

SLANZA MAGAZINE

# COLLECTED

10

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2013 CONFERENCE ISSUE

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## ISSUE 10/2013

### EDITORIAL

LISA SALTER, SLANZA COMMUNICATIONS LEADER

I've been working away on this edition for about 8 weeks now and once again our contributors have provided us with much food for thought. The theme of this issue is centred on our conference, held in the July holidays in Wellington. If you were unable to attend I hope this issue will put you in the picture. I also suggest that you check out the conference proceedings page of our website where many of our presenters have generously shared their presentations.

Keynote presenter Erica McWilliams shares her thoughts on how we manage data in her feature article. How do we move forward in our schools and personally in the ways we access, manage and relate to the digital information bombarding us from every angle? And when you consider that the Internet is only 19 years old, how do we cope with never ending change that seems to be progressing faster every day. Social networking may be a phenomenon of our times but it seems to most of us that Facebook has been around forever and for our students it actually has. Take the time to read what Erica has offered us, vital information for our roles as information specialists in our schools.

Past President Senga White once again shares her research with us, this time to "Make lasting connections with your school community". Senga has outlined her strategies and ideas on how to create this valuable relationship not just with teachers and students but also the wider community. Her 'Promotion and Marketing Strategies' will fill you with great ideas, and I especially like the idea of a Slipper Day, getting all cosy with a book in the library.

We hope that this issue gives you motivation, strategies and ideas to amp up your professional practice. We believe that professional reading is a primary way that school librarians can keep abreast with change and find common threads of practice and we hope that this issue of *Collected* meets the needs of our readers.

Please promote *Collected* around your school. Print off a hard copy or two to leave in the staffroom, or send the URL to your staff. Our articles come from people just like you; maybe you have something you would like to share in our next issue due out near the end of Term 4. What a great way to finish the year with your article in *Collected* attached to the end of your school library report. Certainly your Board of Trustees would be proud to have their library manager published in such a well-read magazine.

Thank you to the team of writers who have contributed this edition and to our new team of proofreaders from the SLANZA 'Pool of Talent'. I would also like to acknowledge Miriam Tuohy who takes all our bits and pieces and works with the graphic designer to create a reader friendly format.

All the best for the October holidays and a fresh start in Term 4.

*Lisa Salter*  
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## PRESIDENT'S COLUMN

### COLLECTED 10

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I'm delighted that my first column in an issue of *Collected* is our biannual after conference edition. A SLANZA conference is one of my favourite things, a chance to reconnect with old conference friends, to learn new ways to connect with my students, gather new skills to share with my school community and the opportunity to meet interesting school librarians from all over the country and to upskill, relearn and get focused on things I need to do in my library.

Conference is a reminder of the vitality that we have in our sector, and the Wellington conference certainly showed that off this year. I enjoyed every single workshop I attended and am delighted that in this magazine I will be able to learn about those I couldn't be at. With so many of the keynotes and presentations loaded onto our website plus this edition of *Collected*, you can feast on Professional Development for months to come. I encourage you to do that, especially if you missed out on going to conference. Amongst the presentations from our incredibly interesting international speakers and those locals who ran workshops there is some of the best professional development you could hope to get hold of as a school librarian. For a small country and a small organisation we do a very good conference! I had many highlights and these included the conference dinner and especially the fun after dinner! The SLANZA awards were another highlight, as the opportunity to acknowledge excellence in school libraries is one of the things I am most proud to be a part of. Celebrating our members' great work is important and meaningful and it is such

a pleasure to see the delight that the award winners show when receiving their awards.

After conference your Executive met for a day of discussion and planning. You have all been sent the communicate which details what we discussed at that meeting, and I would like to reassure you that the Executive is working hard to drive SLANZA forward. Our second cohort is now underway in our SLANZA Connected Librarians Online Professional Development, and we are in the midst of an exciting time for SLANZA. We have three new regional representatives with Trish Webster representing Auckland, Michelle Simms representing Waikato/Bay of Plenty, and Saskia Hill representing Aoraki and it is exciting that they have immediately jumped on board and have become involved in projects. Their enthusiasm is valued.

