

SLANZA MAGAZINE

COLLECTED

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ISSUE 29/2022

EDITORIAL

As I write this, Neurodiversity Celebration Week is coming to a close. This is a reminder to us all that the world is full of neurodiverse people whose differences are not a negative thing, they have the right to express themselves and we need to learn to listen, support and celebrate. Libraries are where these individuals usually feel most safe, so our job as librarians is to create a culture which celebrates diversity. Personally, these individuals are the ones who fill my cup, as a mother of a LOUD and quirky young man with Autism, my days are greatly enriched (and often full of embarrassing moments) as I watch how he perceives the world. He also affects the culture of my library in such a positive way when he 'helps' at the desk; no-one leaves without an elbow-bump or a smile on their face. His presence is a roaring fire on a winter evening.

It is heartwarming to see many of us creating inviting libraries that add value to children's lives and celebrate their individual needs. It sounds like Valerie's is the library to go to if you can't resist a craft table! Valerie, you've made my daughter excited to find out that "Dumplin'" has a follow-up movie. You sound so 'down with it', I think I need lessons from you on how to be cool!

Building community in the library also benefits our youngsters, the library is a safe social hub for many children of different ages and cultures to interact, Ayomi has great examples of crossing cultural boundaries in the way she interacts with her library users. It sounds like her library has a real family vibe going on.

While most of the focus is on our young users, we can't forget that staff are also our users. If you are in a secondary school, it feels like the English department are the only ones that have your back. I'm sure, like Michelle, many of us have had the same scenario – you buy books for a department, but no-one comes to use them. Heartbreaking – especially when you used a big chunk of your budget!

Having your colleagues on board is a really important way of showing your students that the library is a valuable part of the school. Teachers are great at participating in library activities and interacting with students, so if you can get them excited about what you have to offer, you'll find that students will naturally gravitate towards the library. The teachers might also find an untapped resource in your collection – that budget might not be wasted after all!

What recurs throughout these articles is that all of these people are working tirelessly at building relationships with every one of their library users, I'm inspired by Anita, who went as far as going to a rugby game to show her interest in a tough customer, the utmost display of librarianship! While Colette claims she has superpowers – and spoiler alert – she really does! I know this from experience!

Whilst we have been hard at work building relationships within our library communities, Sasha and the team have been busy building relationships within the wider sector. Involvement with LIANZA, Public Libraries of New Zealand, National Library and Tohatoha strengthens our connections and you know how well connections work with our students, these connections are beneficial for us all.

I hope you enjoy what this issue has to offer and can take some inspiration from the amazing activities taking place in school libraries around New Zealand. The beauty of school libraries is that they're a place for everyone and everything, and to be a librarian is to be the leader and supporter of everyone and everything. Never underestimate the work you do as a librarian, it is not always apparent to you, but your smile, your attentive ear, and the welcoming environment you create are the small things that mean a lot to our students. This is what empowers the child who feels like the odd one out. This is when the overlooked child feels seen. This is how the silent child finds their voice. This is what enables that troubled teen to seek help.

I encourage you to try a new way of interacting with your library users, yes, it may mean more work and leaving your comfort zone, but think of the benefits for the students. (My goal is to learn how to play Dungeons and Dragons; I have to admit that I thought you could only watch it!)

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

Our next issue of Collected will be published in November, if you have an article or book review you would like to submit, we would love to hear from you.

Librarians are not always right: we made a mistake in Collected #28, sincere apologies to Judi Hancock for the misspelling of her surname.

Lauryn Urquhart-Eaton
Editor, Collected Magazine



PRESIDENT'S COLUMN

COLLECTED 29

Kia ora koutou,

Unfortunately, 2022 hasn't started as we had hoped with the pandemic continuing to affect our sector adversely, creating a tough start to the year. I hope that everyone has been able to juggle the constantly changing environment as well as you can and that you are all giving yourselves some well-deserved downtime. Can I suggest that some time leisurely reading this well put together publication with a beverage of your choice could be a way to take a breath? I have always valued *Collected* for its inspirational content and as a celebration of school libraries – it's created by our sector, about our sector, for our sector.

My role as President commenced during October 2021 with a package from Glenys Bichan as our outgoing president, that included a delightfully and supportively worded card, Owen Eastwood's book 'Belonging', and of course the SLANZA pounamu.

My first 'official' task was to open the Whakaohoho online conference which was organised from the ashes of the cancelled face-to-face conference, with conference convenor Ellie Nicholson. Thanks to Ellie and her Wellington SLANZA team it was a very successful event with 170 participants attending both live and prerecorded sessions on a range of relevant and inspiring topics. My second 'official' task was to run the SLANZA Awards session at the end of the online conference, showcasing and celebrating the amazingness of our fellow members. It was weird and very different to the usual in-person event, but I think we pulled it off nicely.

I was invited to speak at a sector wide online hui (held on October 29th) by Public Libraries of New Zealand chair, Dyane Hosler to talk about SLANZA and our NZLPP (New Zealand Libraries Partnership Programme) projects. It was a great opportunity to showcase SLANZA to the public library sector. I could tell that not many present knew about our organisation, and were fascinated by our NZLPP projects. It is hoped this will become a group that continues to meet regularly.

Thanks to a team effort, the NZLPP projects continue to progress, although some a bit slower than expected due to Covid-19 restrictions hindering in-person meetings, especially for the COL and the AnyQuestions projects. Both SLANZA and LIANZA members have been working hard over the last six months setting up the Tertiary Grants which will be open for the second round in October. This is an exciting opportunity for our sector. The 'A Bit Sus' programme, in partnership with Tohatoha, is ticking along nicely with all 15 participants engaging in this professional development about countering misinformation. Also, as part of the NZLPP work, our sector as a stakeholder has been consulted and invited to offer feedback through a variety of forums and interview panels on the sustainability and state of the library sector. We look forward to seeing the result of this mahi.

Glenys Bichan has taken on the role as NZLPP lead, ensuring that quarterly reports are submitted, maintaining communication with the NZLPP LIAC team and attending the Sector Reference Group meetings. I am grateful to her for moving into this role, as it has meant the knowledge and connections she gained during her presidency are being best utilised and maintained.

We are pleased that the NZLPP mahi has allowed us to continue to build relationships with National Library of New Zealand, LIANZA and Tohatoha as well as to grow our networks within the wider sector.

SLANZA has been working closely with NZEI to promote and progress our Pay Equity campaign. We were excited to share the General Areas of Responsibilities (GARs) with our sector during March and hope everyone took the opportunity to read and submit feedback on this important stage of our journey. We will keep you all posted on any updates.

Our School Libraries Transform campaign continues and rest assured, we are working on a plan to revive this important mission which will include a social media drive and an upcoming exciting announcement.

Please let us know how our organisation can best support you in your role and we hope the next few months see everyone well and regaining some equilibrium.

Look after yourselves.

Ko te manu e kai ana i te miro nōnā te ngahere, ko te manu e kai ana i te mātauranga nōnā te ao.

Literally translated, this whakatauki says 'the forest belongs to the bird who feasts on the miro berry, the world belongs to the bird who feasts on education'.

Ngā mihi,

Sasha Eastwood
SLANZA President



REGIONAL REPORTS

AUCKLAND

1. Name the book this opening line comes from: "The boy with fair hair lowered himself down the last few feet of rock and began to pick his way towards the lagoon."
2. What is the name of the man who mentors Katniss and Peeta in The Hunger Games?
3. "Last night I dreamt I went to Manderley again" is from the book?

These are just a few of the questions from the Virtual Pub Quiz which was held on March 23rd (answers below). After a quiet few months, we finally managed to have an event in Auckland! Using Kahoot we had five rounds of 10 questions with a book review and giveaway between each round. For those who missed it, books reviewed on the night were: The Tomo by Mary-anne Scott, How the War Changed Rondo by Romana Romanyshyn & Andriy Lesiv, The Memory Thief by Leonie Agnew, The Sun Is Also a Star by Dick Frizzell, 24 Hours in Nowhere by Dusti Bowling and My Pictures After the Storm by Eric Veille.

The overall quiz winner was Lisa Allcot from National Library – congratulations and well-done Lisa! It was great to see other librarians from around Auckland, have some time to chat and compete against each other, as well as win a book or two. Thanks to Lisa Allcott, Michele Coombridge, Anne Dickson, Alison Hewitt, Donna Lemarquand and Trish Webster for all your help and hard work setting up and running this event. It was a great success and tested the brain power of all who took part.

We held our first committee meeting of 2022 in February where we decided on the need for a membership drive to improve SLANZA's ability to promote the role of school libraries, school librarians and needs of students at local, regional, and national level. We are the biggest region in New Zealand and currently only have 177 members out of the approximately 560 schools in Auckland. There is opportunity out there to increase our reach and involve more school librarians in the amazing work SLANZA does. Look out for a flyer promoting SLANZA and encouraging membership which we will send out to every school in Auckland.

We also talked about PD ideas for this year which include – Māori and Pasifika focused events, more primary school sessions, collection Management PD, an unpacking EPIC databases event, 'Back to Basics Workshops' for new and existing school librarians, that include information literacy, using databases and sharing resources. Our aim is to have two PD events per term. We hope you can make it to at least one this year and we have our fingers crossed that we can hold these in-person and not just online.

Although we haven't been able to do all we want to do in the past few years for obvious reasons, we are optimistically aiming to do more this year and work together in a proactive and collaborative way to improve school libraries and support the amazing work of school librarians in Auckland and beyond. Hope you can join us!

Claudine Crabtree, SLANZA - Auckland NE Representative

Quiz Question Answers:

1. Lord Of the Flies by William Golding.
2. Haymitch
3. Rebecca by Daphne du Maurier

AORAKI

The Aoraki Committee continue to be busy and try to catch up at least once a month to chat and plan events.

We had our usual Christmas get-together and quiz organised by quiz maestro Liz Jones from Hagley College. At this event we took time to acknowledge three school librarians leaving the profession after many years. Pictured are Anne Fahey from Villa Maria High School, Margaret Turnbull from Mairehau High School and Chris Archbold from Riccarton Primary School.

Planning for events in 2022 are underway and will begin with a PaperPlus Buying Night at Hornby PaperPlus in Christchurch. It is great to have an ongoing event at Simon's PaperPlus store and we are grateful for the support he shows SLANZA, including PaperPlus vouchers for winners of the regional Readers Cup competition each year.

Prior to this event we are hosting a get-together for newly appointed school librarians. There have been a few changes around Christchurch with new people joining the profession, and librarians moving between libraries. We thought it a great idea for school librarians new to their role, to meet up and connect with other new school librarians.



Term Two we have planned 'An Audience with Te Awhi Rito Reading Ambassador Kaumātua Ben Brown' and in Term Three we will have our usual full day of professional development at Cashmere High School. Flyers for these events will go out to SLANZA members and on the listserv. We do worry about SLANZA Aoraki members situated further away, we are always looking at ways we can include them in our PD day, and in events we hold throughout the year.

