

SLANZA MAGAZINE

COLLECTED

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EDITORIAL

LISA SALTER, SLANZA COMMUNICATIONS LEADER

The other day when Lorde was receiving a New Zealand Music award she said she would like to thank her management because if not for them she would be a librarian or something equally nerdy. I was concerned enough to post on the SLANZA Facebook page and among other comments Alison Hewett Doak responded "Actually it's a compliment - this is the girl that read 1000 books before she was a teenager - at least according to David Slack in his Metro article. She wouldn't write such great lyrics unless she was a reader and anyone with a love of books and words and story who is quirky and interesting... well it goes without saying that the only career path would have been librarianship or writing!" I felt relieved.

This gave me pause to consider what is nerdy. Am I nerdy, and do you have to be nerdy to be a good librarian? I opened my dashboard dictionary and found this definition: "Nerd - an intelligent, single-minded expert in a particular technical discipline or profession: he single-handedly changed the Zero image of the computer nerd into one of savvy Hero."

I was flooded with relief. Rather than the insult I had felt, it could be a compliment. I realised that the word 'nerdy' had evolved and it can be considered positive to be called nerdy. How did I miss this evolution?

We have a similar image problem as librarians, while we are out there working as information specialists, our professional image hasn't moved with our changing perception of ourselves. We are still being told that we are doomed in a world where a smart phone can hold 1000 books and Google has all the answers, even though we know better.

And what of the dinosaur librarians, unwilling to change, still wanting to hide in the processing room? How can we change perceptions when many customers are still seeing the shushing librarian with no confidence in the digital space? I'm thinking it's a bit like the nerds, there are still old style nerds out there dragging the 'savvy hero' nerds down, but that isn't stopping the good ones from multiplying.

This week SLANZA announced four study grant recipients ready to take on new ideas. Last month the second class of SLANZA Connected Librarians earned their badges. We follow blogs of confident professionals, attend PD and learn much from professional reading.

This issue "out with the old, in with the new" recognises that we are in a transitory stage of replacing old ways with modern. This issue is loaded with articles from everyday superheroes who are stepping out of their comfort zones and meeting the needs of the 2013 library consumer whether it is online, in a book or with a kind word.

Our rewards are few but gratifying, usually in the form of compliments or recognition at a personal level. This is a war we will win one changed image at a time, and this issue has ideas and strategies to take you to infinity and beyond. So why not join these librarians who are leading the way forward and having fun doing it? I hope you will.

Lisa Salter
SLANZA Communications Leader

PRESIDENT'S COLUMN

COLLECTED 11

Term 4 is, for many of us, one of the busiest times of the year. Stocktake looms, last minute budget adjustments and buying plans are being hurriedly assembled. It is also a time for the SLANZA National Executive to think about what they intend to undertake in the year to come. We have asked for your input on this and asked that you consider the kinds of things you would like the NE to work on in the coming months. As well as your ideas, we have some really interesting and challenging plans. Some of these will have been announced in the communiqué you received from your National Executive representative, and some are just in the very beginning of planning while we figure out how we will go about them.

We have a really strong team on the NE at the moment and their enthusiasm and the goodwill they have towards our members is great. They show this in being willing to give up large amounts of their free time to work on projects for you. Being on the NE for SLANZA means much more than just going to meetings and representing the region, it also means getting involved in projects such as our very successful online Professional Development, creating this fantastic magazine, working on the SLANZA website and the Reading website, and in the coming year getting new resources underway.

I think it is a good time to introduce these hard working people to you. Some will be familiar to you already because they have been longstanding NE members. I'm going to start in the North and head to the South.

Te Tai Tokerau Representative Lisa Salter is the editor of *Collected*. She is the Manager of Kaipara District Libraries having recently moved there from Ruawai College. Lisa is the Communications Leader for SLANZA and her name will be well known to you because she is the person who communicates all the main messages from the NE to you. Her enthusiasm for SLANZA is legendary and she works very hard for us.

Auckland Representative Trish Webster works at Rangitoto College; she is the

Library Manager there and a member of the Auckland regional committee. Trish runs a large library with several staff and they are the largest school in the country so you can imagine how busy that is. Trish is the newest member of the NE and attended her first meeting this month. She is already taking on a big project for us and we are sure you will like it.

Also from Auckland is our Immediate Past President Fiona Mackie, who has recently begun a new job at Pinehurst School in Auckland as Teacher Librarian. Fiona has been representing us on several committees and of course was our President for two years. We appreciate her work for our organisation.

The Waikato/Bay of Plenty region is represented by Michelle Simms. Michelle, who works at Te Totara Primary School in Hamilton, is interested in technology - you may have seen her fantastic stop motion video of lunchtime book issuing in her library. It is a fast growing school where Michelle is also involved in ICT and website maintenance, and she blogs as well. Michelle has attended two NE meetings and is working in the Membership Team while also being involved in our PD. She is keen to assist with our new initiatives too.

Central Region have Miriam Tuohy representing their interests on the NE, she works at Palmerston North Boys High School. Miriam is the power of Internet wonder on SLANZA. She runs our online PD community; she has been the driver of all SLANZA's online presence initiatives, and is the team leader of our PD team. With new ideas simmering ready to begin working on, Miriam devotes a huge amount of time to SLANZA and her region. We are incredibly lucky to have her skill and enthusiasm.

Wellington region have the talented Karen Clarke, librarian at St Patrick's College, Wellington as their regional rep and their chairperson. Few on NE have this dual role these days because the workload is so great. Karen is also the Treasurer of SLANZA and manages our budget and finances; she is

highly skilled in these areas and keeps us on the fiscal straight and narrow. She is also the leader of the Membership team and next year a major membership drive is planned so Karen and her team will be hard at work on this in future weeks.

Aoraki region are represented by Saskia Hill, currently busily renovating her library at Cashmere High School. Saskia has a wealth of experience at primary school level too. Saskia has joined the PD team and has taken on website maintenance. While still new to NE, Saskia is becoming involved in several areas including some of our external relationships.

Greig Daniels has been on the NE representing Otago for several years now and is our constitutional expert - no small job! He is also very interested in advocacy and is a member of the Membership team. Greig will also be taking up *Collected* in due course. He works as the librarian at Tokomairiro High School in Milton, and is becoming a very busy member of the NE.

Donald Cunningham from Invercargill City Libraries is the Southland representative. He has been giving up his time to travel to our meetings despite having a tiny baby and we are grateful for that. He is actively involved in the Membership team and in planning Southland's membership drive for next year. Donald will be stepping down from the NE at the next Southland AGM.

These people are the hard working behind-the-scenes team who make things happen at SLANZA HQ. Please be sure to thank them for their hard work and contribution to our organisation.

Wishing you all the best for the busy end of term, your holidays and the start of the year. Hope Santa brings you something nice, and that you have a full glass of something you like frequently in the holidays.

*Bridget Schaumann
President, School Library Association of
New Zealand Aotearoa*

FIVE MORE CONVERSATIONS [ABOUT SCHOOL LIBRARIES] THAT I DON'T WANT TO HAVE ANYMORE

JENNIFER LAGARDE – LIBRARIAN AMBASSADOR AND EDUCATION ROAD WARRIOR

An Educator on Loan for the North Carolina Department of Public Instruction, she travels across the land working with school librarians, classroom teachers, principals, superintendents - literally ANYONE who needs help building or making the most of a 21st century school library.

A few years ago, I wrote a post on my blog [The Adventures of Library Girl] about a few school-library related conversations that I was tired of having. As I said at the time, I believe debate is healthy and, indeed, necessary to our continued survival. What's more, I find conversations hashing out the particulars of how our work matters to be both empowering and encouraging. At some point, however, some of these conversations grow stagnant and I find myself longing for a philosophical nudge forward. Back when I wrote my first post on the topic, I was ready for conversations about eBooks and copyright to be shifted on their axis and discussed in more relevant ways. With the benefit of time between that post and today, I believe those conversations have changed their trajectory, albeit in some circles, slowly.

These days, I'm ready to toss an ideological grenade into the center of a few other library related conversations in the hopes that they too will scatter in new directions or evaporate into the ether. They are...

1. GENRE SHELVING: Full disclosure: I am a big fan of genre shelving in school libraries. To me, it just makes sense. After all, the library's resources exist to serve the needs of our communities and it is our job to make using those resources as easy and productive as possible. Genre shelving is an effective way to do this because not only is it an organizational system written in the language spoken by our students, but it also revolves around a life skill, not a library skill. And this is key. Knowing the Dewey Decimal System is not a life skill. It's not. And I know what you're going to say... but, Jennifer, what about all of the other libraries our students will have to navigate in their lives? The answer... they will navigate those libraries the same way they currently navigate yours: by either wandering the stacks aimlessly until something catches OR by asking the librarian. They won't learn Dewey because they don't need to. So how about

arranging the titles in a way that engages them in skill building that they might actually need in the future AND in a way that increases the time they spend interacting with information by making it more likely that they'll actually find the information they need? Bottom line: Even if you are not ready to go full on genrefication, (your students are ready, by the way, they are just waiting on you to be), the idea that every library should be organized the exact same way is a notion that has outlived its usefulness. Our spaces should be responsive to what our communities need, pure and simple. And as such, I want to stop having this conversation because in the end, this really isn't a debate. Simply put, we need to remove the secret code that stands between our students and the resources they need and start organizing our spaces based on what's good for kids (not librarians).

2. TECHNOLOGY AS TRANSFORMATION: I really want to stop talking about how technology is transforming library spaces and start talking about how librarians are helping students use technology in transformative ways. Technology alone doesn't transform anything. An iPad in every hand or Google glasses on every head won't make education any better unless we're using those tools to do new and innovative things. Soon enough, all of our students will have a library in their pocket both when they are in and outside of our school buildings. It's inevitable. I want to stop talking about how this is going to change education and start talking about how we're going to harness this opportunity to help our students ask meaningful questions, build new knowledge and change the world.