Coming up for SLANZA, I will be in Nelson in September presenting to the northern part of the Aoraki region, representatives from the Executive will be attending the next meetings of the Strategic Advisory Forum, the National Reading Initiatives Group, the Any Questions Service Overview Group, the Epic Governance Group and other groups with which we have connections. We continue to make plans for our membership drive which will take place early next year and of course the ongoing work of PD nationally and regionally as well as administrative matters.

As usual, thanks go to Lisa Salter, the editor of *Collected* and our Communications

Leader for her painstaking work putting this magazine together. It really is a labour of love. These are huge responsibilities and we all owe Lisa a huge debt of gratitude for her efforts.

*Bridget Schaumann*



# BIG DATA, BIG CHANGES

ERICA MCWILLIAM – EDUCATIONAL SPEAKER AND WRITER

A key marker of our present decade is the way in which the data we access to live, learn and earn is being transformed. Big Data, the exponential proliferation of information across the globe, is making for massive social and cultural transformation. Most of us now have multiple ways of connecting and engaging with each other, with work, with government and with a host of organisational systems. And those same organisational systems that once relied on vertical hierarchies of management and vertical supply and demand chains have been transformed into horizontal networks in which the flow of data is unprecedented and in which any node that does not add value can and will be by-passed.

This means, among other things, that young people can sleep their way through their school physics class, but continue their learning in physics via any number of on-line courses and websites that can be accessed at any time. It follows that teachers, including teacher librarians, who continue to work as a cog in the supply chain of schooling, delivering and assessing traditional content in traditional ways, are likely to find themselves outside their students' learning networks. In other words, school programmes perceived as tedious, time-consuming or irrelevant will be side-stepped.

The social and cultural transformations of the era of Big Data are overturning not just the cultural logic of the supply-and-demand chain, but other linear-cumulative patterns of living, learning and earning. A Western life trajectory is no longer a predictable pathway in which learning is completed before long-term salaried work begins. Instead, according to sociologist Richard Sennett<sup>1</sup>, we are all under pressure to improvise a life-narrative without any sustained sense of self or continuous identity. In this century, work culture is less willing or able to reward craftsmanship – that is, to reward an individual's talent for doing one thing extremely well. It follows that hard-earned skills have an increasingly brief shelf-life, particularly in fields closely related to technology, sciences and advanced forms of manufacturing. As long-term, stable employment recedes, and fast-paced work transitions become the norm, we now find ourselves paying closer attention to managing short-term relationships while migrating from

place to place, job to job and task to task, re-developing new talents as economic and skill demands shift.

Among all the attributes that are needed for enterprising engagement in this century, agility of movement is likely to be among the most valuable. The ability to move at speed across disparate geographical, virtual, disciplinary and socio-cultural landscapes is now a key capacity of the global workforce. 'Being prepared' is about travelling light, jettisoning the old information and traditional ways of doing things that have weighed down workers in the past. It is about knowing what to do when there are no blueprints or templates, and it is about having sufficient cultural and epistemological agility to learn 'on the run' through robust and flexible social networks.

Much of this cultural transformation has, for better and worse, been made possible by the Internet, which has its nineteenth birthday in 2013, this year of writing. So Jana, a hypothetical young adult also born in 1994, has never known a pre-internet world. She grew up alongside Hotmail (1996), Google (1998), Napster (1999), the iPod and the xBox (2001). She has had access to the iPhone, Playstation3 and Tumblr since she was thirteen, and at fourteen added Facebook, Twitter and the iPad to her growing list of available digital tools and technologies. Since 2010, Youtube has been Jana's primary source of information. She has never learned about world events from reading a newspaper or watching free-to-air television. To Jana, the world looks, feels and sounds like Youtube.

