!

Q: *Spellbound Ponies* is for first readers around 5-8 years old, quite a different audience from your standalone novels and the *Pony Club Secrets* series. What were the challenges writing for a younger audience?

I've written series on either side of this age group now with my Mini Whinny books, aimed at 3-5-year-olds, and *Pony Club Secrets* in the 8+ category. The *Spellbound* age is the toughest to get right. I wanted to create more than just a story within each book, a satisfying arc across the series that rewards the dedicated reader. Also, I wanted the series to be funny. I think as a writer it's taken me a while to have confidence in my sense of humour on the page. And talking ponies, by nature, are ridiculous creatures and ripe for jolly japes. I have had more fun writing these books than anything I've written before in my life.

Q: Your stories, particularly your standalone novels, are populated with such a diverse range of characters. Are any based on real people, or real horses?

That was always the key to my standalones – they were absolutely based on true stories and real-life events. *The Princess and the Foal* is the true childhood story of Princess Haya of Jordan, who was gifted an orphan foal to mend her broken heart after her mother, Queen Alia, died in a helicopter crash. I researched that book with the blessing of the Princess, travelling to the royal stables and palaces in Jordan. That became the template for all my standalones – I undertook research trips to all kinds of exotic places including Russia, Italy, Spain and Iceland.

Spellbound Ponies are a different kind of 'real' and book five, *Rainbows and Ribbons*, is based on Cam. It's about a pony cursed with a dreadful case of the grumps! Gus is a real 'trough-half-empty' kind of horse. All the real-life ponies we've owned have had huge personalities, so it isn't a stretch to imagine them talking back!

Q: Your novels feature strong female leads who embark on some tough adventures. Is it the character or the adventure that's more important to you in telling a good story?

I am very much a person who believes that it is your actions that define you. And I like a narrative that moves at a brisk pace, so to me characters are formed in motion. Having said that, I think my heroines and their ponies are all distinct and powerful in their own ways. It is important to me as a writer creating books to inspire young women, that my readers should feel a sense of empowerment leap at them off the page. My girls embrace adventure; they never sit around waiting for someone else to help them out. I think that's something that horses teach young women – you have to step up and be bold and through that you discover your strengths.

Q: Do you harbour favourites amongst your books and fictional ponies?

After writing 36 books I think I can look back over my body of work and know which are the best ones. And yet I'll be doing a book event and a reader will come up to me and tell me their favourite and I'll be totally shocked because it's not a book that I think stands up as one of my best.



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In terms of a complete adventure that just tumbled out fully-formed and swinging a big axe, *The Fire Stallion* is a favourite. It's a dual narrative set in Iceland with a Viking princess battling for her right to rule on the throne. And for completely different reasons, *The Thunderbolt Pony*, which is set in Kaikōura and features a heroine suffering from Obsessive Compulsive Disorder, is a special book, I think. *The Thunderbolt Pony* is hopefully about to go into production as a feature film so it will be amazing to see that come to life on screen.

Q: Was it exciting to have your books adapted into the TV series MYSTIC? Did you have any say into who was cast, or how it was filmed? Will there be a new season?

It is absolutely every author's dream to have their books become a TV show! When I first saw the audition tapes of Macey Chipping, who is the actor they cast as Isadora, I cried because she was so perfect. I wrote two of the episodes of Season One myself and I remember being at the cast meet-and-greet party when "Natasha Tucker" (Antonia Robinson) walked into the room and I was like "Oh my goodness, I created you and now you are alive!".

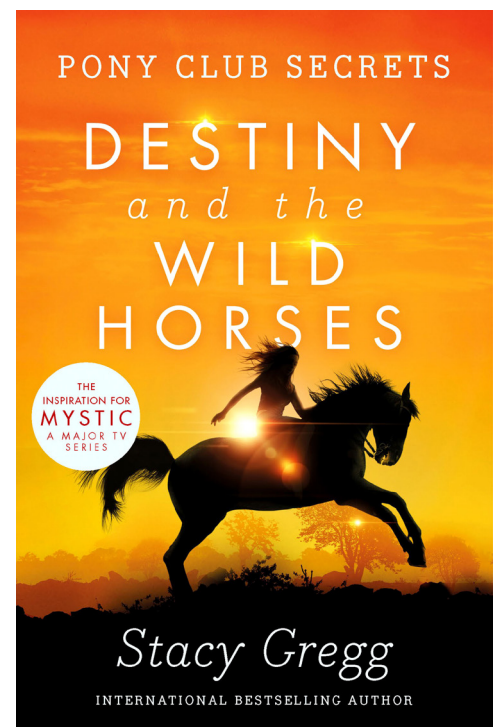
Seasons Two and Three are being filmed now in Auckland – but I'm not working on the show anymore. I am developing a few other ideas for TV instead.