3. WHAT SHOULD WE BE CALLED? I really want to stop having this conversation. Really. It's not that I don't prefer one name over the mountain of others, I do. But I also know that what we're called doesn't change how we're viewed or whether or not we're valued. In the end, whether you're known as a media coordinator, media specialist, school librarian, teacher librarian, information specialist, instructional coach or the man on the moon, people care more about what you DO than what your name badge says. Plus, by continuing to squabble over which name makes us sound "more important" (I've heard this argument multiple times in favor of one name over



another), we send the message that we care about things that a) aren't important and b) aren't about teaching and learning. And that's no good for anyone. It's time to stop focusing on our collective identity crisis and start having real debates about things that matter.

4. MY PRINCIPAL DOESN'T UNDERSTAND WHAT I DO: If I had a dollar for every time I heard this, well... let's just say I'd have a lot of dollars. And, I do not doubt for a second that every time I've heard it, it's been true. What's more, I think this is a real problem. All members of our school community need to know what we do. Because what we do matters. But here's the thing: not understanding your job is not a blight on your principal's character or even an indicator of his/her ability as a leader. I don't know of a single principal preparation program, (or teacher preparation program for that matter), that offers a course titled "Librarian 101." The bottom line is, if your principal doesn't know what you do, it is because no one has showed them. Which begs the question: what are you waiting for? I want to stop having conversations in which we lament the ignorance of our administrators because the fact is that no one is going to swoop in and give your principal a primer on everything you do. That is your job. Only you can change their perception. It's time to quit talking about it and just do it.

5. COLLABORATION: Collaboration, as we talk about it in library land, (and throughout much of education, really) is a pet peeve of mine because so often it is billed as "the key" to our success – as though collaboration is the end goal, rather than just a strategy for getting the work done. I want to stop talking about collaboration in hushed tones and as a part of contrived scenarios in which we document roles and put our faith in the process as our salvation. Instead, I want to start talking about collaboration as being the result

of meaningful work that requires us to work together to solve a real problem or reach an authentic goal. No matter what kind of school you teach in, (urban, rural, big, small, rich, poor), your students face big challenges. Reaching every child and making sure they are prepared for a world we can't even imagine... that is a worthy goal. That is meaningful work. We ought to be involved in conversations about that, knowing that working together will naturally be part of the process because none of us can do it alone.

Back when I wrote my first post on this topic, I ended it with a healthy dose of gratitude. At the time, I was grateful that libraries were being talked about at all and that so many in my tribe were lending their voices to the chorus. I'm still grateful for both of those things. Debate is an essential part of growth and, as such, I'd worry much more about silence than about conversations that need a little mixing up. Still, there's a danger in having the same conversations over and over again. If nothing else, at some point, topics that have been discussed to death simply cease to matter... and if we're seen as the only folks who care about them, it won't be long before we cease to matter too.

Jennifer LaGarde - www.librarygirl.net/

OUT WITH THE OLD AND IN WITH THE NEW!

GLEND A FORTUNE - AORAKI SLANZA/NATIONAL LIBRARY CHRISTCHURCH

Here I sit, poised on the edge of 'retirement' after 26 years' involvement in school libraries, reflecting on what's old and worth throwing out, and on what's new. No one would dispute that the school library profession is undergoing significant and profound changes. School libraries are not the same book storage and book exchange facilities as they were when I started working in them 26 years ago. Although these basic functions remain, they are no longer the primary purpose. Libraries worldwide are being re-invented.

I live in Christchurch where, in order to create a new city, the old CBD has almost totally been flattened to make way for a reinvention and rebuild. OK, we had a huge incentive for change with a succession of earth, human and building shattering quakes. Out of the dust, rubble and vacant lots we have the opportunity to start over and create a modern, vibrant city.

The earthquakes well and truly shook us out of our comfort zones. After a period of grief and healing over losses, we now are moving into a phase of developing the new – an opportunity for unprecedented growth. It is both exciting and uncomfortable. Everything has changed.

However, we do have an advantage. Because we are no longer encumbered by old buildings, familiar routes and old patterns of behaviour, we are freed up to start anew. I suspect that familiarity and old habits hold us back from making changes. "This is the way we do things, because this is the way it's always been done" is a frequent fall back position. This stance is comfortable; however it neither produces growth nor moves us forward.

I love the quote from Neale Donald Walsch "Life begins at the end of your comfort zone".

We have to move out of our comfort zone to take on the new. Growth is necessarily accompanied by feelings of nervousness and discomfort.

I will remember those growing pains and the uncertainties of adolescence.

So what does this have to do with school libraries?

Many schools in the greater Christchurch area are being given an amazing opportunity to reinvent themselves. There are school closures and mergers within the Greater Christchurch Education renewal programme. New schools are planned and some are already under construction. Also, there are opportunities for existing schools to reinvent themselves as Modern Learning Environments (MLEs).

If we, in the school library sector, do our jobs correctly, that means there will be many new school libraries within those new schools. With the right input they will be developed as Modern Library Learning Environments (MLLEs).

But if we stay silent there is a huge danger that the dated perception of a library as a book exchange space will be perpetuated. We need to be proactive to ensure that school management teams, architects and 'officials' understand the active and vital contribution a MLLE makes to enhance overall student learning outcomes.

This opportunity demands that we leave our comfort zone. It demands that we become collaborators and advocates, who go beyond the comfortable walls of our school library and connect with the wider school community as well as the wider education and library sectors. It demands that we create the opportunities for library advocacy rather than waiting for them to present themselves.

This challenge is not just Christchurch-based. The MLE roll out, whilst beginning in Christchurch, will continue throughout all New Zealand schools. It begins by asking questions about what future teaching and learning will look like in your school – and what facilities will be needed in order to support this?

Not everyone gets the opportunity of a totally fresh start like the Christchurch schools – to develop a library ‘from the ground up’. But everyone does have the opportunity to re-invent their library. To develop its services to go beyond book exchange... to becoming a transformative learning centre where students freely access and use multimedia resources to support both their reading and research.

So in throwing out the old, it is not the basic functions of the library that we are discarding. Instead, we are discarding outdated perceptions of its role.

We are not entirely throwing out the old; we are building upon it. The old provides the solid foundation on which to build and extend our concepts of “what is a library?” And believe me, here in Christchurch we know all about the importance of solid foundations!

Books are still there, but in conjunction with other multimedia sources. The love of reading is still there, but extended from being just paper based to include reading in a digital medium. Research is still there, but extended from using print based reference and non-fiction collections to include managed access to high quality online databases and digital resources. Skill development is still there, but extended from lessons on “library skills” to include search strategies, website evaluation, digital citizenship, and appropriate use of social media. Curiosity and exploration are still there, but extended to the use of digital tools and social media to imagine, create and connect.

So as I head to the hills for my ‘golden years’ of retirement, I leave confidently in knowing that you, as SLANZA members, will continue

to build on the solid foundations of school libraries of the past, refine them and develop them to serve future generations of NZ citizens. It will involve hard work, advocacy and library transformation. It will involve commitment. It will involve ambitious thinking and action. It may feel uncomfortable at times, but it will be worth it!

“The best schools have libraries at their centres, not some sad throw back to an earlier age, but as a clear evocative prototype of what ambitious learning might look like in this century.” Stephen Heppell

Kia kaha

Glenda Fortune - Aoraki SLANZA

WHAT'S IN AND WHAT'S OUT AT CAMBRIDGE HIGH SCHOOL

GLENYS BICHAN - CAMBRIDGE HIGH SCHOOL LIBRARY

THE COLLECTION:

OUT: Gone are all the novels and youth fiction that has not been touched for three years. Obviously we have kept what matters, but those books that you skim by, and have done for years are GONE.

IN: Modern youth fiction titles taken from any twitter site and website that promotes them, like "The Top 25s" of Goodreads.com.

IN: E-Books- we have 21st century learners and are travelling where they go.

GONE: Magazines that are never used, perhaps we should have them, but rather we have:- magazines that our students love, take all over the library and read all the time! Yes I am always on a magazine relocation jaunt but who cares, they are being read!

GONE: DVDs that hide behind closed doors instead we have DVDs on display. Watch the DVD, then read the book. My statistics tell me it works.

Why: Because to keep students engaged in the library, we need the most modern collection coming in the door before they can get them anywhere else. If we do that; then our kids will be making our library their first stop book shop.

THE DISPLAYS:

GONE: Are the library notices, rules, and password posters for a gazillion sites. They can find all those things online via our Blog.

GONE: Are the: Do not eat, do not talk, you need a note, don't move the chairs... don't, don't, don't.

IN: Are displays that take up the whole library and involve all aspects of the collection: fiction, non-fiction, DVDs, our Blog, our

facebook page. The displays are designed to grab the students and make them enter into the whole library, real and virtual. This year we had a murder mystery where we "murdered" the Principal, our students had to solve the crime. It took ten weeks for all the clues to come out in every format we could think off, it involved 5 of the school faculties, the staff, and the head students. We did a display on FOOD- how can that fail? We had a weekly web site, and a weekly app. The library is a display!

GONE: Is the negative vibe – and in with the positive!

THE COMMUNITY:

OLD: The library is a quiet place for deep reflection and study – yeah right. Mine is full of 21st century teenagers who need a place to be in a community, to journey together, to share their learning, their reading, and their online worlds. The library is a HUB; it is a place for people, all school people, to gather and share insights.

NEW: Is community; a gathering, a place to learn, grow, talk, be safe, engage and a place that is at times noisy and chaotic! It's great!

My Gran would not like this library much, because this is not her world anymore, but she would give us the nod of approval because she knew we all have to adapt to survive.