Readers Cup events will be held again in two parts of Aoraki this year, Nelson/Marlborough and Canterbury. Currently schools are making up teams to compete in their region's competition. Students love this competition, this year there will be a Year 10 competition for the first time.

*Sally Brown (yes I have had a name change, I got married in February)
SLANZA – Aoraki NE Representative*

CENTRAL

We are lucky to have a vibrant and enthusiastic Central committee who enjoy meeting at least once a term to discuss how we best meet the needs of the far-flung members in our region, and of course to have the chance to share stories about our own libraries with each other.

The committee currently consists of Bev Harrison (Secretary), Christina Bate, Katie McMillan, Sasha Eastwood (Chair & NE rep) and Suzette Stephens (Treasurer). We are always keen to grow our committee, so get in touch if you are interested.

We ended 2021 with a considerable membership in Central of 51 members.

This term we will be kicking off the year with a Book Club and Networking Zoom Hui during Week 10 for Central members – date and time to be confirmed.

We look forward to a time where we can meet up in person, when we are hoping to hold 'book buying' evenings at local bookshops during Term Two and Three.

Sasha Eastwood

In spite of all the constraints of Covid-19, librarians around the district continue to find ways to engage with their students and involve them in library activities.

Here are a few examples of what we have been doing:

Palmerston North Girls High School

We started to get requests for authors we didn't have on our shelves. What was prompting these requests? BOOKTOK! Delving into BookTok, we created a display in our library of the BookTok books we currently have in our collection. We are also started looking further into BookTok and talking to students to find books to add to our collection. BookTok seems to be a good way to connect our TikTok users, our non-readers and readers alike.

Katie McMillan



Nga Tawa Diocesan School

Poetry was celebrated recently with a competition to create an original poem or choose a block-out poetry entry. As an interactive display, "Poem in a Pocket" invites anyone passing by the hallway display to take the time to read a poem from one of the pockets. A selection of poems written by Old Girls of the school completed the display board.

Suzette Stephens



St Matthew's Collegiate School

Y 7 & 8 St. Patrick's Day themed competition

There was frenetic activity in the library after lunch on 17th March when student librarian and Duke of Edinburgh service students, Charlotte and Maddie, organised a competition for the Year 7 & 8 classes to coincide with St. Patrick's Day. Clues were hidden in some books with green covers and there was much excitement as students looked for clues to help them answer their question sheets.

Christina Bate



Manchester Street School

At the start of each year, I ask all staff for photos of themselves reading during summer (when more organised, I ask at the beginning or during the holidays and suggest it could be ANY reading, for example, road signs, DOC signs, summer reading, event/ exhibition signs/brochures etc.). The students (Year 0-6) just love finding their teacher and other staff members in photos on display. A great idea shared with me from another school librarian. Networking at its best.

Sasha Eastwood



St James School Palmerston North

Librarian Nicci Smith was delighted to see a recent class visit to the library showcased on the school's Facebook page

'Today LS8 used our amazing library to research about our animals. Thank you to our librarian, Nicci, who helped us out. We can't wait to see your animal reports and art work when they are done LS8.'



Palmerston North Intermediate Normal

Book Tasting Cafe

Visiting classes come into the library to find a pile of books on each table, they have to read the first 5 pages, and the back of the book, and then discuss which books they liked the idea of, and fill out the 'menu' with their recommendations.

Alan Dingley



SOUTHLAND

We were able to hold two PD events in the second half of 2021. In August, just before the lockdown, we met for a 'share the knowledge' session at Southland Girl's High School where we answered each other's questions on subjects ranging from Accessit to student librarians to BookTok. Very timely to learn about TikTok just before spending several weeks at home!

In November, we held a Librarians' Appreciation Day with the theme of diversity. We had Sandra Tyree, HOD Guidance at James Hargest College speak on diversity in young people. Troy McNaught (another JHC Guidance Counsellor) talked about how we can support students with anxiety. Kyle Mewburn (and her wife) spoke about her book and being transgender. We also had the Community Connections Coordinator from the Invercargill Public Library speak on meeting the needs of our diverse ethnic communities.

We are excited to welcome several new school librarians in the region. We look forward to getting to know them and sharing ideas.

2022 has begun more slowly as we adjust to face to face settings under the Covid-19 red alert setting.

Kirsty Adam, SLANZA Southland NE Representative

OTAGO

Kia ora koutou from Otago. SLANZA in our region are looking forward to 2022 and have been excited to welcome new members to our little community in the last few months.

Our final event for 2021 was light-hearted and celebratory. We got together at Logan Park High School, with good food and bubbles, to watch the SLANZA awards. It was wonderful to be together to celebrate with Carole Gardiner to toast her life membership.

This year we have started with an online Zoom to welcome our newbies and to chat about how our year has started. At the end of Term One we will be holding our annual book buying event at Paper Plus followed by dinner out together. We are planning a combined SLANZA/National Library event in Term Two.

Our current committee:

Chair: Jan Simpson (Librarian, Bayfield High School)

Secretary: Colette Mahoney (Librarian, Kavanagh College)

Treasurer: Angela Thompson (Remarkables School, Queenstown)

NE Representative: Michelle Summerfield (Librarian, Logan Park High School)

Committee: Greig Daniels (Librarian, Tokomairiro High School), Jane Downes (Librarian, Kaikorai Valley College), Bridget Schaumann (National Library Services to Schools), Lauryn Urquhart Eaton (Librarian, Taieri College), Anne-Marie Bowman (Waitaki Boys High School).

Michelle Summerfield, SLANZA – Otago NE Representative



WELLINGTON

Membership

Wellington currently has 48 paid up and 2 Life members, and I'm sure there are more who are in the process of paying their subs. We had 87 members at the end of last year.

Professional Development

In Term 4 2021, with the help of Miriam Touhy and some of SLANZA National Executive, the Wellington Committee managed to hold an online 4-day mini conference via Zoom and the [Whakaohoho website](#). This exciting professional development opportunity was driven by our chairperson Ellie Nicholson and took advantage of the work that school librarians and their supporters had already done in preparation for the intended in-person conference to have been held in October 2021. Thank you to all those who joined us and did the mahi so that we could continue to learn from each other.

In Term One we ran an online Book Club event via Zoom, looking at some new reads that had impressed us. There is nothing more we librarians love than sharing great finds!

There are more PD opportunities being planned for this year, Covid-19 restrictions allowing.

From the Region

As for many of us, Term One has been a whirlwind of flexibility and changing priorities, however there have still been opportunities to cross off several ideas generated from Whakaohoho, our web conference from 2021. One easy win has been the purchase of answer buzzers, something Alan Dingley recommended in his superb webinar about Lit Quizzing. Last week I created an Articulate game about book characters. A student librarian and I wandered around the library, filling in a table of as many book characters as we could think of, resulting in around 50 cards. Classes coming into the library were then split into 4 teams, and had to guess the name of the character from the explanation given by students who volunteered to have a go at describing them, with several done by myself or the teacher to build the tension. This was so eagerly played, students were like children at bedtime - "Just one more, pleaseeease!!". I brought them out again this week for an information literacy exercise, tables were able to buzz when they had found two solid sources for an inquiry related question. The buzzers I bought came from reward points in the Scholastic School Essentials Catalogue and will be a great addition to my armoury!

Wendy Bamber, Seatoun School, a full 1-8 primary in Wellington.



The Committee

Our committee remains stable at the moment but we would love Wellington librarians to join us and come and enjoy the camaraderie and have some fun.

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



SCHOOL LIBRARIAN PAY EQUITY UPDATE 2022

CLARE FORREST – NE NZEI REPRESENTATIVE

The Pay Equity process for school librarians is progressing. As you already know, NZEI Te Riu Roa raised a pay equity claim with the Ministry of Education, and the Ministry agreed there was a case on the grounds that our work has been undervalued due to gender (being a female dominated profession).

For the information gathering phase, both NZEI members, staff and the MOE Pay Equity team have worked together interviewing school librarians in many schools around the motu. This means we have a greater understanding of the roles of school librarians and the skills they need to carry them out. They have been compiled into General Areas of Responsibility (GARs) and hopefully, by the time you are reading this, you have helped contribute to these GARs, thus ensuring that we have everything included for the next phase.

Librarian work fitted into the following areas:

- Managing the library collection and resource room
- Promoting literacy and the use of the library
- Maintaining and improving the library space
- Managing the library budget and spending
- Supporting students' learning
- Assisting with school technology and devices
- Managing and supporting library staff, volunteers and student librarians
- Caring for the physical, mental and emotional wellbeing of students
- Building relationships with students, families, colleagues, agencies and the community
- Building and sharing expertise
- Being aware of and supporting bi- and multi-cultural practices
- Coordinating the school's events, meetings, sports, trips and extracurricular activities
- Supporting the effective functioning of the school

GARs for School Librarians

At present NZEI Te Riu Roa and MOE are deciding on the most appropriate comparators, usual in male-dominated professions, those doing work of equal value. Equal value means the work may be similar or different, but requires a similar level of skill, holds similar levels of responsibilities, or has similar demands and working conditions as school librarians. The comparators could also be female-dominated roles that have already settled a pay equity claim, so are no longer affected by gender-based undervaluation.

Once this has been decided, the comparators will be interviewed so there is a sufficient data to implement the assessment phase. This means the differences and similarities between the comparators and school librarian roles are assessed using the gender-neutral tool Pay Equity Aromatawai Mahi, which will result in a comprehensive matrix of skills that will be used in the negotiation process to determine remuneration.

When will this all happen? Good question – soon, we hope. The mahi continues to be done despite restrictions and there are many people in all the organisations involved committed to school librarians receiving their thoroughly deserved pay equity.

Clare Forrest, SLANZA – NE NZEI Representative

NATIONAL LIBRARY SERVICES TO SCHOOLS UPDATE

MIRIAM TUOHY

PŪTOI RITO COMMUNITIES OF READERS

This National Library initiative is all about engaging children and young people with reading for pleasure and wellbeing. In the first phase of the project we worked with schools and community groups in South Dunedin, West Auckland, Huntly and Canterbury. On our website you can find the learnings that have come out of these projects including:

- videos, frameworks and tools you can use to help create a school reading culture
- a literature review about reading for pleasure
- the research reports from phase 1 of Pūtoi Rito.

[Pūtoi Rito Communities of Readers](#)

TE AWHI RITO NEW ZEALAND READING AMBASSADOR

Aotearoa's inaugural Reading Ambassador Ben Brown, has had a busy year in the role speaking at schools and events around the motu, doing interviews, and writing about young people and reading. You can find more details of these collected together on our website.

[Te Awhi Rito New Zealand Reading Ambassador](#)

LENDING SERVICE

From Term 4 2021 our lending service changed, to make it easier and more flexible for schools to use. You can now order pukapuka/books each term when it suits you, and use new ways, including an online trolley, to manage your loan requests online.