Q: What advice can you give anyone wanting to be a real book author, like you?

One of the hardest things for a writer is getting a work finished. We all begin with a hiss and a roar and then it trails off and you end up with all these half-finished projects. It's important to make a plan before you begin. Plot out a basic structure. Think of it as building the framework for a whole house before you go back and start to create the rooms. You don't have to stick to the framework, you can change things as you go along, but it helps to have a plan. And then, once your manuscript is finished, rewrite it. Make it better. I rewrite my manuscripts up to a dozen times before I submit them to my editor in London.

Q. What are you working on at the moment? Any secrets you can tell us?

COVID spelled the end of my research trips, but in fact I've just spent six weeks in my hometown of Ngāruawāhia working on a novel based on my childhood growing up there. I'm Ngāti Mahuta and Ngāti Pukeko on my mother's side and I've been doing full immersion te reo Māori for the past two years and this book is part of that journey.





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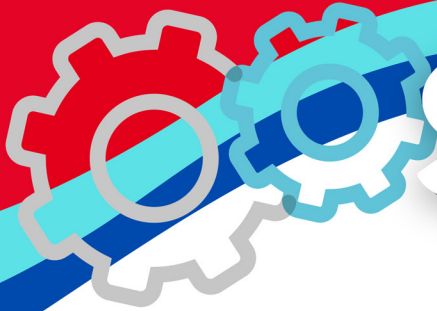
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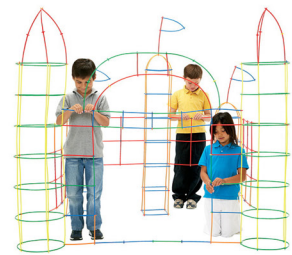
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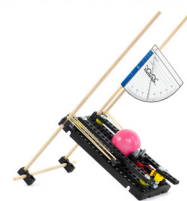
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LIBRARIES SHINE IN DIFFICULT TIMES

DANIEL CZECH – SCIS MARKETING AND COMMUNICATIONS SPECIALIST

For many people the last two years have been amongst the hardest they've ever experienced. Covid-19 lockdowns have necessitated that the simple tactile pleasure of picking a physical book off a library shelf has, for many, become a scarce privilege in the world as we currently know it. In recent months, it has been sad to see New Zealand experience some similar lockdowns to those we have experienced on the other side of the Tasman Sea in Australia.

At the Schools Catalogue Information Service (SCIS) we have been amazed to see the innovative ways that librarians have kept their school libraries at the heart of school culture despite the tyranny of distance created by lockdowns. From establishing book delivery services to safely delivering borrowed books to students to utilising online learning resources and social media in ways not seen before, librarians have proved, that in the face of lockdowns, the school library can still be the 'agora away from the agora'.

Inspired by the school library community's heart-warming resilience, we have put together a list of simple ways that you can use SCIS to aid with your library work from home or from your library. Some of these require a subscription, but a number of the below-listed suggestions are free.

Using SCIS as a collection development tool

SCIS has over 1.6 million catalogue records created specifically for schools by expert cataloguers over more than 40 years. Not many people know that you can freely search our catalogue records directly from our website. Whilst you cannot see the content of the records unless you have a subscription, this can be very helpful for developing your library collection. If you would like to find education appropriate resources similar to those you already have to expand your collection, our education-specific subject and genre headings will help you find a huge range of resources that you may not already possess in your library.

Typing in the title, ISBN number or topic of a resource you already have will yield search results listing similar resources to that which you have searched. From there, you can make a list of resources that you might like to investigate further. SCIS subject headings incorporate New Zealand and Māori specific terms, created with advice from our New Zealand-based cataloguers.

If you have a subscription, you can easily find and download records for whole collections of curated resources such as Topic Explorer resources from the National Library of New Zealand, EPIC resources, Wheelers ePlatform One titles, ClickView digital video and WorldBook eBook titles. What's more, many SCIS users do not know that SCIS provides licensed cover images for many records, these can be downloaded directly from our website or through an automated retrieval process in your library management system.