Glenys Bichan - Library Manager, Cambridge High School Library

MARLBOROUGH INQUIRY PROJECT

COLLEEN SHIPLEY - MARLBOROUGH GIRLS' COLLEGE
 JAN BOUSTEAD - NATIONAL LIBRARY
 GLENDA FORTUNE - NATIONAL LIBRARY

A collaborative approach to developing a shared understanding of skill development in inquiry and research across all school levels.

When talking about research methods with year 9 students I often ponder, because of the blank looks, whether I am introducing concepts completely new, or is the blank look a result of college shock? What had the students learnt previously? Was I building on prior knowledge? Wouldn't it be great if there were guidelines for teaching research/ information literacy skills so we knew what they had already been exposed to, so we could build on this? A chance discussion with a National Library Advisor offering support and a chat to my Principal and the Marlborough Inquiry Project was born.

The goal of our project is: To collaboratively develop a research/ inquiry process so that students have common understandings of the key stages, language used and skills required for successful research as they transition from the primary/intermediate to secondary schooling, and thereafter to tertiary education.

The schools in Marlborough consist of urban year 1 – 6 that feed into an intermediate school; the intermediate along with rural year 1 – 8 primary schools feed into two single sex year 9 - 13 colleges. Our first step was to put together a working party comprising librarians and interested teachers nominated by the respective schools. We worked with advisors from National Library. Together we compiled a continuum of required skills in the inquiry process from years 1-13. Much discussion went on around terminology and appropriate age for students to manage the concepts we were discussing. A key factor was the understanding that the key competencies underpin the inquiry process at all levels.

After meeting at least twice a term this year our project template is now in its final draft. We have split the Inquiry process into 5 stages;

Stage 1: Immersing, Exploring, Defining

Stage 2: Planning

Stage 3: Finding, Using, Recording

Stage 4: Taking action, Presenting, Sharing

Stage 5: Evaluating

Within these stages we have looked at the student actions and skills to be taught and developed. We used the levels from the New Zealand Curriculum to decide when the skills will be introduced with the assumption that they will be reinforced. However the research and inquiry process must be scaffolded and supported through the levels. Our intention was to make the skills explicit for teachers. Each inquiry stage includes a toolbox of suggested resources appropriate for that stage.

The next stage of the project is to embed the process in our own respective schools, evaluate and refine before introducing it to other schools in Marlborough.

It is our objective that all students will have a good grasp of inquiry methods and associated skills as they move through the schools in our region. While we realise that no one model fits all, our Marlborough Inquiry Model may provide a basis for those wanting to embed the teaching of information skills into inquiry. Maybe it will inspire other regions to collaborate on a similar project.

AUCKLAND GRAMMAR'S PREPARATION FOR TERTIARY STUDIES COURSE

JACKIE MCCORMICK - AUCKLAND GRAMMAR SCHOOL

Out with the old? Time to stop thinking about this new course - time to make it happen. The New: The inaugural Preparation for Tertiary Studies Course at Auckland Grammar School

After several years of discussion with Senga White about the obvious value of such initiatives and the content of the course she had been running at James Hargest College, I decided to put it to my colleagues, Sarah Poland and Anne McLean, that we start our own course this year. Immediate triggers for this decision were the anecdotal evidence we'd heard from several sources regarding students from various schools receiving poor grades for undergraduate assignments due to a lack of understanding of the standard of referencing required to meet criteria and also to avoid plagiarism. Spontaneous feedback from a student regarding how helpful he'd found our tutelage regarding database and internet searching as preparation for his tertiary education also encouraged us to get started.

An approach to the Deputy Headmaster responsible for its coordination ensured that our course was placed under the umbrella of the school's Star Enrichment Programme which meant that senior students wishing to attend would gain release time from class on Wednesday afternoons for the four sessions involved. As we were listed with exciting options such as; Introduction to DJing, Diving Certification, 3D Animation and Barista Training we were rather apprehensive about whether or not we would attract any participants! We were thrilled that 13 students signalled interest in the course. The final number attending was less but a smallish group for "our first time around" suited us well. We created an Intranet page for the students that contained links to useful websites and YouTube clips to support our sessions with the students, the content of which were as follows:

SESSION ONE

Effective online searching (databases and internet), The Filter Bubble Effect, Different Kinds of Periodicals and Evaluation of Information Sources. A search technique worksheet was completed by students.

SESSION TWO

Using large and complex university library catalogues (a close look at the content & scope of the University of Auckland's catalogue), Subject Headings vs. Keywords as Search Tools, Plagiarism; what it is and how to avoid it, including paraphrasing. Students completed a worksheet which provided them with practice using the various components of the AU catalogue.

SESSION THREE

Referencing (APA 6th ed.) and Note Taking in Lectures

SESSION FOUR

A visit to the University of Auckland Library and related facilities. We arranged for a Learning Services Librarian to take our students on a tour of the Library and Information Commons.

EVALUATION

The course was a success. We enjoyed the challenge of preparing and delivering new material and surveys completed by the students indicated that they all felt it was worthwhile and that they had learned a lot. We will now increase promotion of this programme and offer it on an annual basis.

Jackie McCormick - Head Librarian, Auckland Grammar School

PUTTING THE CUSTOMER FIRST

KAREN CLARKE - ST. PATRICK'S COLLEGE, WELLINGTON

I have worked in many different libraries. Small volunteer libraries where everything was done manually. Large public libraries where we went from stamping and issuing books for customers to showing them how to do it themselves at the self issue machine. Now I am in school libraries and the only constant in each library is change.

I used to close the library for stock-takes as the computer system needed us to. Times and technology have changed and I now stock-take amongst classes and students studying for their NCEA exams.

My philosophy is that the books need to be counted to see what has been lost or found, but I will not stop children from reading while I do it. I want my students encouraged at all times to read, not to see a 'closed for business' sign when they come to the library.

Here are my practical solutions to this:

1. Mark in your calendar when the best time is for you. You can stock-take at any time during a year as long as it is done annually at the same time.
2. Get all your withdrawing of stock done before you start. Check your shelves and organise your workspace. You will need to weed, sort and decide the fate of the books while you stock-take.
3. Trolley or hand held scanner at the ready, start your stock-take.

4. If a student or teacher wants to check out a book, that is fine. Library systems will vary, but the book will be marked as sighted (i.e. added to your stock-take) or issued by your library system. You can move in and out of your stock-take screen. If you worry about this, just issue the book manually and sort it out at the end of the stock-take.

5. Returns: some library systems will automatically mark items as sighted while your stock-take is active. Again, if you are not sure then keep returns separate. They can be returned at the finish of the stock-take.

I see stock-take as a great time to get out and about among the students. They see me cleaning the shelves, moving books around and de-selecting stock. They ask questions and are generally interested. I find it a relaxed time – teachers pop in, chat about what they are doing next year and they know I am out amongst the shelves.

I believe the library is the hub of the school community, and a hub is a place that should be open at all times for the community.

Karen Clarke, Library Manager, St. Patrick's College, Wellington

LEARNING SOMETHING NEW

JUDY WAENGA - NAENAE COLLEGE

It can be a hard decision whether to study or not and I think it is not something to dive straight into and hope for the best. It takes commitment and sacrifice. Time was my biggest enemy. By the end of my first paper all I wanted to do was to spend quality time with my family and read fiction. It was a huge financial commitment and that one fact alone put me off doing the Postgraduate Certificate in Information Studies for several years. Each paper was \$1,100 plus another \$650 odd for other student fees for the year and I had to do four papers - enter SLANZA, yahoo! The grant I received from SLANZA provided the kick start I needed – thank you so much.

I was nervous on my first day, I wondered how a “mature” student like me was going to cope being in class with a bunch of twenty somethings with brains like sponges. Good grief! There were only three other students in the class, how was I supposed to hide in the back row when there wasn’t enough for a front row? But you know what? My experience in the job was worth its weight in gold. I had something to hang my new learning on, I was in the job and I could apply the theories to my real life situation – it gave me confidence.

My learning actually began on the train into Uni. I ended up sitting with some ex students who were also on their way to Uni. It was

awesome. We shared information about our study and offered ways to help each other. From these discussions I began to think about how I could better prepare our current Year 13’s for Uni. I am happy to report that I have just run the first of three sessions called “How not to be a Zombie in 2014”. It is focussed on what students can do in January and February 2014 to prepare themselves for Uni, e.g. practice searching databases (EPIC), finding and reading journal articles on their major, the Cornell method of notetaking, developing their own shorthand, and the list goes on.

I would encourage anyone thinking about studying to try one paper at least. Look at it as an investment in yourself. School librarians are more than worth it.

Judy Waenga RLIANZA, BA LIS, Librarian, Naenae College

THE HEART OF OUR SCHOOL: THE REDEVELOPMENT OF SACRED HEART SCHOOL LIBRARY IN DUNEDIN

SARAH GALLAGHER - UNIVERSITY OF OTAGO HEALTH SCIENCES

Sacred Heart School is a small Catholic school that services the North Dunedin area. We have a welcoming community at the school and there are opportunities for parents to be involved. Another parent, Megan La Hood, and I offered to help with a redevelopment of the library which was tired and not well utilised by the children outside of class time. Prior to my involvement the Chair of the Board of Trustees had consulted with all the children about what they liked and didn't like about the library. It was clear from their feedback that they wanted a cosy, welcoming library, where they could easily access material, have more autonomy (self-checkout, access to computers), where there were new books, and places read.

to keep this in mind), the ideas of the children, and wider community, we developed a plan.

We saw the redevelopment as being in a number of stages:

Phase 1: tidy up, fundraising and scoping

Phase 2: new furniture, webpage and online resources

Phase 3: new shelving and collection development (particularly in the area of books and IT)

We purchased browsing boxes, tables, chairs, a computer desk, and a "mouse house" cupboard from [Mike's Woodshop](#) to replace the library administration area, and bean bags from [Mocka](#).



Wordle of statements the children made about what they wanted in their library.