Our lending collection includes books in world languages and accessible formats. They are proving very popular, and we are looking at how we can expand these even more.

You can find help about using the lending service – including what we have and how you can borrow – on our website.

[Lending service](#)

AOTEAROA NEW ZEALAND HISTORIES CURRICULUM

At the National Library we have a wealth of resources to support the recently released Aotearoa New Zealand histories curriculum. You can borrow books from our collection, and find resources to support teaching and learning on our website, including:

- [Topic Explorer](#)
- [Tuia Mātauranga](#)
- [Resources for teaching NZ history topics](#)
- [Ngā Pakanga o Aotearoa | The New Zealand Wars](#)
- [He Tohu learning resources](#)
- [Any Questions | Many Answers](#)

PROFESSIONAL LEARNING AND SUPPORT

It has been a rocky start to 2022, with much of our professional development moved online because of the Omicron outbreak. In Term Three we are hoping to connect with you face-to-face again, for network meetings and other learning events and opportunities. Keep an eye on our [professional learning courses and events](#) page to see what's on offer near you.

We have online learning available too. We are running a year-long programme of learning for school staff who are new to their role in the school library – if that's you, it's not too late to join!

And we are offering these 5-week facilitated courses:

- Building a responsive collection – Term 2
- Developing your school library services – Term 3.

[Professional learning and support](#)

2021 NATIONAL SURVEY OF SCHOOL LIBRARIES

In late 2021 we conducted our 3rd national survey of New Zealand's school libraries, in collaboration with SLANZA and LIANZA. We are very grateful to all those school staff – primarily library team members – who took the time to share information about their library. It has given us fresh insights about school library staffing, collections and budgets, and the impact of the Covid-19 pandemic. These insights are important as they help inform the work that our three organisations do to support and advocate for school libraries and the people who work in them.

You can find more detailed information about the surveys on our website.

[Importance of the school library in learning – the research](#)

Miriam Tuohy, National Library

NOT SO BOAR-DING

VALERIE HUGGARD – EPSOM GIRLS GRAMMAR SCHOOL

When I tell people that a good amount of my time in the library is taken up by organising crafts and running board game sessions during lunches and tutor times, I usually get a blank stare.

People forget that libraries are first and foremost a community space, and in order to make sure we are a place for everyone, we need to branch out and offer new things and adapt to stay relevant. In the last few years, board games have had a resurgence and Dungeons and Dragons is more fashionable than ever. These are the social activities that our students want to pursue and I want to support that. Board and role playing games improve the way we learn, fostering not just our IQ, but also our EQ. Our students are learning how to communicate, empathise and overcome challenges and disappointments. Sometimes we don't realise that learning how to lose is a skill that's developed, and learning how to get over it and try again is one too. Board games give our kids the room to do that where the consequences are low, but the gains are high.

Hosting these events has led many new visitors to our area. The games are very popular and a lot of new faces are being seen more regularly. Our students are recognising us as a spot in which they feel welcome, because it's not all just about being quiet and reading books.

The crafts I run are a way to get some of our students to stop and take notice of our library. For some, the library is a bit of a transition space, just a place they walk through to get where they are going. Sometimes though, it can be hard to ignore a table full of creative things just waiting to be put together, especially if their loud librarian is asking them if they would like to have a seat and stay for a short craft and all their friends can join too.

Once they've joined in, I like to get to know them. Oftentimes we have resources for things they are interested in or passionate about, but had no idea the library was somewhere to learn more about those things. This is where I can recommend books that go with their interests. "Into DND? I have the new Vox Machina novel based on Critical Role".

"You loved Riverdale? Oh, did you know we have the graphic novels?"

"Dumplin' is your favourite movie? Have you heard of the follow up, Puddin'?"



Running these activities keeps me on the pulse of what is new and cool and interesting in their world. It keeps me, and the library, relevant in their lives. I am a genuinely interested adult in their lives, and that keeps them coming back, and occasionally they bring a friend along too.

If you're wondering if board games or craft days are worth it, I can tell you they are, and would highly recommend that you give them a go in your own library.

Valerie Huggard, Epsom Girls Grammar School

INTERACTING AND ENGAGING WITH MY LIBRARY USERS

AYOMI WICKRAMARACHCHI – ST JOSEPH’S CATHOLIC SCHOOL, AUCKLAND

The reading engagement session I conduct with primary school children as part of the library session is a pleasurable recreational activity combined with reading picture books that extends beyond a mere reading session. It is always followed by a cheerful creative activity that compliments the reading theme and keeps children enthusiastically engaged during their reading experiences. This includes activities such as creating a beautiful Mother’s Day card using their imagination and artistic talents, working as a group to create a poster for World Environment Day, completing a small fun-filled crossword puzzle that I created based on the title ‘Catstronauts’, making a small fancy paper fan to celebrate the Chinese New Year, or colouring a picture of a book character as they listen to the story being read.

During the interactive reading sessions, children express their curiosity through their love for beautiful illustrations by making predictions throughout the story. As I read aloud, I think out loud, I turn the pages slowly so the children have time to appreciate the attractive illustrations which help them to visualize the story. While the story continues, children will often express their views about their favourite book characters based on their reading experiences. Listening to their views and responding with passion keeps them engaged in the story. For example, reading a dragon themed story associated with the Chinese New Year was a fascinating time, as children love mythical characters and enjoyed drawing a dragon in different colours and shapes.

Another such activity was creating eight Matariki stars with colourful paper representing the night sky to celebrate the traditional Māori New Year. These stars were displayed in the library to showcase their creations.

Time spent reading broadens their perspectives of different cultures and traditions. They get the opportunity to talk about a different holiday and chat about a favourite food from that culture while making new friends and being open to other views and cultures. This helps in developing cultural sensitivity among children while forming positive relationships with their peers.

Reading stimulates the brain to think; it is a gateway that helps children to explore new topics and themes as they interact with both fact and fiction, giving them a diverse range of experiences as they meet many characters, visit many places through enchanting journeys, adventures and mysteries. Reading keeps them actively involved and engaged in the storyline, deepening their curiosity as they think, imagine, and question; which further enhances their knowledge base through topics that are of interest to them.



These interactive reading experiences enhance their reading skills, reading strategies as well as their creative artistic talents.

Most importantly, reading with the whole class brings a sense of togetherness as they all sit and listen, with hope, looking forward to a new story with a leisure time activity and some entertainment in a relaxed, friendly environment. This helps children to deviate from their routine classroom work.

I also work with children when arranging an attractive display of a cultural theme such as remembering Anzac Day or celebrating Māori Language Week. I sit in front of the computer with the children and look with interest at how they search under these themes, using different search terms, broadening and narrowing a search to find related picture books they like from the library’s catalogue.

Ayomi Wickramarachchi, St Joseph’s Catholic School, Onehunga, Auckland

AN INTERACTIVE LIBRARY - WAIUKU PRIMARY SCHOOL

ANITA LAMONT - WAIUKU PRIMARY SCHOOL

Interactive. The dictionary meaning is adjective (of two people or things) influencing each other. It has all sorts of synonyms – reciprocal, communal, collaborative, collected – a good many that form our everyday language in a library environment. So, the interactive library. When I stopped to consider how our school library was interactive, I was quite amazed!

We do read and talk about books, but we play a lot too. As parents, teachers, caregivers (and librarians!) we hear a lot about how children learn through play. I like to play. I thought about our beautiful, but rarely used non-fiction collection and the Dewey Decimal system's seriousness...a small collection of miniature toys and objects later, each representing subjects throughout the non-fiction collection, a game to race the timer was born. A little enticement from a feely bag filled with prizes, several willing contestants, and suddenly the non-fiction area had come alive. Circulation figures tripled after the first three class visits! Oooh, this was exciting!

After years in the retail sector, this reminded me of the 'silent salesman' - a technique that is often used to sell to a customer without a salesperson being present. Little prompts to engage a customer. When there is one librarian and thirty-plus children, attending to them all at once is a challenge to even the most capable librarian!! After a day when I was wilting round the edges, 'let them serve themselves' flashed through my tired mind. Why can't a Year Three student issue their own books? I always wanted to play shopkeeper as a child and I'd seen how the children gazed longingly at the laser-beaming scanner on my desk. It's their library, I thought, give them ownership. Interaction at its best. There were a few mix-ups, books on someone else's borrower card, but it was worth it. 'What else?' I remember thinking. Load the OPAC onto the library iPads, then the students could walk among the shelves with the OPAC, more self-serving interaction!

Who, in your library, is that unsettled visitor? The one that pokes at everyone, interrupts the story, doesn't want a book. Mine played sports, but mostly rugby. The odds were against me in engaging him with books, so I talked to him about his sports. I found out that he was playing after my son's game the next Saturday. I went and watched. Cheered as if I was the coach. Made sure he saw and heard me. Praised his great game on Monday. Interacted. He issued the highest number of books than any other student in his cohort that year. He was Year Four when I watched his game and he went on to become a librarian every year until he left as a Year Eight.

For me personally, it has been at the Red Covid-19 setting that has required the most interactivity. We needed our Library open, but year groups were having to segregate – as was I. Students issued their own books, and I left an array of worksheets, scavenger hunts, Harry Potter crosswords and activities as my silent salesperson. An outdoor area set up like a campfire, with withdrawn books imitating a fire. Another outdoor area with (nicely timed) new ergo-stools and houses built out of sturdier withdrawn books. Book displays, reviews, and a welcome message to each class on a board as they entered.

In more ordinary times, we collaborate extensively with external parties – Storylines Tour Visits, NZ Playhouse shows, visits to our local public library where Year Seven and Eight students enrol for their own library card, author and illustrator visits. We make use of National Library loans, promotions like the Hell Pizza Reading Wheels, National Poetry Day, NZ Book Awards for Children and Young Adults, Storylines Notable Book Awards – the list goes on. Later this year, we will host Perform Education as part of our Book Fair week, and children will have the opportunity to attend a Pantomime. Don't be limited to the confines of your library – we go outside with Easter Rock Hunts, Poetry Walks and National Library Simultaneous Storytelling Day has us eating our lunch together in the school hall.

As I reflect on how we interact, engage, delight, surprise, educate and entertain in our library, little of what we achieve would be possible without the collaboration and support of an excellent Senior Leadership Team. Communicate with your management, your teaching staff, your students, your wider school whanau, and your colleagues.

Interactive · collaborative · collective · communal · combined
common · joint · shared · mutual · united · unified · allied · cross-party
pooled · mass · concerted · coordinated · unanimous · harmonious
coactive. reciprocated · requited · returned · give-and-take
interchangeable · complementary · correlative · common · joint
shared.

Interactive, what a great word. Interactive library, what an imaginative place!