Find great news and handy tips through our school library journal and blog

SCIS publishes a quarterly library journal called Connections, which has been running since 1992. Connections contains up-to-date library news and articles written for and about school libraries. The journal includes education specific reviews of online learning materials such as websites and apps, as well as many articles by school librarians discussing library programming, library culture and contains handy tips and hints for school librarians. All issues of Connections are freely available through the SCIS website and can be accessed without a subscription.

In addition to Connections, we regularly update our school library blog with articles on a broad array of topics canvassing all aspects of school libraries. The blog is designed as a community discussion resource, where librarians can freely ask questions about articles we've posted using the commenting function, as well as submit articles for publication.

Engage in our social communities

SCIS runs social media pages on Facebook, Twitter, Instagram and LinkedIn. These pages are the beating heart of our online library community. With over 28,000 followers on Facebook and almost 4000 followers on Twitter, we have been sharing news and resources with a strong community of practise for over 10 years. Our social pages are a great place to interact with a community of school librarians in a more informal manner, sharing ideas for work as well the odd librarian joke.



Professional Learning

If you would like to brush up on your skills, SCIS runs webinars each term focused on professional development. We have upcoming webinars on Dewey and Book Numbers in SCIS, as well as Subject Headings and Authorities in SCIS. These are live webinars, in which you can develop your skills and ask questions of our cataloguing experts. If you can't make our webinars, our 15-minute Video Tutorials are available to watch when it is convenient for you. These bite-sized seminars cover key SCIS topics and are a great way to supercharge your skills quickly.

Hoping to see New Zealand soon

We are hoping this year marks the passing of the worst of the COVID-19 restrictions, and that with 2022 on the horizon you may be able to chat to us in person at a conference or event next year. In the meantime, we hope this article inspires you to connect with and utilise our resources whether you are in lockdown or in your wonderful library.

By Daniel Czech | SCIS Marketing and Communications Specialist

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BOOK WEEK IN SCHOOLS 2022

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Program Overview

One day a girl named Marley woke up to discover that 'Something' was missing... And so begins a quest that will lead Marley through destinations that are strange and challenging but often oddly familiar. However, first she must determine what it is that has disappeared from her life that is causing such a sense of emptiness.

Fortunately, her story has a narrator to help her. The thing is Marley sometimes has her own ideas as to how the story needs to be told. There are books around to provide clues and directions which is a great help – if you can figure out what they mean. Marley is determined to sort it out no matter where she travels or what she encounters.

Join Marley and characters from a selection of the **BEST 2022 New Zealand Children's Books**, as she seeks to discover what it is that is missing and how best to recover it. One thing is certain - once the 'Something' is recovered, everything will become **Bigger, Better, Brighter!**

This interactive and educational musical adventure is a fun filled and energetic celebration of New Zealand literacy that brings together all the elements of great storytelling - a hero, a mystery, a quest, and an exploration!

Thank you so much for writing and presenting such an amazing show! My students loved that they knew the stories and could see strategies being put into place by the characters to help them deal with different feelings and emotions. The show was enjoyable for all ages to watch and participate in and had lots of great messages to take back and reinforce in the class. Such an excellent show! Thanks again!

- St Josephs School, Feilding

"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

Quick Information

Term 2 Live Tour Dates:

CHCH Mon 16th May – Fri 20th May
WELL Mon 23rd May – Fri 27th May
AUCK Mon 30th May – Fri 24th Jun

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CONTAINS GRAPHIC CONTENT REVIEWS BY GREIG DANIELS

REBELS: A WELL-REGULATED MILITIA // ISBN-13:978-1616559083 – BY BRIAN WOOD AND ANDREA MUTTI

Historical comics series are a hard sell for modern comics publishers, and sometimes for comics readers too. Brian Wood and Andrea Mutti have managed to overcome this reluctance in their 2016 series *Rebels*. The series, originally published as ten individual issues, is an account of the American Revolution seen through the eyes of the common people. The story covers the period from 1775 to 1776.

“*Rebels*” is set in Vermont and tells the story of locals John and Mercy Abbot and their harsh daily life. Their involvement in the local community comes at a time when the locals call for more self-determination and representation in George III’s parliament, and sees them come into more and more conflict with the British. The armed forces in the colonies and pro-Royal government officers do not help. The King’s forces are present to enforce the law, pursue a war against Native Americans and commit attacks in an undeclared war on the French.

John is drawn into the revolution, lending his hunting and bush skills to the Green Mountain Boys, a local militia raised by Ethan Allen. As he spends more and more time away from home with the Militia, Mercy is increasingly forced to be the person who runs the farm and manages the protection of her family against the wilderness and threats, both natural and man-made.