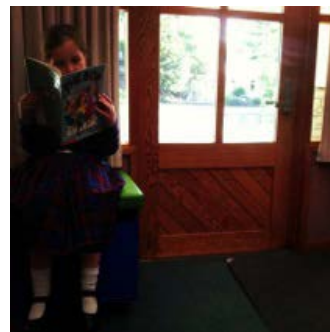
In consultation with National Library's Services to Schools and the teachers at the school, we weeded the collection, disposed of dated furniture and and renewed the decor which immediately brightened the Library.

In April 2013 we held a school fair and all the proceeds were allocated to the library redevelopment. The fair was an excellent opportunity to consult with the school community. The children contributed to a Dream Library Art Competition, and adults had the chance to share their ideas.

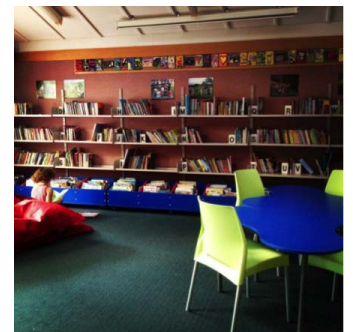


Winning "Dream Library" design by Kate Kelly

The results of this consultation informed our decision making. Based on reading about contemporary school libraries, the needs of the school (the library is also used for whole school assemblies so we had



Iris sitting on the custom made returns box



Reading in the sun on the new bean bags

I developed a webpage for the Library and a collection of online resources for teach and learning. Our Principal, Paul Richardson, arranged for the school to join EPIC.

We recently had a session for parents where we reported back about the redevelopment to date, and demonstrated the library webpage and online resources. Our Parish priest, Fr. Aidan also blessed the library. The feedback from parents has been very positive.

Prior to the redevelopment the children didn't use the library before school or in the lunch hour. There wasn't anywhere comfortable to sit, and now that has changed. It's a warm, colourful, cosy space that feels loved. It's not unusual, before or after school, to find several children in the library, reading alone or to each other, and sprawled out across the big red bean bags.

Sarah Gallagher MA MLIS RLIANZA Academic Liaison Librarian at the University of Otago Health Science Library

LETTING OUR IMAGINATIONS FLY...

SARAH COURSEY - ST MARGARET'S COLLEGE

What better time to embrace new challenges and initiatives than when you have a new job in a brand new library facility? This was the brilliant opportunity I found myself with at the beginning of 2013 when I was appointed as Library Assistant in the shiny new Library and e-Learning Centre at St Margaret's College. Almost a year down, and about to embark on the role as the Centre Manager, I'm taking this opportunity to reflect on our achievements, the challenges we've encountered and our vision for next year and beyond.

My team and I feel lucky to work in such a lovely modern learning environment where we are inspired and empowered to let our imaginations fly. Here are a few key things we have done this year that we have found rewarding:

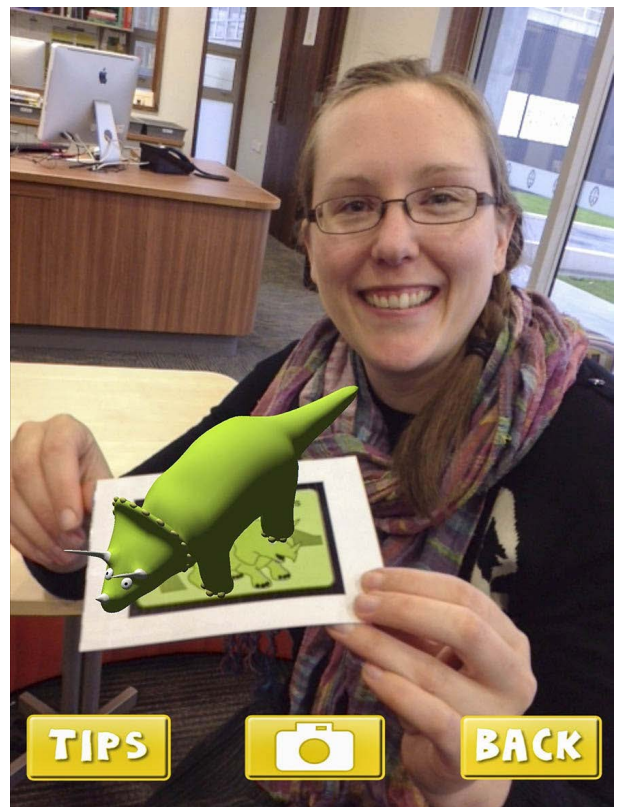
ANYWHERE, ANYTIME

We have enjoyed implementing a significant and exciting change from a more traditional library to an "anywhere, anytime" library. This has meant that we have spent a fair portion of the year creating our online library space. The online catalogue, blogs, links to wonderful databases and websites and a mass of information about research and literacy are some of the resources we have linked together on our school's ultranet SMC Live.

The biggest challenge here is to promote all this amazing stuff! One idea I tried this year was a Weekly Information Challenge in which I asked the girls to answer a question using the EPIC databases. A winner was drawn each week from the girls who gave the correct answer as well as detailing the steps they used to find the answer and chocolate was provided as the incentive. Using a Google Form worked really well for this as all the entries could be completed online. Next year I'm going to concentrate on the girls in years 9 and 10 with the aim of getting them comfortable with the EPIC Databases before they head into the senior school. All year levels will be eligible to enter for the chance of winning chocolate though!

OUR INNOVATIVE LIBRARY

A blended learning approach is being embraced in all areas by our digital school. We are continuing to work towards a more "flipped" style library¹ by providing information on our online space in the form of text, videos, audio and links to allow our girls to learn at their own pace in their own time. We have incorporated this into



Sarah with an AR Flashcard triceratops

our physical space by using QR codes in key places around the library. We have a QR code on our self issue machine to a video of one of our girls demonstrating how to use it, in our class projects section there are QR codes linking to relevant online pages and our reference section houses an "EPIC" book promoting the EPIC databases with QR codes to our online information about EPIC.

I have not always had great success in finding appropriate NZ focused resources for everything I would like to do. I have found that there are lots of resources out there but something about most of them

means that they just won't work for me. Going forward, I'm going to be having a go at creating my own resources so that they contain everything I want. The first creation is a video I have made using Powtoon.com about bibliographies for the students to watch either at home or in class as an introduction to the topic. You are most welcome to view it and use it if you would like.

DIGITAL TECHNOLOGY IN LIBRARY SESSIONS

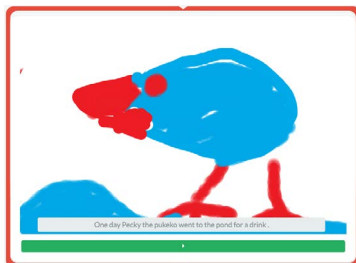
Being a digital school we have a focus on incorporating digital technology into class sessions in the library. While I find this is easy to do in research sessions with a whole realm of online tools, I have found I've needed to think outside the square for sessions about literacy and reading. As well as the my go-to traditional library activities such as reading aloud from the beautiful books, promoting a love of story through storytelling and developing wonderful spaces to curl up with a good book, I now look further afield to achieve my aims for these sessions.

Our junior school use iPads and in the library I have tried to incorporate apps that enhance their library learning while avoiding using them just for the sake of it. Some I have had great success with using this year are the Collins Big Cat Apps² and augmented reality apps, such as ARFlashcards³ and the Guinness World Records "See it 3D"⁴ app, which really go down a treat.

The app that I have kept coming back to this year is the My Story⁴ app by HiDef Web Solutions. I used this with the year 1-3 girls to make digital storybooks about a character they created and the year 4-5 girls have used it to make a reading log with pictures, a "tweet" style book review and a voice recording of "I liked this book because..." Another group used it to re-tell the legend of the moon being made of cheese. I love this app and I see it being a big part of my library sessions next year.

THE POWER OF THE BLOG

For all of us in libraries, promoting a love of reading is a large part of what we are all about. This year we have experimented with blogs to help achieve this goal. One idea I played with this year is the "SMC Bookslam!" – mini video book reviews. Mindful of our teachers' busy timetables, I managed to track some of them down and video them talking about a book for about 30 seconds. I then edited the videos and shared them on our library blog for the wider school community. This is relatively pain free and quick for the teacher and we have been rewarded by students specifically coming in to borrow the "slammed" books.



A screen shot of a My Story digital book made by one of our Y1 students.

We have also been privileged to work with some brilliant Year 10 girls that initiated doing "book reviews in loos" around our school – very well received by all. They have now created a blog with all of these reviews and I'm finding it a great resource for other girls about this age, as they are very interested in what their peers have to say. My next step with this is to encourage school wide comments on the blogs by running blogging sessions for staff and students in the coming year.



All dressed up as book characters for Book Week.

It has been a very busy and rewarding first year at the Library and e-Learning Centre at St Margaret's College. I hope that these reflections on my experience this year will give you inspiration for your library in 2014.

Sarah Coursey, Library Specialist, St Margaret's College

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- AR Flashcards <http://arflashcards.com/>
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WHY?

STEPHANIE ELLIS - NAPIER BOYS' HIGH SCHOOL

“Why?” is not just a question for three-year olds. It is a question we should ask ourselves regularly. We should be asking it about our practice, our services, and our systems and procedures too.

“Why?” is an especially important question for the time pressured. Why are you doing that task? Why are you doing it that way? Why are you doing things in that order? And if the only answer that you can come up with is “because that’s the way it’s always been done”, may I gently suggest that it’s time to stop.

I’ve been asking myself “why?” a lot since conference in July. I attended Bridget Schaumann’s workshop on ‘Flying Solo: Coping strategies for the solo librarian’, desperate to learn anything to help make my life as a sole charge librarian, servicing 1250 boys and 80 teaching staff, easier. Bridget was challenging, but provided some very important reminders:

- make your work service-focused
- be open to change
- examine the WHYs of what you do.