Anita Lamont, Library & Resource Manager, Waiuku Primary School

NO-ONE IS AN ISLAND: HOW SCHOOL LIBRARIES CAN FACILITATE COLLABORATION

MICHELLE SUMMERFIELD

Growing up I was encouraged to read widely, both secular and religious texts. Coming from a religious home, a sense of devotion was important and I read some of the work of John Donne (not my parents favourite choice - wasn't catholic enough!!!).

He wrote in one of his musings, "No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main." (I'm reading 'man' as 'person', charitably giving him some leeway as it was the 1600's!).

This line was reworked and turned around completely in Simon and Garfunkel's 'I am a Rock' in 1965.

"I have my books, And my poetry to protect me, I am shielded in my armor, Hiding in my room, Safe within my womb, I touch no one and no one touches me [Refrain] I am a rock, I am an island "

So, which is it? Can we be islands or are we intrinsically wired to be part of the main? In our complicated world I suspect a little of both is the answer but, I also suspect one is healthier than the other.

When working in an ineffective and dysfunctional group, what role are you likely to take? *

- The distractor. I am likely to get everyone off task.
- The arguer. I am likely to argue so much that we never actually get anything done. I have a lot of opinions.
- The absentee. I am away from school a lot so my groups can't count on me.
- The silentee. I struggle to contribute in a group and don't say much.
- The know-it-all. I know better than most people. I often end up doing all the work.

When mulling over what an interactive school library might look like I keep coming back to the word, 'collaboration'.

Collaboration is simply the action of working with someone else to produce something. It requires us not 'being an island'. But is this a realistic proposition for many of us or a lofty ideal? In my library role I essentially have a pretty isolated existence. Many don't really know what I do day to day and without my teaching hat on, I would also not be part of a department in a school. So honestly, I have looked at collaboration as hard work, extra work, as those I try to collaborate with have, at times, not been invested in the goal for the collaboration. For example, when I ask HODs for book suggestions that would support curriculum very few respond, some do and send a list which I purchase for them and then the books never get used, and those people never come into the library anyway. It is easy to think that collaboration is more effort than it is worth.

Sometimes being an island really suits me too. Frankly, I am a control freak and deep down I think that if you want a job done well you really need to do it yourself. (Really unhelpful when your teenager needs driving lessons!).

So, collaboration isn't my strong suit, but in attempting to create a more interactive library, in the current Covid-19 climate, there have been some bright spots. Successes, so far, when it comes to collaborating has been within the English department. I have worked

with our counsellor to produce a digital citizenship unit for our Year 9s during their library lessons, sharing resources and ideas with the HOD to come up with a new unit and English-wide collaboration on the annual Year 9 reading challenge.

I want to take these successes and build on them - for myself, but also passing this onto the students I teach. Sometimes the best way to learn to is try and teach it to others. My teaching currently reflects my 'control-freak' nature in the sense that there isn't much student group work or collaboration happening in my classroom. I want this to be a goal for me for 2022. To put aside my distaste of group work and work out ways for it to be a positive. So much feedback I have had from my own children and students in my teaching past has suggested that group work fails because the work simply rests on the one group member who is the most motivated. I have read a fantastic blog post about this recently by a teacher who includes ways to ensure this isn't the culture that develops in the classroom around collaborative tasks.

She takes the time to allow students to analyse themselves and how they function, and share that with their groups to encourage an understanding of where people are at with their work habits. A good way to embrace diversity within the classroom.

What makes you say that?	How do we know?	Why?
What is a different perspective on that?	What is another way of looking at this?	How might we ...?
What if ...?	I wonder ...?	So what ...?

She also provides a series of questions for the students to use to recognise that communication is key in collaboration.

Collaboration in the library is key to keeping the library interactive and connected in our place, our school. I asked my youngest daughter what she thought about collaboration and she quickly responded that she didn't think much good in the world could happen without it. This struck me as rather inspired. Global issues are never going to simply be solved by an individual - not even Jacinda. When it comes to imparting skills and knowledge in my library I want to help these young people have the capability to be part of these solutions, to be able to work together for a common end. Let's not create little islands.

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YOU DON'T HAVE TO BE A SUPERHERO TO HAVE SUPERPOWERS

COLETTE MAHONEY

What are you doing to interact and engage with your library users other than reading?

I had to think long and hard about this question. My mind went through the activities I hold in the library - the competitions and reading challenges I run, the books I buy, and the book displays I create. Then I had my eureka moment...The best way I interact and engage with our students is through the relationships I build with them.

Intuitively, I know relationships with our library users are important, but up until this moment, I have never realised the importance of the role I can play here. On reflection, I would hazard to say that the relationships we build with our students may be the best tool we have to encourage engagement.

Through these relationships we build trust, friendships and most important of all, we provide comfort and safety. Our students should feel comfortable with us - comfortable sharing their day with us, their interests and their book choices. They should feel a sense of belonging in our libraries, they are important. These relationships also mean we can be a listening ear when they need it. There can be a subtle difference between the ear of a librarian and teachers.

We talk a lot about school libraries being safe spaces for everyone. This means nothing if we don't cultivate relationships with our students. We need to be that friendly "hello" in the morning, to make the effort to remember students' names, to ask them about their day and always show them respect and patience. I am by no means perfect at this, but it is my goal to be kind and interested and I do work hard at it. I believe our school libraries should embody a joyful, sometimes boisterous, but always relaxed and welcoming atmosphere, and that starts with me and my attitude.

These relationships mean I have an avenue for book discussion. The genuine interest I show in what our students are reading is the best reading promotion I could do. They are comfortable showing me what they are reading, they feel they have a voice, and I listen. I get to know what they like and I can recommend books. I love that feeling of purchasing a book and knowing exactly who will love to read it, issuing it to them and seeing the excited gleam in their eye... talk about professional satisfaction! Often these relationships are happening in the background of your day. Bit by bit you are building a bond where you can engage with your students and fulfil your goal of promoting reading.

So, if you asked me again, 'What are you doing besides promoting reading in your library?' I would proudly profess I am building relationships! A kind word and smile are my superpower! And a trusty dog-librarian also helps!

Colette Mahoney

MAKING LIBRARY MEMORIES

LAURYN URQUHART

I'm relatively new to the school librarian game, this month marks three years in which I've felt higher highs and lower lows than I have ever felt in any other job.

What was the reason for this?

Feeling completely lost on day one when I realised I was in this alone.

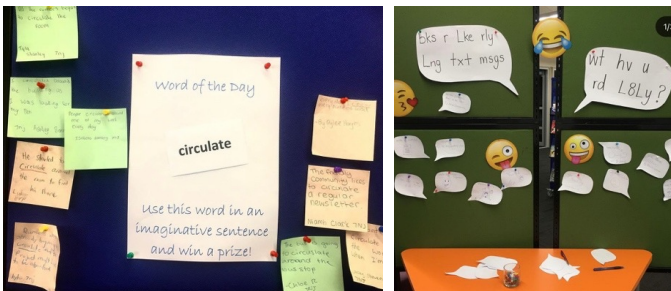
Having no sense of whether I am doing things 'right' or 'wrong'.

Being surrounded by teen angst at work, as well as at home.

Being sole librarian and having no end of year department 'do'. Table for one? No thanks!

The day I realised that most teens are not excited by libraries.

The day I decided to try to change all that!



During my first two weeks, I hovered (hid) behind the desk watching how my library worked; classes came and did class-ish things, classroom reading was dutifully checked in and out, the shelves were jammed packed, the catalogue computers worked intermittently and the walls were bare, break times were quiet with only hardcore readers coming in for their fix, and a small band of students hid out in dark corners (mostly doing dark things). In that time I probably interacted with no more than a dozen students/teachers in a week, it was like I wasn't needed at all.

What was I doing here? Had I made a huge mistake in leaving the community library where I spent most of my time in costume, storytelling, singing and dancing and playing with Lego?

I knew it would embarrass my own children if I started doing that at school, so I started to think of other ways I could interact with my school community.

I found that teenagers have a lot to say - graffiti included - so I started asking them questions that gave them a way to be creative. Soon they started coming into the library each day to see what was on the board. I started talking to them and getting to know their names - I've found if you can greet them by name, this amazes them; they feel welcome and take ownership of the space.

I also noticed teens love sugar, so I started giving out lollipop prizes for answering challenges - like using the 'Word of the Day' in a sentence.

I also handed them out to people who helped me tidy up the library or whole classes who worked well all period with their teachers. I also noticed that teens love adults who hand out lollipops!

Teachers also liked this (and my confectionary-filled cupboard) so, I found that I could infiltrate their library sessions with dramatic picture book readings (complete with costumes for willing participants), showing book-trailers using our big screen tv, running scavenger hunts, demonstrating how great our catalogue is for finding things, book-dating sessions, and even an ill-fated Escape Room where my locks malfunctioned!



Then I decided to go bigger and facilitate (use the students as slaves) decorating my bare walls. Every term I try to create a few displays based on a quote, theme or holiday to make students aware of the world around them and to tie in with any school-wide activities. I started putting out the materials and have them make the necessary decorations – origami butterflies, speech bubbles for quotes, paper to make flowers etc. This has become the most interactive activity during break times where many students enjoy each other's company and have lively discussions whilst getting creative.

Word seems to have spread around the student body – all 1150 of them – that the library is the place to be! Unfortunately, the library can't hold everyone at once, and this year our need to limit numbers as the year began had me feeling despondent. But then, Accessit announced their Great Accessit Book Review showcase, so I decided to run one of my own. This has generated so much excitement, especially in the junior school, and I'm busy publishing reviews for our catalogue and display, giving out prizes, reserving books for those who have read the review and want to read the book, and guiding new students in the use of the catalogue. The beauty of this is that students don't have to be in the library to participate, I can still interact with students who are isolating at home as well as those in the library.

As an introverted control-freak, I have really had to come out of my comfortable shell to interact with my students. Some days I find it hard work to be everything to everyone; I make mistakes, I forget things, I tell people off, I even SHHHH people, and I admit, sometimes I go to the bathroom to hide from everyone!

But if I'm not there, where do these precious children go for interaction with a caring adult, many are not getting the attention they need at home, some just need a break from being in the classroom, and others just really want to do the Stuff Quiz with me every single day! (Pick me for your pub quiz team!)

It's a privilege to be part of these students' lives, they may not leave school having read a book, but at least they have good memories of being surrounded by them in our library.

Lauryn Urquhart

EXPERIENCE A TRULY INTERACTIVE LIBRARY WITH ACCESSIT LIBRARY

With Accessit Library it's easy to engage your learners and wider library community. The Web App is so much more than just an online catalogue; it makes accessing and using a wide variety of online resources and learning tools easy and fun for all ages. And by creating extra Topic Boards in your Web App for specific curriculum topics or special events and interests, you can bring all your relevant digital and library resources together in one easy-to-find place.

INTERACTIVE, ENGAGING AND VISUALLY APPEALING

The Web App has options that your learners can change 'on the fly' to suit their own individual preferences. They can choose from 3 different views when displaying search results, as well as switch the language for the Web App menu bar between English, Te Reo Māori, Samoan, Tongan and more.