One of the main stories tells of the taking of Fort Ticonderoga from the British and the arduous trek overland to take the fort’s cannon to defend Boston. John’s unflagging efforts in this task and the fortitude of his party are really focused on here. Considering the immensity of such a task, the reader is given a realistic portrayal of the hardships of life in the wilderness and the courage of these men and women.

Wood manages to create realistic characters and portray the frustrations of the colonists under British rule. His dialogue is natural, as are the feelings of John and Mercy as they fight to preserve their marriage and family, as well as do their duty.

Brian Wood is from Vermont and his research is well done. He draws on local history and his descriptions of the natural environment are drawn from his own experiences. His historical knowledge and research also add to the truthfulness of his story.

An interesting aspect to the original publication is that the Abbot’s story takes up the first six issues of the series and the final issues are stand-alone stories that occur during the events and after, offering some different perspectives. These twenty-page stories concern a husband’s attempt to leave his wife his military pension, by showing that her role as camp follower, nurse, cook and combatant mean that she is a military veteran and her military service is as valid as his. The story is indicative of the roles of many women who followed their men to war and served beside them in any role required. The story ends with the US military government refusing to allow her the pension, as was the case with many other women who served in all but name.

The next stand-alone story concerns a young Native American from the Vermont area who is befriended by a local colonist. While their relationship is respectful and friendly, the unfolding of events and their imminent involvement in battle, on opposite sides shows that both have not really understood the natures of each other’s societies and how it will affect their relationship.

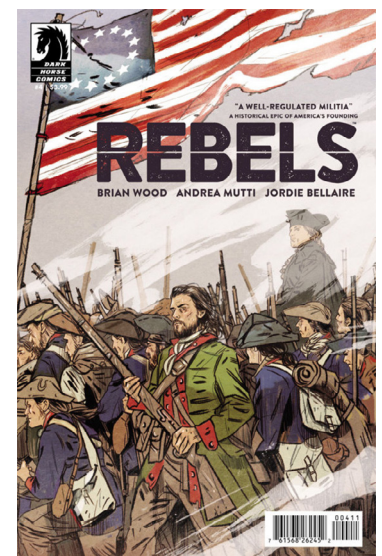
The last story is the story of a British soldier, a “lobster back - a redcoat” and his status as almost that of a servant. Pressed into service while drunk, the army beats and brutalises him, sending him to a foreign land to fight with rebellious colonists who probably have more in common with him than he realises. His short and bloody story ends with him still upholding his aims of “King and country”!

Artist Andrea Mutti is perfectly matched to the story. An Italian artist with a career spanning comics in both Europe and America, his style and lively pen line help him to quickly delineate character and expression, but he also manages to evoke the harsh conditions and the unrelenting state of the environment. We get the sense that the people in these conditions are up against something so huge, that we admire their resolution even more. The depth of historical research is on display on every page, and this attention to detail doesn’t detract from his drawing of the cast as real people.

The original series was very popular and resulted in a sequel “*Rebels: These free and independent States*” set during the war of 1812 which focuses on John and Mercy’s son.

This is probably more suited to students Year 11 and up with an interest in history.

*Reviewed by
Greig Daniels, Tokomairiro High School*



Instead of my usual second review I'd like to do a few recommendations and some catch-ups on series I've already reviewed.

BANDETTE VOLUME 4: THE SIX FINGER SECRET // ISBN-13:978-1506719269
 – BY PAUL TOBIN AND COLLEEN COOVER

Paul Tobin and Colleen Coover have released the fourth album in the Bandette series. The previous entries centred around the adventures of a young girl thief in 60s Paris and her friends and enemies, and it is as charming and entertaining as the previous albums in the series.

Bandette is drawn more and more into the Paris underground and her friends and mentors are more in peril than in previous stories. Tobin and Coover deftly mix comedy, action and suspense. Coover's warm and entertaining drawing style is a real addition to the adventures.

WILD'S END: JOURNEY'S END // ISBN13: 9781684151899
 – BY DAN ABNETT AND I.N.J. CULBARD

Also released is the last part of "The Wild's End" series, an anthropomorphic tale of a Martian invasion in Britain in the 1900s. The main characters are animals in human roles. Dealing with the invasion, the characters are deftly portrayed and Abnett and Culbard continue the adventures of the reluctant navy veteran, the disillusioned writer, and their allies, as they are caught

between the army and the invaders and their attempt to find a peaceful haven.