During the workshop we had a discussion about some of the things we should stop doing in order to claim our time back. Some of the suggestions were no brainers – stop covering magazines and pulling all the books to the front of the shelf – but then someone raised the idea of not putting call numbers on fiction books.

No call numbers on fiction books? I LOVE this! For some reason I have become fixated on this idea. Possibly due to the fact that processing books is definitely not my favourite part of the job, and any method to get this task over with more quickly has my attention. And fiction books don’t really need directions do they? We all know they’re shelved alphabetically by the author’s surname; bookshops don’t have call numbers but we can still find what we’re looking for easily enough, right?

While down in Wellington for conference, a friend and I explored the Central Library in Victoria Street. And guess what? Their general fiction didn’t have call numbers on the spine! This got me very excited, and I immediately started making plans for the scrapping of fiction spine labels when I returned to school. Imagine those beautiful, unsullied book spines...

Since then I’ve taken some time to examine the whys. Turns out there are quite a few. I have call numbers on the fiction books in my library because:

- we have more titles than the average bookshop
- not all of our students know how the books are shelved and arranged
- our shelves are browsed frequently, and books are not always returned to the correct place
- student librarians shelve almost all of the returns, they are not always accurate
- we do not have RFID technology for quick and easy shelf audits.

So I have the thing I want to stop doing, I know why I want to stop doing it, and I even have the action plan. Unfortunately my library users and equipment are not quite ready for it yet. But the idea is there, and I can wait. As soon they are ready, I will be too.

Now, what can I stop doing in the mean time?

Stephanie Ellis, Napier Boys’ High School

LESSONS IN HOW TO BE A KICK-ASS LIBRARIAN

MANDY DITZEL - GARIN COLLEGE, NELSON

Dinah Warren from Waimea College and I were chatting to Bridget Schaumann at SLANZA conference in July when she offered “hey, I’m coming up to Nelson in September as my partner will be at a conference there; would you like me to come and share with the Nelson librarians?” Now, we may be a bit isolated in the South, but we ain’t slow! And an enthusiastic “yes please” from us started the ball rolling.

The first Saturday morning of the September holidays saw 14 Nelson librarians gather at Garin College to meet Bridget and be inspired by her presentation “How to be a Kick-Ass Librarian”. Bridget is a passionate speaker – she loves her job and her students, and she’s not afraid to take pot-shots at a few sacred cows of librarianship in order to maximise the outcomes for her students.

Having been lucky enough to be at her workshop at conference and then this seminar, I have now adopted one of Bridget’s key phrases – how will this affect student achievement? Using this as a magnifying glass to examine my day-to-day practises is proving to be illuminating! And being a sole charge librarian, that includes my use of technology; if it doesn’t benefit the students, if it’s just to make ME look good because I know how to use [insert app/website of the moment here] I’m going to put it on the to-do list for “look at another time”.

The other ‘Bridget-phrase’ I have adopted is “if you book the library, you get me” as too often I am busy working in my office when a class comes over to use the computers that are in our library, and I assume they will get me if they need help, rather than being proactive and getting out there. That has to stop!



Bridget Schaumann speaking in Nelson

A huge thank you goes to Bridget for thinking of us, and giving up a morning in Nelson to share with us. Our time together was relaxed, interactive, hilarious and sadly, all too short.

Mandy Ditzel, Library Manager, Garin College, Nelson

CHANGING TIMES

CATHERINE LEE - EPSOM GIRLS GRAMMAR

When I think about it, “out with the old and in with the new” has been a continuing theme at EGGS over the past decade at least. Whether it be environment, policy or services, we have sought to improve our practice and the experience our users have of the school library.

Our first impetus was environmental, as I inherited a library which contained worthy books which were not being read. So out with the old; hundreds and hundreds of books were weeded. Then the carpet. It had holes in it at high traffic points like the issue desk. I wrote a budget request pointing this out as a health and safety concern, and was finally rewarded with a budget allocation and lovely new carpet. The shelving was the next to gain attention. It was 25 years old and rusty. As a compromise I decided on a programme of gradual replacement with lovely vibrant blue shelving.

The security system was coming to the end of its useful life; in fact we were one of the last libraries to have that particular version, and 3M could not guarantee being able to replace parts. So again, out with the old, and lovely new gates were installed. Next to go was the old library software: we moved from .Elm to Oliver. And this year we were delighted to replace the bulky old computer catalogue table with a smart custom-built desk.

What about policies? These have, of course, changed over the years too. One policy change was initiated in the last couple of years when we allowed first of all, eating in the library courtyard, then this year, bags in the library. The sky didn't fall; nobody broke a leg tripping over student bags (though it has been a close call at times). So out with that old policy... The next step is to offer students hot chocolate in the library before school in winter; perhaps one day we will have a café!

Then of course there are some things that come under the category “continue doing the old and in with the new.” Ebooks fit into this; we have not, and will not in the foreseeable future, see the end of hard copy books in school libraries. We have not got rid of desks and chairs but have added bright ottomans and laptop tables as students move to BYOD. Many services come into this category too. It is usually not a case of limiting existing services when we add new ones – perhaps there is a change of emphasis. So the wonderful curation service that our new library manager this year, Michele Coombridge, offers to teachers to provide resources for curriculum topics sits alongside old services such as developing the print collection to meet user needs and setting up desk copy sets for high use topics. And the crafty Tuesdays that Michele has instituted that we hope are the start of Makerspace in the library sit alongside all the author visits and book promotions and work with student information literacy we already do.

So, at Epsom Girls Grammar we have a hybrid approach; out with the old and in with the new in some cases, and in with the new to sit alongside the old in others.

Catherine Lee, Teacher Librarian Epsom Girls Grammar

2020

Communications Trust

BUSINESS MEMBERS

LIVING HERITAGE AT WORK IN SCHOOLS

LAURENCE ZWIMPFER MNZM – 2020 COMMUNICATIONS TRUST

George Vance Shannon (1842 – 1920) was really good at this job “because he was awarded boss of the Shannon Railway Station”, according to Hannah and Holly, two year 6 students at Shannon Primary School.

Hannah and Holly are part of a team of students who have just published their Living Heritage web resource. Shannon Heritage is the latest Living Heritage resource, published on 28 October 2013 (www.livingheritage.org.nz/Schools-Stories/Shannon-heritage), and was launched at the school with a celebration involving the whole school community and Horowhenua Mayor Brendan Duffy.



Shannon Heritage joins 129 other Living Heritage sites that have been created since the 2020 Communications Trust launched the initiative in the year 2000. Living Heritage is a partnership between the 2020 Trust, the National Library and until the end of October 2013, Learning Media Limited. Schools identify unique and important pieces of heritage in their community and students work during the year to research and write stories about them. These are then published online and preserved by the National Library in the National Digital Heritage Archive. This means that in 100 years time our children’s children will be able to look back and discover how today’s students viewed heritage resources in their community.

Shannon Heritage records the results of a comprehensive investigation by students into Shannon pioneers (George Shannon, Edward Law), early businesses (Gunnings, Box Factory, Flax Mills), historic buildings (Post Office, Fire Station, Police Station) and a local power station (Mangahao Power to the People!). Two year 5-8 classes worked together to create the site, with different groups of students working on each heritage item “We are proud of our town and everyone keeps a look out for each other”, said the students.

The concept Shannon School used for their investigation was “Building and Sustaining a Healthy Community”. Their key question was: “How has the past shaped the present and what are the future possibilities?” Their inquiry process involved a number of distinct stages: preliminary knowledge, key/essential question, subsidiary questions, advocacy, discovery process plan, research process, synthesis of ideas, share new understanding and action.

Students invited parents, grandparents and other local dignitaries to come to the school and share their memories of Shannon. They then researched other information online, drawing in particular on Kete Horowhenua. Kete Horowhenua is a community built digital library of arts, cultural and heritage resources for and about Horowhenua. It is managed by the Horowhenua Library Trust.

Living Heritage provides an authentic learning opportunity, where students are working towards curriculum goals while at the same time contributing to New Zealand’s documented heritage. Self-publishing web pages (using open source eZ Publish) help simplify the process of online publishing for students and teachers. Schools receive guidance and support from the Living Heritage national team, Barbara and Eric Baker. Living Heritage encourages students to become investigators and storytellers, collaborating with each other to research, write and publish on the web.

Schools wishing to take part should contact Barbara Baker in the first instance at livingheritage@2020.org.nz



Student at Shannon School reviews their Living Heritage story about the Box Factory with local elder.



INSPIRING IN-SCHOOL LITERACY PRODUCTIONS

DAN CHRISTIE – PRODUCTION ASSOCIATE

TOBIAS BENN – MANAGING DIRECTOR

Are you looking for new ways to educate and inspire your students? Our multi-disciplinary educational musicals are the ideal creative and interactive format to engage and inform children across primary and secondary year levels. Live in your school!

Perform! Educational Musical is a multi award winning producer of educational theatre for primary and secondary schools. Touring to both the North and South Islands of New Zealand since 2005, our specialty educational musicals have been performed to over two million students across New Zealand, Australia and the UK.

In New Zealand we work with our partners to promote the NZ Storylines Festival, NZ Post Book Awards and NetSafe NZ.

Our in-school musicals provide the ideal creative format to engage, inspire and educate children. Each production is highly interactive, giving students the unique opportunity to learn through direct engagement with professional performers.

Reinforcing vital educational themes and key learning areas across the topics of literacy, reading, bullying and cyber safety, our high energy-productions bring the magic of live music theatre and performance direct to your school and students.

Our teams of Writers, Directors, Actors and Educators combine their talents to ensure a detailed focus on the content and outcomes of each production in order to inspire, educate and entertain our school audiences.

www.performmusicals.com

Current productions touring into schools for 2014:

Book Week in Schools

'SPACE JUMP!'

Celebrating Storylines Festival 2014 and featuring a selection of books from the 2014 NZ Post Book Awards.