You can readily embed things like YouTube clips and podcasts into your Topic Boards so that your learners can 'click and play' directly from your Web App. Book carousels and cover images can be clicked on to check details and availability, and by adding an optional subscription to Syndetics Unbound you can enhance your catalogue records with book summaries, author biographies, suggested read-alikes and more, encouraging your learners to browse and discover even more books they will love. Links to library resources or external websites are easily dropped into news items or linked to images, and if you're using tools like Wakelet, Padlet or Google Slides, you can embed these into your Web App Topic Boards for instant access.

To save you time, Accessit provides themed images, news items, animations and even interactive games that you can easily copy and paste into your Web App, as well as [free resources](#) such as genre stickers, bookmarks, infographics and certificates that you can quickly download, print and use.

INTUITIVE AND FLEXIBLE SEARCHING

Accessit Library will handle misspelled and truncated words and the autocomplete feature is perfect for partial searches, providing suggestions that makes searching easier and encouraging students to explore further. Accessit's Advanced Search, sorting and filtering, and indexing options all allow for very specific and deep searching too.

One Search provides seamless searching across your EPIC databases and other age appropriate and reliable websites that you have carefully selected, while Visual Search is perfect for younger learners and speakers of other languages – simply clicking on images will link them directly to relevant library resources.

Quick Lists are another great way to successfully link your learners to resources on curriculum topics, subjects or themes. There are links for easy sharing, and you can choose which Topic Boards each Quick List appears on for comprehensive and targeted content curation.

ACTIVE AND INVOLVED LIBRARY USERS

There are many ways that your learners can be active and involved with their own borrowing. In the Web App they can 'click and drag' to create their own Lists or place reserves, they can see their current loans and loan history, write reviews and renew their items, as well as use the My Interests area to alert them to new library resources. These functions are also available to them in the Accessit Library Phone App.

And to help your learners find their way around your library, you can enable the Show Me Where map in the Web App. This is perfect for building independence and very handy if you're not always available to help someone to locate a book.

TO FIND OUT MORE

If you already use Accessit Library, visit our [customer portal](#) or contact us at support@accessitlibrary.com to learn how to use any of the features described above.

If you'd like to explore how Accessit could help to turn your library into an interactive and engaging place for your learners, email info@accessitlibrary.com – we'd love to hear from you.

And check out these articles on our website for more great ideas on interactive libraries:

[Getting Students Involved in Your Library](#)

[An Introduction to Using Social Media in Your Library](#)



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

Q&A

Leilong's Too Long!

Julia Liu and Bei Lynn



Julia Liu and Bei Lynn are the author and illustrator of picture books *Leilong the Library Bus*, published last year, and *Leilong's Too Long!* releasing in April.

Julia Liu (left) has worked as an editor of children's fiction at several Taiwanese publishers, and has written over fifty picture books. Bei Lynn (right) is an award-winning author and illustrator from Taiwan whose first book with Gecko Press was *Bibbit Jumps* (2020).

In *Leilong the Library Bus*, a library-loving dinosaur reminds young readers how it feels to be transported by story. In *Leilong's Too Long!*, an overeager dinosaur school bus causes problems for the city's transportation system—so the children find a place where oversize is perfect.

Was there an inspiration for the story of *Leilong the Library Bus*?

Julia Liu: I remember as a child reading a news article about a Children's Dinosaur Encyclopedia, and I was totally stunned to see a picture of a girl standing next to a model of a dinosaur. The image of the small girl and the big dinosaur, the idea that something could be so gigantic, struck my young mind. I still remember the feeling back then of my heart pounding fast. Since then, I have become addicted to reading about these worlds that are far away in time or space but real to me.

What is one of your early childhood memories of going to the library?

Julia Liu: I hardly ever had the chance to visit a library when I was little, but I frequently accompanied my father to the famous Book Street in Taipei while he looked for reference books. Sometimes I would wait for him in a children's bookstore. I imagined the bookstore was my library. There, I could read as much as I wanted and sometimes I bought books to take home where I had my very own "book castle". This was a structure held together by huge boxes that was taller than an adult with all of my books crowded next to each other inside.

Bei Lynn: I don't have memories of libraries as they are now. I only went to the school library once in a while. All the books were very old and the children were told to be quiet. I had to be very cautious and felt nervous even when moving a chair—much like how Leilong is seen as disruptive in this book.



Do you have an early reading memory?

Julia Liu: I had a car accident in elementary school that left my left leg in a plaster cast, which meant I had to stay at home for the whole semester. I was in the care of an old grandpa who lived nearby because both of my parents needed to work. But I never felt lonely because I had my books around, ready for me to go through every day. Even though I couldn't run or jump, I participated in all kinds of adventures in the realm of books.

Bei Lynn: A book I remember well was one about Pablo Picasso. I knew him as an artist but was also excited when I found a connection while reading the book: he passed away the same year I was born.

Do you have a favourite library book?

Julia Liu: Those out of print books or books I can't find anywhere else, which can only be seen all together on the shelves of libraries, none missing or lost. They are placed on the shelves neat and clean, and I feel calm, knowing they will always be there. They have their place in the world.

Do you have a particular library you like to visit or remember well?

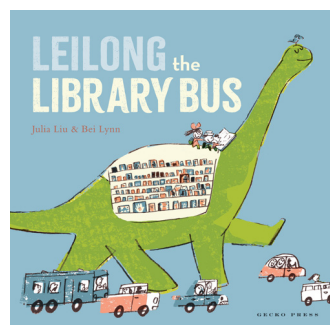
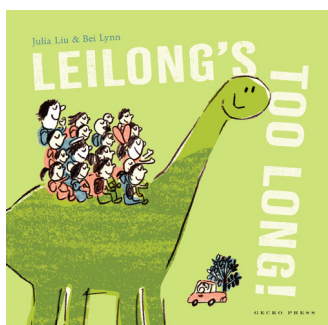
Julia Liu: Back in college, I sometimes studied in the General Library of Taiwan University. The building was very old: bricks, arch doors, huge wooden window frames and the smell of old books. I was immersed in all of these. After I became an editor and a writer, I worked with a well-known illustrator, Leo Tang, to create many picture books. The National Taiwan Library had two of his illustrations from picture books I had worked on hanging on the walls of a reading room in the library for twelve years. Every time I walked into that room and saw children there with all the animal characters from my books, it felt like I had jumped into Alice's rabbit hole in Wonderland. I couldn't help but feel excited and happy. To me, that scene is the most wonderful memory related to a library. I hope those children feel the same way.



"A heart-warming, humorous read. Readers will instantly fall in love with this likeable (slightly goofy) brontosaurus — the juxtaposition of him and the quiet setting of the library is ridiculously delightful." *Children's Book Council of Australia*

"The what-next is magical. The ending is genius. The book is a heart-moving CELEBRATION of why stories matter so very much, and why some of us can't stop reading them, listening to them, or writing them." Paula Green, *Poetry Box*

"Lynn's intricate cartoons provide scope and setting and much of the fun as well as thought-provoking details." *Kirkus Reviews*



Leilong's Too Long! | Available April 2022 from all good bookstores
Leilong the Library Bus | Available now from all good bookstores



**GECKO
PRESS**

BEYOND BOOKS: 4 WAYS TO TELL A STORY WITH YOUR LIBRARY

The continued success of the school library depends on the ability of the library to create stories for their students beyond just providing them.

Modern library spaces encourage students to invent, explore, play and experience. They partner learners with technology so the former become creators, innovators and critical thinkers. For school libraries, this can be achieved in several ways.

RETHINKING DESIGN

Change starts with the physical characteristics of your library learning space. Reconsider key design aspects such as colour, art, modular furniture and open areas that allow the functionality of the space to change with the needs of your learners.

Use bright and bold colours to invite students into the learning space and decorate it with student art to give them a sense of ownership.

The goal is to provide flexible infrastructure that can be adapted easily for different students, group sizes and teaching activities. Try modular furniture that students can move around to create new spaces that meet their learning needs.



The Internet and new digital media are reshaping and reorganising libraries.

Overall, library spaces should be light, airy and comfortable so students feel a sense of welcome and community.

MAKERSPACES

The creation of Makerspaces encourages students to learn through collaboration and construction.

Makerspaces are locations within the library where students with common interests such as science, technology or art can come together, socialise and collaborate.

In these spaces students will share resources and knowledge to build and create things. They encourage the production of information and learning through the use of tools and construction. This is a departure from the traditional library, which primarily supports the consumption of knowledge.

Equipment for Makerspaces can be shared across libraries and it is best to start small and grow as the needs of your library and students grow.

TOUCH SPACES

Touch Spaces use fun, interactive technology to encourage discovery through touch. These spaces motivate students to learn, fail and try again; they spark new ideas and interests and provide access to technological tools that students may not typically have access to.

An example of a Touch Space is an interactive display.

“Interactive displays that correlate with a book display can help all library users connect library materials with fun activities, or visually help them reflect on a topic” (ALSC Blog, 2018, para. 2). They also encourage conversation and discussion between library staff and students.

BEYOND BOOKS: 4 WAYS TO TELL A STORY WITH YOUR LIBRARY

DIGITAL MEDIA

The Internet and new digital media are also reshaping and reorganising libraries (Degkwitz, 2017).

With better access to digital media, students can be given opportunities to learn anywhere and anytime, even outside of the library. They can participate in problem-solving and decision-making using web-based simulations, virtual or augmented reality and online curriculums.

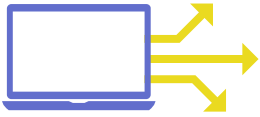
A library with access to digital devices such as tablets, laptops or desktop computers also opens up new avenues for learning, including coding (Richards, 2017, para. 4). Not to mention libraries are now commonly considered to be digital media centers, providing users with central access to podcasts, audio essays, eBooks, online tutorials, video, audio and photo editing tools, as well as information literacy workshops.

According to Andreas Degkwitz, Chief Librarian at the Humboldt University of Berlin, we should see today's library as an "interactive, multi-user driven library" which enables "interaction and collaboration between librarians and users" (Degkwitz, 2017, para. 5).

As progresses in information technology changes how we learn and live, so should it prompt us to look beyond books and at how libraries can be transformed into inclusive community spaces that give students a safe place to learn, connect and interact; where librarians are able to promote discovery and creative learning with the help of interactive spaces and media. (UWA Online, 2020, para. 6).