The final volume "Wild's End: Journey's End" concludes the series begun in "Wild's End" and its sequel "Wild's End: The Enemy Within".

THE INKBERG ENIGMA // ISBN-13: 978-1776572663 – BY JONATHAN KING

I was also really pleased to see that "The Inkberg Enigma" by Jonathon King was a finalist in the Children's Book Awards. This eerie tale of small-town adventure, and horror was one of the stand-out graphic

novels of 2020 and deserved its recognition and nomination. There were some great books nominated, but it was great to see this innovative graphic novel being recognised.

QUEEN OF THE SEA // ISBN-13 : 978-1536215175 – BY BY DYLAN MECONIS

Dylan Meconis' fascinating, charming and beautifully drawn graphic novel "Queen of the Sea" has been released in a lovely soft cover edition. This story has an historical

setting, some Elizabethan stylings and an exciting story about a young girl discovering her own history and creating her own destiny.

BOOK REVIEWS

MY MINDSET MY CHOICE – BY MELISSA REVE

Reviewed by Anita Lamont, Waiuku Primary School

This book is so visual, it's a delight to look at. If the magnificent images don't entice the reader, the clever creative flow of the text will. Focusing on teaching a growth mindset to children, simple messages are set out to facilitate possibility thinking. Very attractive and bright illustrations deliver a friendly message of empowerment, healthy attitudes, and the acceptance of learning new things. Learning to fail and identifying

positives from our mistakes are explained to the reader. Fostering inclusiveness, empathy and teaching about choice lets the reader use their imagination, whilst subtly guiding towards the 'right' choice. A fun, engaging book to read aloud, and a fantastic resource to initiate conversation and discussion at so many different levels.



HATTIE + OLAF – BY FRIDA NILSSON, ILLUSTRATED BY STINA WIRSEN

Reviewed by Anita Lamont, Waiuku Primary School

Have you ever wanted something so badly that it was all you thought about? Hattie is like that. Have you ever wanted something so badly that you stretched the truth, even just a little? Hattie is also like that. Has your imagination ever sabotaged something? Hattie's sort of did. Have you ever been caught stretching the truth? Hattie was. Hattie by now, sounds quite terrible, but she isn't, trust me. Hattie is a bright, feisty, spirited young girl who badly wants a horse. Hattie is infatuated with horses and to make matters worse, Hattie's

friend has horses. When poor Hattie's father brings home Olaf, a donkey, Hattie fabricates a different version of Olaf to her friends. Olaf is charming, as charming as a braying neglected bony old donkey can be. Despite their differences, Hattie and Olaf form an unlikely understanding and Hattie fulfils her dream of riding...something. A delightfully touching story filled with humour and kindness which is relatable to readers of all genres and ages.



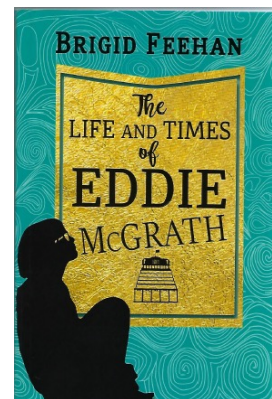
THE LIFE AND TIMES OF EDDIE MCGRATH – BY BRIGID FEEHAN

Reviewed by Anita Lamont, Waiuku Primary School

When a Wellington school girl wins one of four prizes in an English essay competition to become an MP for a day, she thinks about passing over the prize. With the added pressure of panic attacks and being introverted, Eddie has a big job ahead. After robust sibling rivalry, new friendships and unexpected outcomes, Eddie finally gets herself on task and not only accepts her place with the prize winners but does it proudly. A family filled character cast draws you in, as do their problems and strategies

to solve them. In Eddie's quest to accept her prize, a community-based problem for the elderly is solved which helps Eddie find her voice.

Set in a Wellington suburb you wouldn't expect this book to be much about animals, but in fact, it is a wonderful highlight to the benefits that pet ownership and animal interaction have on the young and old alike. Worth the read!



THE MEMORY THIEF – BY LEONIE AGNEW

Reviewed by Penny Walch, Southwell School

This book is up there for my Book of the Year...I absolutely adored it from go to woah. As I read, I could picture it as a Tim Burton movie - dark, atmospheric, quirky, complex and utterly brilliant.