(Years 0-6)

Cyber Safety in Schools

'MYFRIENDS DOT COM!'

Exploring the issues of cyber safety and bullying

(Years 5-9)

Testimonials:

"Great energy and enthusiasm from the actors. Great storyline – very relevant to the curriculum and very entertaining thank you!"

- Fendalton Open Air School

"Wow! Every child in the room was completely entranced by the story and how it all related to their own lives. Perform lived upto my expectations again!"

- Rutherford Primary School

"The children responded well to all elements of the show... Showed the children that books can come alive in your imagination. Very inspiring and motivating." - Maungawhau School

"Loved that it was related to real issues, and the humour was spot on! The music kept the children engaged and the questions at the end were very relevant. A very important message was expressed to the students and has provided wonderful opportunities for follow up work and discussion." - Karaka School

"The effectiveness of this programme is excellent! Very relevant to this age group." - Albany Junior High School



Perform! in action



Perform! Book Week in Schools



USING MOBILE TECHNOLOGY TO EXTEND THE REACH OF YOUR LIBRARY

**PETER COULSON – NEW ZEALAND AND AUSTRALIA ACCREDITED PARTNER
MLS SOFTWARE.**

With more and more schools now turning to mobile and cloud technologies to provide a flexible approach to learning, many school libraries all over the world are discovering how these latest technologies can open a new world of opportunities to engage students in reading. Extending the reach of the library space via web-based and mobile technology can revolutionise the way your library works for you, as well as support the curriculum and encourage reading for pleasure and purpose. Having an online resource catalogue can offer a range of benefits to teachers, students and parents whilst supporting management and administration.

MLS are the market leading library management solutions' provider for schools in the UK. Their solutions - Junior Librarian.net for primary and Eclipse.net for secondary schools, are now used by over 15,000 schools worldwide. Over the years MLS has made it a priority to listen carefully to their customers, constantly evolving the systems to keep pace with on-going developments in the educational industry – most recently the development of mobile apps (iPad®, iPhone®, Android, Windows Phone and Blackberry) to extend the reach of the library solution.

Gemma Turner, Business Development Manager at MLS adds “the iMLS phone & tablet app enables staff, pupils and parents anytime, anywhere access to the library. It has been particularly popular amongst our primary school clients, as it allows them to take the reach of the library outside of what can sometimes be a very small physical space, into the classrooms and even beyond the school gates. It is also an ideal way to encourage parental engagement with reading. Parents can track reading progress and access the latest library news from the school community, including Top Ten Books & Book of the Week. For schools using our Junior.net or Eclipse.net solutions it is free to download & we can even supply schools with posters to display to help promote use of the app.”

Castle Park Junior School, Dublin adds “this app has already proved itself to be a valuable research tool whilst encouraging reflective and diverse reading. With over 60% home use each week it has become a sure-fire hit with both pupils and parents alike!”

The iMLS app is supported by the popular and user friendly MLS library solutions Junior Librarian.net and Eclipse.net. The web-based solutions combine professional library management tools with user friendly and visually engaging interfaces. Junior Librarian.net is a library solution specifically designed for primary education and is now available in New Zealand.

To view a recorded demonstration of Junior Librarian and the iMLS app please visit www.microlib.co.uk

MLS software is distributed in New Zealand by Peter Coulson, e-learning NZ.

Peter can be contacted on:

09 801 0266

027 572 5578

peter@e-learningnz.co.nz



5 THINGS LIBRARIES CAN DO TO DRIVE BYOD

JOHN CROOK - SOFTLINK PROFESSIONAL SERVICES' DIRECTOR

There are many benefits of BYOD for schools, including helping to create digitally literate students and work-ready adults, providing cost savings for schools, developing more engaged learners and much more.

So, how can school libraries help to drive BYOD changes? Here are 5 things libraries can do:

1. DON'T FIGHT THE DIGITAL EVOLUTION. POSITION THE LIBRARY AS A LEADER AND ENABLE BYOD ACCESS TO THE LIBRARY

To connect to BYOD, libraries need to be digitally ready. Today's students want anywhere, anytime access to resources and demand is expected to grow. Students want to be able to search, view, request and download documents easily from within and outside of the school.

Essential to the 21st century school library is a secure web-based library and content management solution as the central platform for managing school learning resources – whether physical or digital. This solution must be accessible from digital devices. Applications, such as leading education knowledge and library management solution, Oliver v5, offer mobile apps suitable for most modern mobile devices (such as Oliver's Library Link app).

Technology can also help libraries to lead successful BYOD programs by ensuring students access the right, curriculum-led and teacher recommended e-content such as eBooks, eAudiobooks and other digital content. In the modern eLearning environment ensure you gain support from digital savvy teaching staff to help promote the value of the library and the benefits to school management.

2. DEVELOP AN INFORMATION SHARING AND LEARNING TECHNOLOGY CULTURE

Create and lead a technology culture, rather than simply looking at technology as a tool to support learning.

Students want to use technology for collaboration (particularly with boys, who like to learn in groups). With BYOD technology, students can easily collaborate on projects inside the classroom and with students from other schools in New Zealand and internationally.

At the swipe of a finger, students can access their homework, recommended reading lists, eBooks, and other reference material via the library's catalogue and home page. Everything they need to learn is there in the one place for them.

Many leading schools are embracing discovery and delivery technology, led by teacher librarians, to move from teacher-centred to student-centred pedagogy.

3. ENCOURAGE ENGAGEMENT THROUGH TECHNOLOGY AND PROMOTE DIGITAL LITERACY

Using traditional teaching ideals with modern technology can help captivate student imagination and make them enjoy learning. Technology is engaging, interactive and fun.

Students today live and breathe technology, so it makes perfect sense to engage them in learning with the technology that will help them to excel. Technology helps them to seek out information and develop a love of learning and helps students to be digitally literate.

The New York Education Department states that "a digitally literate person can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, and use the Internet and technology tools to achieve many academic, professional, and personal goals."

If our ultimate aim starting at primary education level, is to create young adults with work-ready, digital skills, then digital literacy is surely a prerequisite.

Resource discovery and delivery technology, eBooks and other eResources and educational games accessed through the latest mobile devices are just some of the technologies to help build these core skills.



4. EDUCATE YOUR SCHOOL COMMUNITY ABOUT THE VALUE OF E-ACCESS AND ELEARNING PROGRAMS

Inform your entire school community about the value and availability of resources. Provide instructions to access the library online via internet browsers. Be sure to provide online instruction or 'get the students involved' to develop a training video of how to download eBooks and audiobooks easily.

Most importantly, ensure that parents understand the school's e-strategy. Help them to get engaged through reading and book review challenges. In fact, all the same types of strategies schools have used in the past to encourage learning can be adapted for use through technology, for example, virtual excursions versus physical trips.

5. HELP THE SCHOOL DEVELOP ITS BYOD POLICY

Library staff are in a unique position to guide the school's BYOD policy development. There are many examples of BYOD policies and templates throughout the web. Start by reviewing these examples as a guide.

The point here is to get engaged in the discussion from the beginning to ensure key considerations for the library are included in the school's policy. A consideration for the library might include how the different library stakeholders, for example, staff, teachers, students and parents are included in the policy. Communicating to these audiences about the importance of the policy and how it may apply to them in terms of accessing resources will be important to future stakeholder-library relationships.

Finally, the policy must consider future needs. Look into the future, three to five years from now - what changes in technology are likely to occur and what impacts will they have? One thing is certain, change will occur. Last year, the industry started the conversation about BYOD in schools and now around 30% of schools encourage some form of BYOD use.

In conclusion, technology is an enabler. Think about the plans that you want to enable. For example, thinking further in the future, BYOD discovery and delivery technology could potentially enable teachers to target individuals or groups of individuals who may need further learning assistance. What else could it do?

One thing is for sure, the rapid changes in technology are certainly making it an interesting time for education, but most of all it is an opportunity for libraries. Students will need librarians more than ever before to be guided to the right resources.

To find out more about Oliver v5 and OverDrive eBooks and Audiobooks visit www.softlinkint.com

About Softlink:

Softlink is a world leading provider of knowledge, content and library management solutions. Softlink supports more than 10,000 libraries in more than 108 countries. For 30 years, Softlink has focused on developing technology to enhance the efficiency and effectiveness of school information centres and libraries.



CONTAINS GRAPHIC CONTENT

NOIR GRAPHIC NOVELS

'Noir' is a term used for crime novels with a darker twist. It derives from a film sub-genre called "film noir" prevalent in the 1940s and 1950s, which describes films with a dark, gritty and fatalistic tone.

UNION STATION - BY ANDE PARKS AND EDUARDO BARRETTO

Publisher: Oni Press; 2nd edition (August 4, 2009) ISBN-13: 978-1934964279

This is a "true" story based on events in Kansas City in 1933. The Kansas City Massacre has been well recorded and Ande Parks uses the true events as a basis for a story of corruption and betrayal.

The massacre is often seen as the event that changed the FBI's focus and attitude to the many gangs involved in robbery, murder and corruption throughout the USA.

While transporting a convicted criminal, four police officers are set upon and killed by a gang of criminals attempting to rescue him.

In recent years there have been books that accuse the FBI of complicity in fixing the evidence to prove that two famous characters, Charles "Pretty Boy" Floyd and Frank "Jelly" Nash were involved. Both were subsequently killed. One was executed by the state and the other was killed in a gun battle with the FBI.

Ande Parks takes this path, and he manages a scrupulous reconstruction of events, that gives depth to historical characters who have previously been seen as lawman and criminal.

The art by Eduardo Barretto perfectly evokes the era, with a real attention to mood. His ability to capture with light and dark the cramped rooms, cells and offices that surround the tale is very evocative. Attention to period detail and costume also adds to the veracity of the tale.