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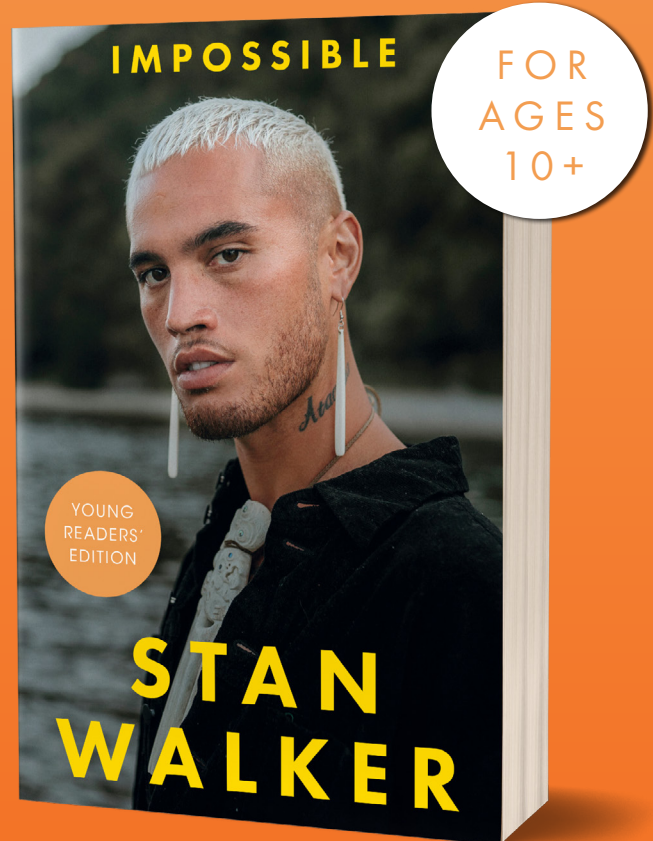


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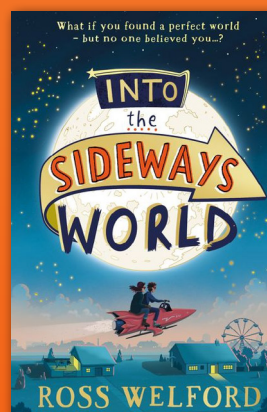
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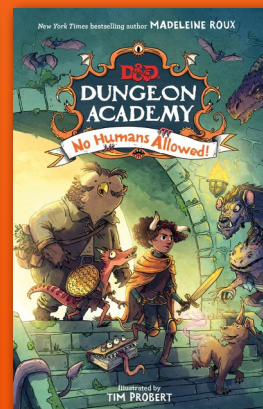
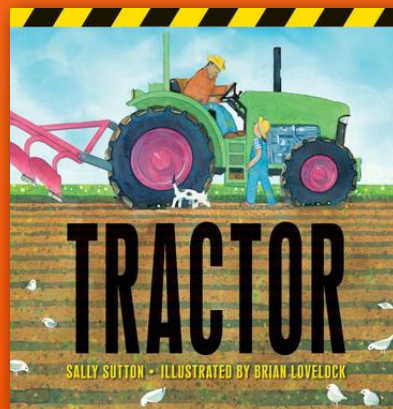


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THE INTERACTIVE LIBRARIAN - TO ZOOM OR NOT TO ZOOM; THAT IS THE QUESTION!

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

Is anyone feeling Zoom-ed out? A 'Zoomout' refers to stress caused by too much Zooming. Don't bother googling it – I just made it up! The name that is, not what I am trying to describe.

You can easily experience a 'Zoomout' by spending all day or most of the day in Zoom meetings, webinars or at other well-intentioned online events. In the pre-Covid-19 days, we all used to get a break between meetings, lectures or school classes. Time to exercise by taking a walk to another class or time to find a carpark before a meeting. But in today's Zoom world, there is no need for a break; it takes all of 30 seconds to click on a Zoom link and join a new meeting or class.

Is this good or bad? Hard to say, but two things are certain – Zooming is incredibly efficient (timewise) and just as incredibly stressful. Thank goodness for working from home – just a short hop and step to the wine and cheese or chocolate to relieve the stress.

Despite what the technology providers claim, Zooming has its challenges (thereby contributing to your daily stress). In fairness, this is not just about Zoom, but also Teams, Google Meet and Skype (although I am not sure anyone Skypes these days).

Let me share a couple of my Zooming/Googling experiences from this week.

The first was with two friends, one of whom has terminal cancer and the other who has advancing dementia. I connected with the first, albeit 30 minutes early, because he did not realise that my invitation to Zoom was for a specific time. He joined using his iPad, and yes, I could see he had joined the Zoom Room, but I could neither see nor hear him, nor could he hear me. Thank goodness for cell phones to try and sort this out, but as I quickly discovered, I am a useless teacher because I had absolutely no idea how to instruct him over the phone about how to activate the camera and microphone on an iPad. Fortunately, he is a smart cookie and eventually managed to work this out himself. My second friend tried to connect at the appointed time, but he couldn't find our Zoom Room – he had connected to Zoom and dear old Zoom was encouraging him to set up a new call. We told him to go to his calendar and just click on the link and this worked. When he finally connected, his iPad was all over the place; all we could see was half his head. Fortunately, neither of us suffered from motion sickness, otherwise we would have been back to square one. How about switching to your computer? That worked and no problems with motion sickness.

My second experience was with Google Meet. I was meeting with a funding panel who could not come together because of Covid-19 restrictions. Fortunately, the organiser of the panel was very experienced in these matters and even invited us into a pre-meeting room where we could check our technology before facing the panel. One of our team joined in – he could hear us but we couldn't hear him. We quickly determined that that wasn't going to work – how can you make a funding pitch if the panel can't hear you. A quick change to a cell phone link and all was well - nearly. My computer then started flashing 'unstable internet connection' and dropping the video feeds from other participants. How could that be? I have a gigabit fibre connection! Maybe it was my computer? I had a zillion windows open, so I quickly shut down half a zillion. But at the height of my pitch, everyone's video images turned off. Panic stations! Was I now talking to myself or could they still hear me?

Thank goodness for Pinot noir!

The good news is that perseverance paid off – both sessions had a successful conclusion.

I am concerned about our 825,000 school students who are suddenly thrust into home learning with Zoom teachers. They might well have access to the technology in their homes, but do they have the digital fluency and resilience to persist when things go wrong, or do they head for the fridge in frustration (not the Pinot noir, I hope).

My challenge for interactive school librarians for this issue of Collected is to ensure that all your students (and their parents) not only have access to online learning technologies, but also the problem-solving skills to fix things when they break.

Happy Zooming – this is no longer just a nice thing to have; it is now part of our lives. Let's focus on removing the pain.

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GED MAYBURY – CHILDREN'S BOOK AUTHOR

GED MAYBURY

I have been in a lot of classrooms as a writer, and many libraries, too. I prefer libraries – maybe it is the acoustics, or the ambience of reading, or the actual smell of ink and paper. Perhaps some sort of deep ancestral memory is stirred within: Dad with his cowboy books, and Mum buried in a pile of Reader's Digests ... No! Sadly, they were not the most reading-est of parents. In fact, they never read to me as a nipper – at least from anything more sophisticated than a Disney comic. I kid you not. Donald Duck taught me the joy of reading. So, let's all agree: reading is the bomb! It is essential. It is under threat. And the education curriculum tries very hard to ruin it for us once we hit high-school. I was lucky, I slipped under the radar in 1971, never having to metaphorically tear a book to pieces. Plot Analysis, Character Development, Themes ... Yes: I was lucky. Nor did I go on and do a university course in Literature. In fact, ironically, I rather sucked at English (the subject). Thus, it is doubly ironic that the thing I succeeded best at in life – was writing! But I digress. Libraries. I owe a huge debt to my Grade 7 teacher: Gwenyth Wilson (Balmacewen Intermediate, Dunedin, 1966). Astonishingly, until her class, I had never been into a school library! Didn't even know they existed. Miss Wilson opened that door, and I was hooked. I consumed books – then wrote my first ever work of fiction. (I was 13.) I will never forget her words of advice after she had finished my first epic. "So, tell me, Ged: is this the same story as in that book you recently read from the library?" "It's very good! You wrote five times more than anyone else in the class! But for your next one – I want you to think up your own ideas – don't copy them from someone else's book." And indeed, I did exactly that, a mere 20 years later! So, I have a show. Here in Australia, I was required to script it, submit the script, then do an audition before they permitted me anywhere near any actual children. My show was called "Colour the Dog Green". It had a thick smattering of 'live storytelling' and a thin veneer of 'lesson'. I did a blackboard process – writing up this epic tale: "The dog ran onto the road". Then I tried to defend it: "But..but...look: it's got a Beginning, a Middle and an End. See: there is a Character, and some Action. He Makes Decisions and Goes Places..." And those sharp little smarty-pantses would always destroy me. They would find every failing. You see: THERE IS AN INSTINCT FOR STORY. The Rules Must Be Met! And kids just know this. (Yes; and you wonderful teachers prepped them well!) "Okay – yeah maybe it does need a little bit more. Let's throw in some more details – What colour is he? Or maybe it's a girl-dog, you

decide..." [finally] "Okay, so: 'The pink dog with purple spots raced onto the busy road'. Are you happy now?" Nope! Not there yet! These kids are good! And then I guide them a little bit. I get them to ask: "Why?" and "What happened next?" [Girls: 'He rescued the kitten!' Boys: 'BRRRWWM, SPLAT!'] "Who else was there?" and so on. By this stage, everyone is engaged, everyone is excited, EVERYONE has got their hands up bursting with another valid input – and it all goes in. It becomes a wild crazy story, but then something else kicks in – Democracy, and the need for Meaning, and for Closure. It's noisy – but the creative spark is engaged. And most importantly: THEY HAVE OWNERSHIP! And so, the story mutates, it grows, it fills out with all the characters and actions and consequences they know that it needs. And every session is unique! Then I play a clever rotten trick: "Maybe later you can all write this story up in your own special way. Ask your teacher for time to do that." What I instinctively created was a way to trigger engagement, enjoyment, creativity and – most importantly – fun. If it's fun – the memories stick. The stories I tell are true-life stories: my own childhood. My version of 'The First Story Ever Told' is a manic mix of gestures, mime, sound-fx and cave-dweller grunts – with a wicked joke tossed in purely for the adults. (The scene is literally 'bringing home the bacon.' Cue squealing dying pigs!). Then I skilfully add in the point that the women of the tribe would have their own stories, different stories, perhaps about birth and which birds sang at the time and what that might foretell. But it's not one for me to tell. It's for my audience to wonder about – and imagine for themselves. I want children to meet an author (something I never did) and realise that authors are human. Zany. Funny. Deep. Authors were once children! And also – very importantly – that any child can aspire to that self-same career. I want them to remember my show (not necessarily me!) and the collective/creative moments. The Green Dog. The idea that stories are essential to humanity. And to remember that permission has been given to write their own thing; as soon as they want to. (And also – hopefully – they'll remember that little dash of analysis – how to check that all the working parts have been put in correctly, then tested. Writing is 80% inspiration, and 20% mechanics.) And so today, finishing this and thinking back over nearly 40 years of presenting in schools, I wonder (and I hope) that those many manic hours I've given out have later paid something back into our store of world literature. One must always do one's best!

BREAKING NEWS

Randy and Piho trash Australia!