Seth is a troll, trapped within the gothic iron fences of the botanical gardens (it doesn't say it is Dunedin, but the clues point to these, at the very least, being the inspiration.) During the day he is a stone statue on a bridge spanning the Leith River, but by night he is a boy who can roam the gardens...or at least the part of the gardens allocated to him and not to Celeste, another troll, who gave me real 'Cruella de Vil' vibes and who I could imagine being played by Helena Bonham-Carter!

Seth is always hungry... but what a troll needs to survive are human memories, and when he meets Stella, he doesn't feel right taking hers. He wants something different from her...he wants to talk. He wants company. He wants a friend. As Seth and Stella get to know each other, their lives intertwine in ways which become increasingly complex and complicated.

This is not a simple story, with simple solutions. It requires depth of thought about some serious subjects...the nature of friendship, memories, sadness, dementia, death, bullying... and not everything is tied up neatly at the end. (Sequel?? Yes please!!)

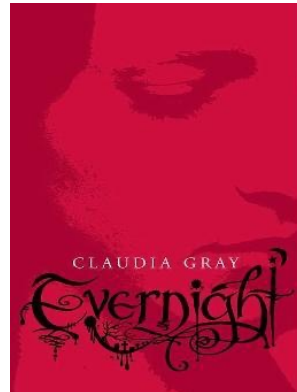


THREE WORD BOOK REVIEWS BY RICCARTON HIGH SCHOOL BOOK CLUB



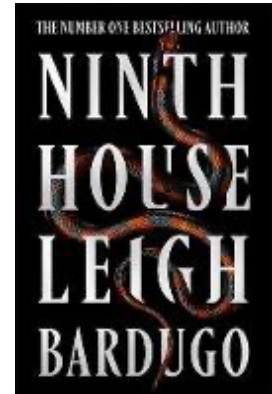
MOON BY AARON EHASZ

Mysterious, Magical, Marvellous



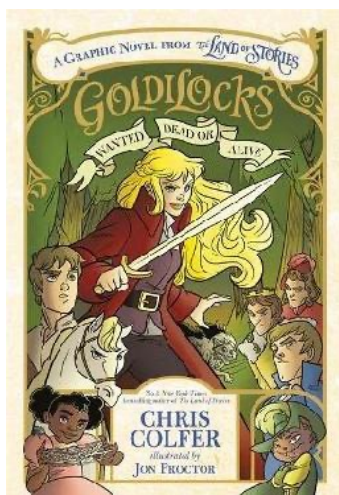
EVERNIGHT BY CLAUDIA GRAY

Mysterious, Deception, Danger



NINTH HOUSE BY LEIGH BARDUGO

Magicky, Dark, Academia



GOLDILOCKS: WANTED DEAD OR ALIVE BY CHRIS COLFER

Adventurous, Nostalgic, Magicky



LORE BY ALEXANDRA BRACKEN

Action, Mythology, Relationships



**STOP SURVIVING, START FIGHTING
BY JAZZ THORNTON**

Inspiring, Inspiring, Inspiring



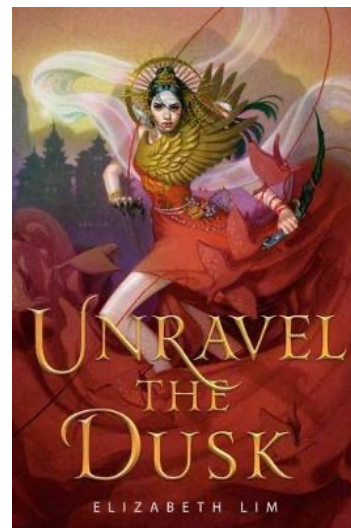
**READY PLAYER ONE
BY ERNEST CLINE**

Isolation, Realisation, Awake



**THE FRIEND SCHEME
BY CALE DIETRICH**

Interesting, Adorable, Painful



**UNRAVEL THE DUSK
BY ELIZABETH LIM**

Mystery, Love, War

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www.schoolibrariestransform.org.nz

Vision Statement

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

Mission Statement

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

Goal

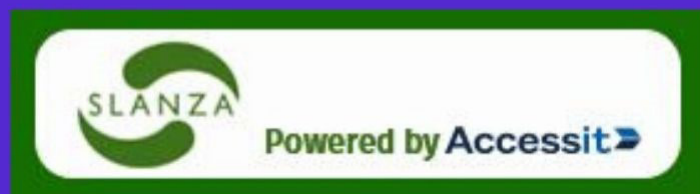
The Ministry of Education will mandate every school to have access to a school library staffed by specialist school librarians and is Ministry of Education funded.



SLANZA Reading Lists

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Find the best books for your
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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

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

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