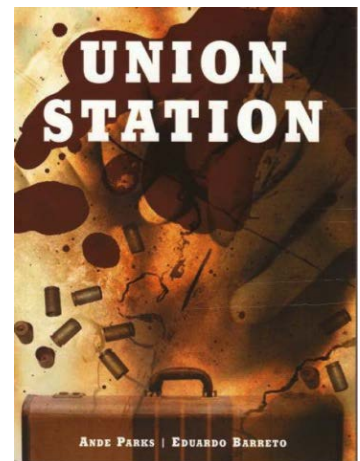
Barretto is a skilled story teller and the action and incident flow evenly but he also has the skills to inject mood, emotion and character into the protagonists.

My only concern is that first-time writer Parks assumes that the reader is as well versed as he is in the situation, and he fails to put the crime in context or give the reader a greater picture of the period. He is more involved with the conspiracy aspects of the tale. A bit more exposition and background might have helped the reader into the story.

Still, overall it is an engaging tale of criminal life and retribution, set in a period that American creators routinely romanticise. The book has a strong and direct narrative.

Recommended for older readers.

*Reviewed by
Greig Daniels, Tokomairiro High School*



ROAD TO PERDITION - BY MAX ALLAN COLLINS AND RICHARD PIERS RAYNER

Publisher: DC Comics. ISBN-13: 978-1563894497

This was one of the most popular graphic novels of the 1990s and has been reprinted widely as well as being the basis of a popular film "Road to Perdition", directed by Sam Mendes.

Max Allan Collins is both a well known comics writer and a crime novelist. This isn't the first time his disparate writing styles have collided, but this time it did produce a classic graphic novel. While this graphic novel is a joint effort, it is Collins' familiarity with Chicago, its history, and crime stories, that informs this book.

Richard Piers Rayner is a British comic book artist whose work has appeared in many titles. He has a photo-realistic style that gives a real immediacy and impact to his work.

The story is set in the early 1930s. Michael O'Sullivan is an enforcer (hit man) for the Chicago mob. Affiliated with the Looney family, he does the dirty work that the more legitimate "families" won't do. Michael is a family man with a wife and two sons. His older son secretly accompanies Michael on a job and sees one of the crime family commit a murder.

Worried about the fact that there has been a witness, the family orders the O'Sullivan family slaughtered. Michael and his son escape and head to relatives in Perdition, Ohio. The "family", realising the O'Sullivans are still alive, set a reward for their death. The rest of the story tells of their adventures on the "road to perdition".

Collins draws a complex character in Michael: a killer for hire, but a strong family man with his own ideas of loyalty and justice. The story, seen through the eyes of the boy, observes and doesn't comment. We see his introduction to his father's real life. The supporting characters, both imaginary and historical, are well drawn with an economy of detail, and a wealth of character.

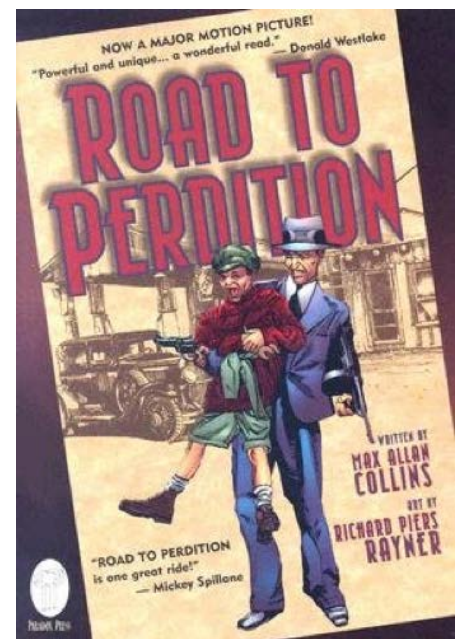
The art by Richard Piers Rayner is striking, with a strong sense of storytelling, and historical reality. The only drawback is the occasional reliance on photo models, which can be jarring and throws the reader out of the story. The small format means that Rayner has to adapt his style to a limited layout, but generally this doesn't cramp his story telling.

Overall, this graphic novel is a moving and action filled tale, well told, with an ending that is a fitting conclusion to the story.

In recent years Collins has returned to the characters and their descendants in a series of novels. There is also a graphic novel sequel called "Road to Perdition: On the Road", that tells stories from the father and son's journey.

Road to Perdition would be more suitable for older readers in Years 11 – 13.

*Reviewed by
Greig Daniels, Tokomairiro High School*



BOOK REVIEWS

ZAC AND MIA - BY A.J. BETTS

reviewed by Bridget Schaumann, Librarian, Kings High School Dunedin

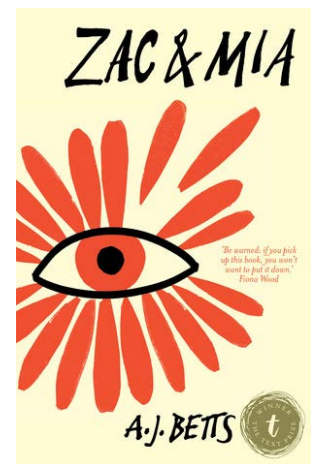
I am a sucker for a prize winner, and this book won the Text Prize for Young Adult and Children's Writing. I've read most of the books which have won this prize and not been disappointed yet. Zac and Mia is no exception. I'll confess right now that the fact that it was a prize winner was not the only thing which predisposed me to like this book, but the fact that it was about sick kids also got me. I'm still getting over *The Fault in Our Stars* and I hoped this would take me to a similar place. Well this is a very different book to *TFIOS!* Firstly the authentic Australian voice, this is not weepy; this is real, it is relatable, authentic and it is full of warmth and humour.

Zac - calm, patient and a nice guy - has been trapped in isolation in a hospital room because he is recovering from cancer treatment and cannot be exposed to germs. Usually he is surrounded by older people

who are sick, and of course his Mum. They live miles away from the hospital so it is usually just Zac and his Mum filling their days with hospital routine and chatting with the nurses. Then there is a change in the routine, a rather angry sounding young woman has moved into the room through the wall and she is loud in every way. She yells, she plays appalling music and blasts Zac's usually tranquil room with sound. Two teenagers, both with cancer, both feeling awful but handling their situations in entirely different ways. It would seem that a friendship between these two was never going to happen. You'll get to know them, they will get to know each other and you will come to understand why they are these people.

This book will hook boys and girls who are John Green fans and those who 'just want to

read something a bit real' - a request I get a lot. I'll be needing more than one copy next year!



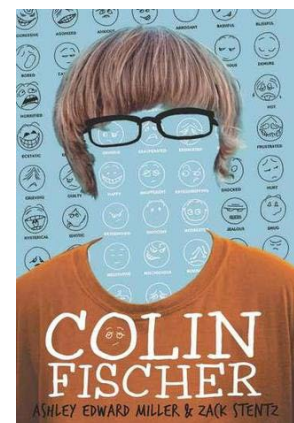
COLIN FISCHER - BY ASHLEY EDWARD MILLER & ZACK STENTZ

Reviewed by Karen Clarke, Library Manager, St Patrick's College Wellington

If you like *The Curious Incident of the Dog in the Night-time*, you will enjoy Colin Fischer. Colin walks around his school clutching a notebook in which he writes his thoughts about life. He sees life differently from the rest of his classmates because he has Asperger's syndrome.

Colin writes: "My name is Colin Fischer. I'm fourteen years old and weigh 121 lbs. Today is my first day of high school. I have 1,354 days left until I'm finished."

When a gun is found in the school canteen Colin has to try and prove that the school bully and his tormentor did not commit the crime. This is a very funny book that will appeal to students who love to read crime with a heavy dose of humour. Colin is a great character who you will find unique, but I am sure you can see these children in your library.



MORE THAN THIS - BY PATRICK NESS

Reviewed by Lisa Salter - Kaipara District Library Manager

A thoughtful book, on a dark subject. As the story opens Seth is drowning. Then he wakes up in a strange but yet familiar place – his old family home that they moved from years ago, covered in dust and containing things that moved with them and things left behind. What is the silver tape on his body and why is there no one else around? As Seth seeks to make sense of this world, surprising things happen.

I am a big fan of Patrick Ness and loved The Chaos Walking series, one of the darkest and bleak series ever written. The villain in this story is different because Seth doesn't know what it is or what part of reality is real.

A must read for Patrick Ness fans and dystopia readers. Recommend for readers 14+ but able younger readers may enjoy it.



DUST - BY HUGH HOWEY

Reviewed by Lisa Salter - Kaipara District Library Manager

The final instalment of the series which started with Wool and was followed with Shift, the prequel that helped make sense of the world created in the first story, but left plenty to discover in "Dust".

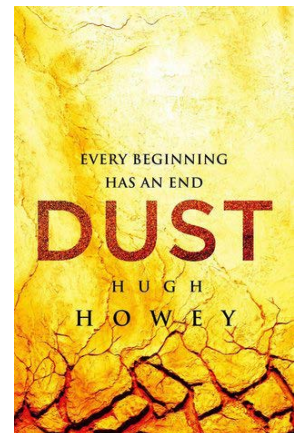
The people live in a silo, they have lives, jobs and a very limited understanding of the world around them. Everything about their existence is controlled and while there doesn't seem much joy, there are families, community and a shared sense of purpose.

I loved this book and this series. I loved the imagination, creativity and the hope it shares about life and the living of it. I was

lucky to meet Hugh Howey, the author, and he seemed a genuinely nice, regular guy. I can't imagine this story was just sitting in the author's imagination waiting to be written down. I'm very glad it was.

If you have not started on this literary journey I encourage you to take the first book Wool to the beach this summer, buy copies as gifts for all your reader friends and share this unique Sci-fi journey.

Recommended for senior students and any adult you know.