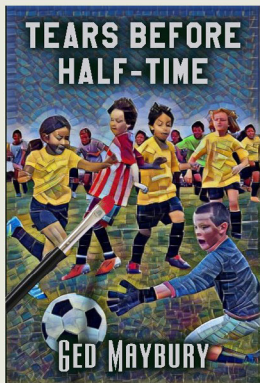
Featuring Tammy Turinger and a host of new characters

"A good read for upper-intermediate reluctant readers. Contains some course language."

- Anita Lamont -



5 NEW BOOKS BY NZ'S HOME-GROWN AUTHOR:



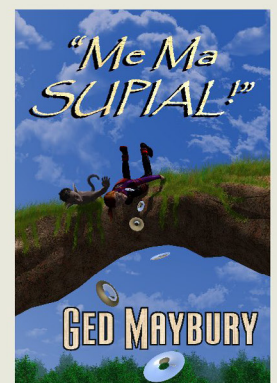
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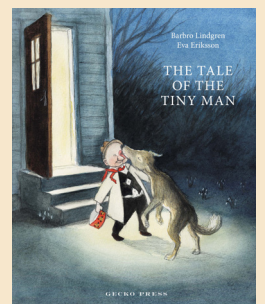
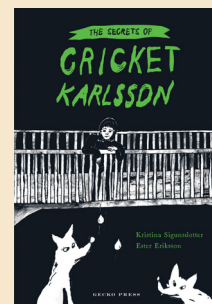
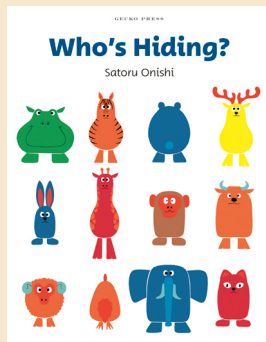
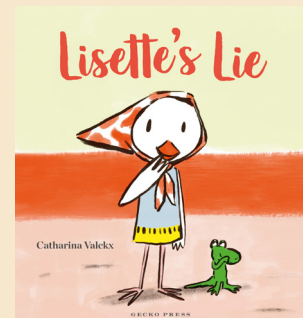
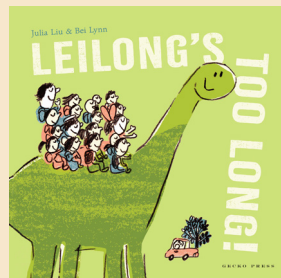
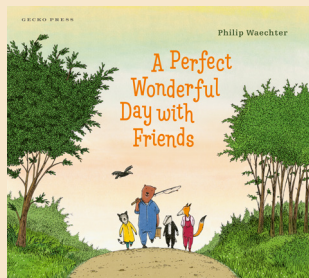
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Q&A WITH AARON TOPP

Called “spare and beautifully crafted,” by Mary-anne Scott, Aaron Topp’s latest novel for young adults is *Nor’East Swell*, a new science fantasy thriller with a great dollop of surfing. We asked Aaron to tell us more about how he writes and why he focuses on reluctant (usually male) readers.

To encourage others to read we have to be readers ourselves! Were books something you were always interested in?

I was a bit of a reluctant reader so I tended to read the books the English teacher dropped on my desk when they were handing out the class set. Man, those teachers (and librarians!) are a clever bunch. They weren’t making me read this stuff to just tick boxes. They chose these literary gems because they knew. They knew despite the look of disdain I was probably giving, thirty years later the words from those pages would still be sparkling in my subconscious.

You have said that it’s not just the words on the page that engage readers but the whole layout and structure of the book. Can you tell us a bit more about this?

Writing for reluctant readers has always been a big motivator for me. After writing *Single Fin and Hucking Cody* I wanted to evolve this driver even further to stay relevant to the YA market. Just one book a year for these (mostly) young men has lots of benefits to their cognitive development. However, if they don’t want to read it in the first place then what’s the point? So, with *Nor’east Swell* I wanted to explore some different techniques to give it more appeal. I decided to make the story’s appearance as minimalistic as possible by sharpening prose and using just the bare amount of ink on each page. I enjoyed the artistic challenges this brought like not relying on speech marks to make a story coherent. There’s also something refined and almost punk rock about it that I hope will appeal to teens while demonstrating to them that writing is like any art form and it can be different and tailored. I also used super short chapters to give the reader a sense of pace and achievement because that seems to be the modern world teens operate in.

A 2017 report by the New Zealand Book Council found the biggest demographic of non-readers were young men. Why do you think they aren’t reading?

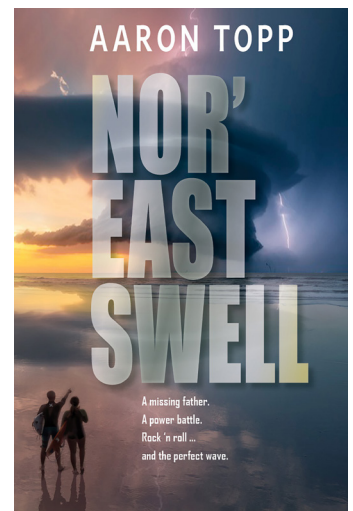
The answer to this is complex and multi-faceted, and if New Zealand wants to see a reversal in the decline in male literacy levels, then it deserves its own study. The world for these guys has changed so quickly in such a short period, how they perceive the humble book would be fascinating. However, the one thing that hasn’t changed, and never will, is the power of the story – this is the key to keeping them engaged because even the most reluctant reader will always enjoy a kickass story. I think it’s about perception, culture and variety to keep it relevant for them. It’s an exciting challenge.

*You link your books to hobbies teenagers are interested in anyway (i.e. surfing in *Nor’East Swell*). Why is that?*

Writing about the hundred other things these teens would rather be doing might not be as sexy to a publisher as the high selling dystopian or sci fi or fantasy genres, but the feedback I get from librarians and teachers is that reluctant readers want to read about the same stuff they are doing in their spare time. Something they can relate to. Which is great because I’d rather be writing about that stuff too.

How can librarians interact and engage with students in a way that helps grow their interest in reading?

I think at its most simplistic level it’s about connection with the individual reader. So many young readers in that Year 7 – 10 demographic are what I’d term ‘shy readers’. Understanding them individually, what their interests are, reading level, type of medium to read (graphic novel, novel, comic etc.) is important background information to find out. Then it’s a matter of working on these each time you see them, so they know you’re interested in their development. A simple ‘how’s *(insert the title of book here)* working out? Favourite part so far?’ Don’t create a timeframe and let them develop an interest in reading at their own pace. Showing you care about them is key. Remember, they won’t forget you or that book. Ever.



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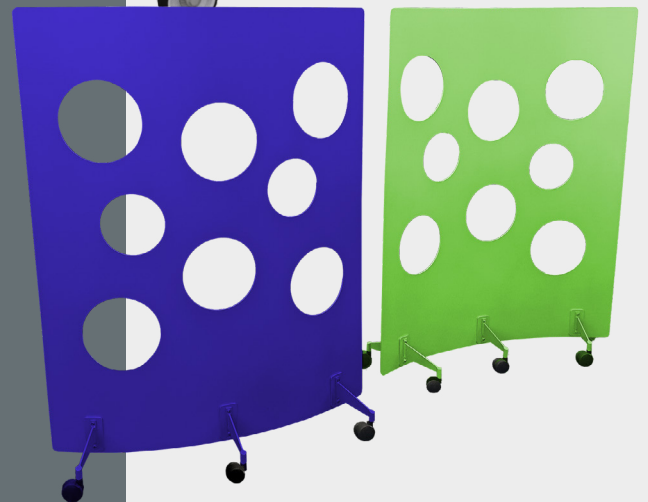
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CONTAINS GRAPHIC CONTENT REVIEWS BY GREIG DANIELS

MOONBOUND: APOLLO 11 AND THE DREAM OF SPACEFLIGHT I – BY JONATHAN FETTER-VORM (AUTHOR), MICHAEL COLLINS (FOREWORD) ISBN-13 : 978-0374537913

Like a lot of kids who grew up in the 60s, I was fascinated by space flight. Through the new medium of TV, I was able to watch humankind land on the moon. Ever since then I've read about spaceflight and been fascinated by astronauts and both the American and Russian space programmes. I was initially a bit wary of *Moonbound*, but was instantly won over by its quiet narrative authority, its graphic style, and the quality of the research behind the visual narrative.

In between chapters detailing the descent of the lunar module in 1969, it tells the story of our fascination with the moon in ancient times as a spiritual and religious symbol and our growing awareness of the heavens. Fetter-Vorm also talks about the growth of astrology, and the growing scientific awareness that led to the rise of astronomy.

As we enter the 19th century, he also discusses our relationship with the moon in fiction, through the works of Wells and Verne.

His 20th century account compares the growing science of rocketry with the development of large-scale telescopes, intertwined with the growth of science fiction in popular culture. He also concentrates on two rocket pioneers, Willy Ley and Robert Goddard, who both developed rocketry systems. In popular culture the first moon landing and the first countdown to launch in the movies were in "The Woman in the Moon" a German silent feature. It is no surprise to state that Ley and his protégé Werner Von Braun were advisors on this cinematic milestone.

Werner von Braun went on to provide rocketry to the German and Nazi military and was instrumental in developing the V1 and V2 rockets that reigned terror on London in 1944.

Fetter-Vorm also recounts the career of Sergei Pavlovich Korolev, the so called "great designer" of the Soviet space program. Both these men were instrumental in creating and developing space flight and Korolev was behind the Sputnik programme and was responsible for Yuri Gagarin's first manned space flight.

He doesn't gloss over the role of slave labour and the Nazi political assistance in Von Braun's progress or underestimate the huge pressure the "Stalinist" rule put on Korolev. Korolev spent time in a gulag and was responsible for the Soviet space programmes loss of life and detrimental effect on the Russian people.

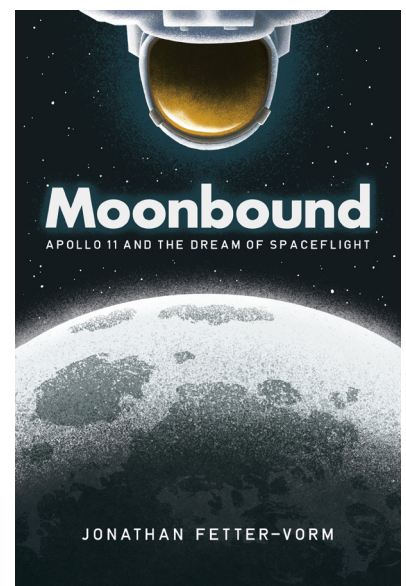
Von Braun was instrumental in the founding of NASA, and the two men competed neck and neck, under their respective governments push to outdo each other in the space race and the arms race.

In dovetailing the two stories together, he creates a gripping narrative of the road to space exploration and the role of the people involved. He manages to capture the tension and stress involved in the untried aspects of the moon landing and defines the character of the three men involved as well. It is a testament to Vorm's visual and narrative skills that this tension is maintained even though we know the eventual outcome.