DUNGER - BY JOY COWLEY

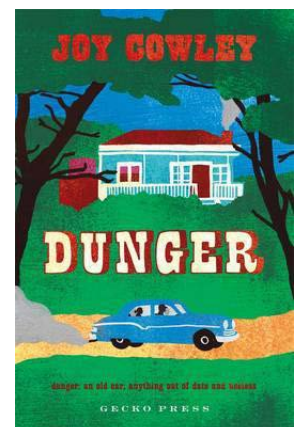
Reviewed by Lisa Salter - Kaipara District Library Manager

This is a gem, I think Joy Cowley nailed this one, five stars for sure.

The world financial crisis has reached Will and Melissa's house and the promised summer trip to Queenstown must be postponed. Instead the brother and sister accompany their elderly grandparents to the old family bach in the Marlborough Sounds. This seems like genuine hardship to the kids considering long drop toilets and

zero cell phone coverage, but what happens makes them appreciate life more. Told alternatively by Will and Melissa, you see their confidence, character and relationship develop as they explore a very precious and beautiful part of New Zealand.

This is great for readers 9+, and will appeal to both boys and girls.



FORGIVE ME, LEONARD PEACOCK - BY MATTHEW QUICK

Reviewed by Sue Easterman, Information Centre Manager, Scots College, Wellington

This is a remarkable book, on several levels. It may shock you, sadden you, make you laugh and cry at the same time and stretch credibility more than once, but ultimately it carries a great message of hope and encouragement for its readers. I hope that parents, librarians and booksellers recommend this book to kids who are struggling – with their identity, future plans, feelings of self-worth, and all the myriad issues which they face daily. It goes without saying that those same librarians, booksellers and parents should read the book themselves.

Matthew Quick bravely addresses that toughest of all topics in young people's fiction writing, the idea of suicide. Leonard Peacock, uber-hero (or anti-hero perhaps), is about to turn 18 and has a plan for celebrating his birthday.

His school life is irksome, he has few friends, is pretty much a loner, and is confused about a whole raft of things – not uncommon for the modern teenager. He also has a severely dysfunctional parent who chooses to spend most of her time away from home, only returning if summoned to deal with a perceived crisis. This aspect of the plot stretched its credibility for me – but perhaps there are parents out there who would sooner bolt than deal with troubled teens!

Leonard is a complex and intelligent character, and mostly very credible. His relationships with his teachers ring true (particularly if you work in a school, and have observed the teenager at work). He

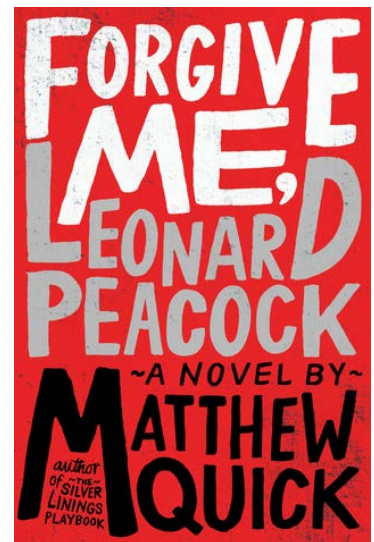
has a healthy disregard for authority, not altogether a bad thing, and a well-developed sense of trying to be a good person.

The other major characters are generally well-drawn – in particular the teacher Herr Silverman, and Walt the aging next-door neighbour. These adults are the most constant and reliable figures in Leonard's life, and you get a good sense of how these relationships work through clever dialogue and footnotes (more of that shortly).

Some of the other characters are less developed, but the flawed character of Asher Beal, one-time best friend turned tormentor, is a cracker.

There are many twists and turns in this book, and each time you think you've got it, something else surprises you. It's written in the first person, which is not always comfortable for readers. I imagine Matthew Quick intended this – by using this voice, you as the reader get inside Leonard Peacock's head whether you wish to or not. It's not pretty and not easy being there, but it's a terrific technique for such a powerful novel.

I mentioned footnotes – unusually for a fiction writer, Quick has opted to flesh out details and background, and provides sarcastic comments in Leonard's voice by using footnotes. The footnotes are informative, funny, enlightening and it's a very clever way to avoid breaking up strong narrative with too much detail. I think kids will find this appealing. I



certainly did. There's also the use of letters to Leonard from people in the future – again, an interesting way of managing the complexities in the book which might otherwise disrupt the narrative.

I have deliberately not given out any spoilers in this review – or so I hope! Highly recommended for older teenagers. Despite the occasional hiccup (like the mother!) I really enjoyed the book, and I look forward to hearing what my student readers make of it.

PROFESSIONAL DEVELOPMENT

MIRIAM TUOHY - SLANZA PD TEAM LEADER

As we head into the final few weeks of the school year, I know you will be looking forward to taking some time away from work for a well-earned chance to rest and re-charge. This is also a time when we look back and reflect, perhaps with annual board reports and performance reviews to complete for the year that was.

At the risk of sounding like the grinch who stole the Christmas holidays, I'm going to suggest that, away from our busy work lives, the summer break can be also be a great time to look forwards - to mentally prepare for the coming school year.

Here are a few suggestions for some low-pressure continuing professional development you could do over the holidays:

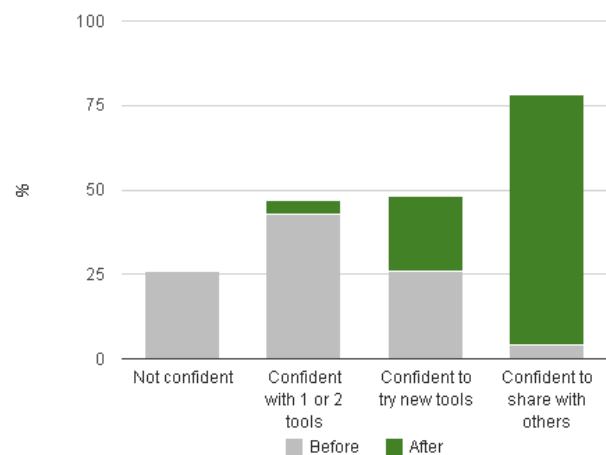
- Dip into your blog feeds now and then to see what's happening in school-library-land. With more time to explore, you may find some inspirational ideas to mull over and try at school in the new year
- Have a go with a tool you've not tried before e.g. Twitter - our Northern hemisphere colleagues will still be at work so this is a perfect time to dip your toes in the Twitter stream
- Read! Check out some new books that you can share with students in 2014. There are so many "Best of..." lists out at the moment to help you choose.

For SLANZA's National Executive, the holidays are often an opportunity for us to work on new initiatives to support members. This summer break is no exception. We hope to have exciting news for you at the beginning of the 2014 school year about new communities of practice for our members, where we'll be able to share information and experiences, and learn from each other.

SLANZA's Connected Librarians course will be offered again in Term 1, with a start date of March 3rd 2014. Information about registering will be available early in February. I'd like to share with you a very important aspect of what we are aiming to achieve with the Connected Librarians course. We asked participants to rate their confidence using online tools, before they started their course and again at the end. Their feedback shows a significant change in levels of confidence as a result of taking part in the course. Most of

our learners not only feel that they'll be able to try out new tools themselves in future, they also feel confident to share their new-found skills and experience with others - and that's what we're all about: building stronger libraries together, to support our school communities.

"Great job, fantastic PD and I'd love to do a next one. I know I can do it myself but this way I set aside a couple of hours a week, take the time to participate and explore, force myself to practise and use it, and I learned heaps from other participants as well - their struggles and tribulations or enthusiasm for a tool. This online PD is perfect for me, with colleagues who add so much fun and ideas to it."



Connected Librarians feedback - confidence levels

UPCOMING EVENTS

SLANZA – TERM 1 2014

TE TAI TOKERAU TERM 4 EVENT



On a Saturday morning in early November, SLANZA Te Tai Tokerau held a session at the Whangarei Public Library with comic book guru Stu Colson, from Heroes For Sale. Aimed for school librarians and teachers, the presentation attracted 15 people, and we were certainly impressed with his passion and knowledge on the subject.

We began with an interesting history of graphic novels, covering the self-regulating Comics Code Authority and sharing little gems like the fact that the biggest selling comics during World War II were comics read by the soldiers! Stu also discussed the storytelling techniques utilised in graphic novels: the pacing, impact, mood and length of story.

Stu Colson strongly believes that graphic novels are a gateway to children becoming interested in reading for fun, and convinced us that exposure to images enhances our students' creativity and imagination.

WAIKATO/BOP TERM 1 EVENT

WHEN: Friday 7 March 2014
WHERE: In Hamilton (watch the listserv for more details in the new year)
THEME: Modern Library Learning Environments (MLLEs)
SPEAKERS: Claire Amos (DP) and Georgi de Stigter (Library Leader) at the new Hobsonville Point Secondary School; Bridget Schaumann (SLANZA President); and Adrienne Hannan, Children's and youth coordinator at Wellington City Libraries.

CENTRAL REGION TERM 1 EVENT

Library Tour & Un-conference PD

WHEN: March 2014 (dates to be confirmed)
WHERE: Palmerston North

Join us on a tour of the libraries at Linton, PN Intermediate Normal School, PN Boys High School, and Russell Street School (Friday afternoon). Our un-conference session will be held on the Saturday morning. More information will be available early in Term 1.

SLANZA AGM 2014

Next year's AGM is being planned in Dunedin in the July School holidays to coincide with the planned Otago region's "Weekend School". This event was hugely successful when it was held in 2012. Dates will be announced closer to the time.



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

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WHY SHOULD YOU JOIN SLANZA

The benefits of membership include:

- Connection and networking with other school library staff locally
- Discounted conference and professional development registrations
- Support for school libraries at a national level
- Opportunities to gain skills and professional development from people who do what you do
- Opportunity to apply for the SLANZA awards
- Opportunity to apply for study grant assistance with library-related studies
- Permission to use the cover images of publications of major publishing houses
- Access to the LIANZA professional registration scheme

NEWS + CONTACT

If you're not sure who does what or who can help you, check out our [Contact page](#) on our website. It links to all region representatives.

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