Moonbound is a gripping and informative account of our relationship to our lone satellite and the people who helped mankind get there.

I would recommend it for readers Year 10 and up and for students with an interest in history or science.

*Reviewed by
Greig Daniels, Tokomairiro High School*



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BOOK REVIEWS

DINOSAUR APPLES, HORSE APPLES, #4 – BY GED MAYBURY

Reviewed by Anita Lamont, Waiuku Primary School

Number Four and the final in the Horse Apples series by Ged Maybury. A great exemplar for stress and consequences on friendships as two teenage boys humorously navigate their way in and out of trouble. The lads, Piho and Randy, are from New Zealand and are in Jillaranda Creek, Australia, participating in the Australasian Junior Hospitality Training Exchange, which has not turned out to be any near as 'swank' as they had anticipated. Things intrepidly go wrong for Randy and the strain this places

on his and Piho's long standing friendship is almost pushed to extinction as the pair unwittingly involve themselves in an illegal Australian dinosaur fossil poaching scheme. Always on the lookout for a quick buck or an easier road, the not so intelligent duo must speed to Ipswich on a highway full of adventure to find an exit to their current dilemma. A good read for upper-intermediate reluctant readers, features male and female characters so relatable to any that bad luck tends to follow!

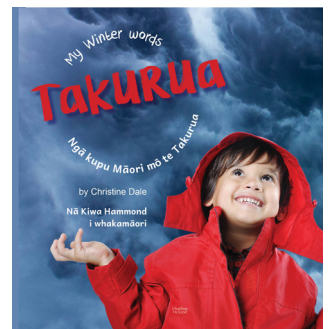


TAKURUA: MY WINTER WORDS / NGĀ KUPU MĀORI MŌ TE TAKURUA – BY CHRISTINE DALE

Reviewed by Anita Lamont, Waiuku Primary School

Following on from Raumati: My Words of Summer, Takurua: My Winter Words is another bilingual picture book that beautifully laces together adjectives to identify the sights, sounds and tastes of winter. With some particularly unique New Zealand images, like a hot meat pie, this book is an excellent tool to extend readers' vocabulary in both Te Reo and English, and to awaken the senses. From the sounds of nature to the delicious taste, touch

and smell of fresh fruit and icy snow, this book encapsulates everything good and cold about winter! A perfect book to share through reading aloud and an excellent discussion starter. Very colourful, engaging familiar pictures make it visually appealing for any age group to enjoy.



TEARS BEFORE HALFTIME – BY GED MAYBURY

Reviewed by Anita Lamont, Waiuku Primary School

A poignant story dealing with a father and son's relationship. Mix in some second-hand soccer books and an art workshop and you'll probably be in tears before half-time too. Jamie loves his dad, who is an ex-soccer star and a hard man. Jamie's dad expects him to play soccer as he did, but when Jamie is no good at soccer and bunks an afternoon to secretly attend an art workshop, sparks

fly as Jamie confronts his dad with the truth and finally finds the courage within to accept who he is and what his own dreams are. It's a tough deal for most 12-year-old kids and for this friendless boy it's no easier. A family story about becoming your own person and team obligations. Sad and funny, an entertaining and relatable story for any sports misfit who has perseverance.



ESCAPE THE ROOMS – BY STEPHEN MANGAN

Reviewed by Lauryn Urquhart

Jack is poised ready to plunge off the top of the bungee jump at the local fairground. As he falls through the air, he is swallowed up by the ground, ending up in a dark room where he finds himself with a girl called Cally.

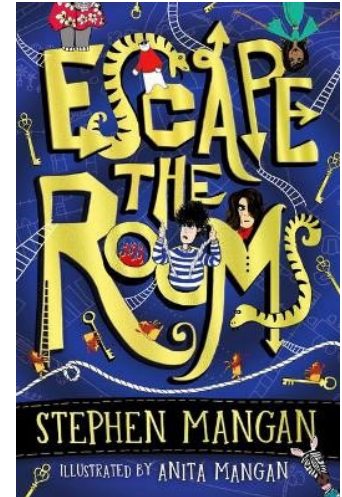
Here they meet Wanda, a very strange character with lots of panache who seems to be in charge of “the Rooms”. Wanda sends Jack and Cally on a journey where they must find the key in order to progress through a series of rooms and solve the riddles until they reach the end. This, she tells them, is how they will “get to where you need to be”.

What awaits them in these rooms can only be described as weird and wonderful! They are confronted with talking animals, man-eating lions, poisonous spiders, a very hairy man who talks absolute gibberish, a roomful of people who love the smell of their new carpet, potential death as they eat

a kiken (Japanese for danger) nut, and Gary, a biscuit-loving sort of game master who is very loud and moody.

As they progress through the rooms, it becomes apparent that Jack and Cally have been brought together for a reason – they are each grieving the loss of their mother and grandmother. This adds another dimension to the story as their friendship grows; they begin to confide in each other and process their feelings, and are given some good life advice – “Deal with one room at a time. Keep looking for the answer. Stick at it.”

This will appeal to the David Walliams and Jeff Kinney fans with its hilarious descriptions, appealing artwork, mind-bending riddles and readability. And hopefully, they’ll take that little piece of advice on board.



NOR' EAST SWELL – BY AARON TOPP

Reviewed by Lauryn Urquhart

Witi isn't your typical New Zealand teenage boy, he's a born surfer, a singer-songwriter, a deep thinker, secretly in love with his best friend Alana, and learning to live without his father who vanished eight years ago.

Enter Jordy, a cocky surfer from Australia, who befriends Witi and Alana after coming to Witi's aid in a fight with the First 15. Witi cannot quite put his finger on why Jordy, son of a rich professor, is attending their lower decile school. The only thing they have in common is surfing. Why is Jordy so eager to learn about Witi's absent father and his disappearance? And is he going to win Alana's heart?

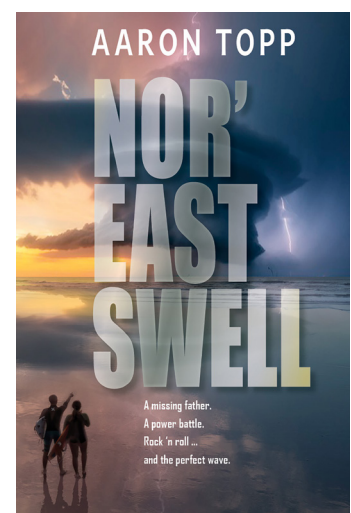
Through sparse, but effective storytelling, the unseen character (Witi's father) really drives the plot of this story. Witi can't shake the feeling that his father is trying to connect with him through his diaries. When he begins to have visions and feels the sea calling him, he begins to feel that like his father, he has schizophrenia.

When he and Jordy discover a strange code in his father's diary suggesting a secret surfing beach, he is sure that it is a sign from his father. He, Alana and Jordy set out to find the beach with hopes to finally find the closure he needs.

It is not the ending he expects – Cyclone Trudy is closing in, Jordy's betrayal hits him and it becomes clear that Witi's connection to the sea is more than just in his mind.

This supernatural thriller will attract reluctant readers due to the short chapters, pop culture references and fast-paced action, at the same time serving as a window to deeper understanding of Māori culture and purakau.

Thank you to One Tree House for the review copy.



THE SEARCH FOR SILVA – BY FIONA GOULDING

Reviewed by Adrian Hatwell

Few would argue against the value of teaching children empathy and compassion, but there is a side to this education that is distinctly less palatable; in order to understand these virtues, it is necessary to look at and discuss suffering. Doing so in an age-appropriate way can be a daunting task, as kids' developmental needs evolve so quickly, which is why well executed children's books of such complex subjects are a gift.

For those keen to explore the compassionate underpinnings of ethical veganism with kids in later childhood, *The Search for Silva* by Fiona Goulding is a beautiful option. A sumptuously illustrated tale of a mother's search for her missing calf, the story is a guided tour of various animal exploitation industries, as told by the suffering animals. It might sound like a thoroughly miserable exercise — and Silva is certainly not out to sugar-coat the realities — but Goulding tells the story with an energy and whimsy reminiscent of the best anthropomorphic fairy tales, buoying the dark material with an adventurous spirit and warm heart.

The tone is further lifted by pages of beautiful illustrations, familiarising readers with a colourful cast of animals who have survived their various abuses at the hands of humans; hunted fawns and crate-confined pigs, rodeo bulls and escaped lab mice. The colourful, detailed paintings are also Goulding's work — she is Aotearoa's first member of the international Artists for Conservation group — and they are simply stunning.

The book is structured as a fun 'armchair treasure hunt' story, challenging young readers to deduce the whereabouts of young Silva. The real mystery being tackled, though, is just how we allowed our treatment of other living creatures to plunge to such shameful depths — and how we might raise the future generation to instill hope of change.

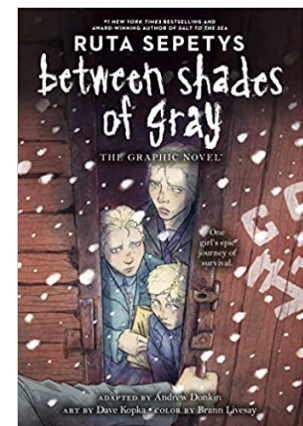


BETWEEN SHADES OF GRAY: THE GRAPHIC NOVEL – ADAPTED BY ANDREW DONKIN

Reviewed by Jayne Downes Kaikorai Valley College

I am excited to see that Ruth Sepety's stunning novel had been adapted as a graphic novel. This means that students who struggle reading the novel will get the chance to read the story in a graphic format. It has impressive colour illustrations and tells the story through the eyes of 15-year-old Lina, whose family is imprisoned by Soviets in 1941 and transported from Lithuania to Siberia where they must endure brutal treatment and conditions in a Labour camp. Lina is a talented artist and keeps a record of her imprisonment through her

secret drawings and writing. The journey to Siberia by train took 6 weeks in appalling conditions with inhumane treatment from the Soviets; Lina was imprisoned for 12 years. This story is based on historical events which, considering what is happening in the Ukraine today, is important to share with our young people.





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Goal

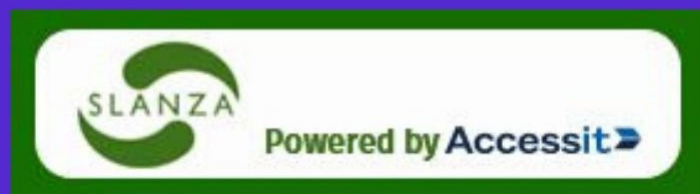
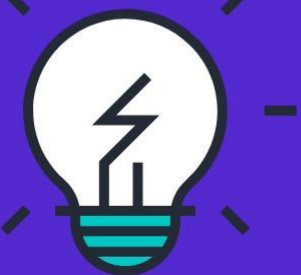
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