Being connected via her social networks is as important to Jana, as it is to her peers and to all those who come after her. She now uses Snapchat to send her friends a regular stream of quick pics that self-destruct in ten seconds or less, and she is one of the billions of people chatting on Facebook, more indeed than the entire population of the world a century ago. In the year 2012, she and her fellow global citizens contributed to and engaged with 2.5 quintillion bytes of data each day, most of which were created in the previous two years. Whether she lives in Zambia or Sweden, Jana can find out the current temperature in Ulaan Bator, or the closing price of BHP stock, or the

name of Barak Obama's grandmother as quickly as the head librarian in Oxford University. She does not think it's a miracle to search 100 billion pages in 15 seconds – indeed, she is increasingly frustrated by what she perceives as a delay or slowness of access or delivery. Whether it's hair-braiding or horse-breeding, algorithms or anklets, she finds whatever information she wants and finds it precisely at the time she needs it.

Or does she? According to prediction analyst Nate Silver<sup>2</sup>, it is highly likely that, in a complex and unpredictable world, Jana will struggle to differentiate the information that is really useful to her from the overwhelming amount of useless, extraneous, impeding or misleading information that is proliferating globally at a much greater rate. As Silver explains it, information growth is rapidly outpacing our understanding of how to process it. We are less and less likely to distinguish Signals—the very small amounts of useful information we really need, from Noise—all the rest of the trivial, misleading and useless information that continuously bombards us. There are real dangers, he asserts, for Jana's generation and all other generations if and when 'learning' is equated with accessing bits of information that are most readily available on the internet – for example those that appear on the first page or two of a Google or Yahoo search. The fact of data overload will mean that Jana needs to be highly selective and subjective in deciding what information she pays attention to. Unfortunately, she is more likely 'cherry-pick' the information that best aligns with her preconceived views of the world and those of her friends. She will ignore the rest. In doing so, she will contribute to the growing trend to sectarianism that is an effect of information overload. She will find political, religious and cultural allies in those who make the same choices. By implication, those who make different choices she may well consider alien, even dangerous.

Big Data, then, is by no means an unmitigated blessing when it comes to the future of learning. Its affordance and opportunity come wrapped in barbed wire. Those like Jana who have grown up with the Web as a constant in their lives – those that Marc Prensky calls "digital natives"<sup>3</sup> – have lived with a constant and unrelenting bombardment of marketing hype and misinformation each and every minute of their on-line day. Every automated message that tells them 'your call is important to us', every bit of spam promising massive lottery wins or inherited millions, every packaged deal of 'unbeatable' offers, adds to their mistrust of all but perhaps the messages that come from a handful of their closest peers.

It is a sorry condition of our times that Jana and those who follow her will need to keep building their capacity to mistrust and dismiss most of what they read, see and hear on the internet. With so much data

being generated so fast and for so many purposes, judicious decision-making about the credibility of data will be a key factor in whether and how the next generation can live optimally in their world. At least 80% of the data being generated on the internet is either misleading or unreliable, according to Moshe Rappoport,<sup>4</sup> Executive Technology Briefer with the Zurich-based IBM Research Laboratory. So the capacity to judge data veracity will need constantly to be the subject of updating, unlearning and re-learning.

The disposition to mistrust can be a useful one, as all good scientists know, as long as it can be harnessed as the sort of robust skepticism that underpins the pursuit of both confirming and disconfirming data. Skepticism of this sort is a far cry from cynicism. The world-weary 'whatever' shoulder shrug, satirised so often as typical of young people's responses to the constant pushes and pulls they experience in their lives, may well be symptomatic of the latter. So those of us who promise to prepare young people to meet the unparalleled challenges they will face in the future – and most educational institutions make just that promise in their glossy brochures and mission statements – really have their work cut out to deliver on that promise.

To conclude, the point of learning in the era of Big Data, is neither 'coverage' nor mastery. Both become meaningless and unachievable fantasies when information growth outstrips human capacity to discern the helpful from the hollow. What counts more than ever is the capacity to put skepticism to work in a systematic and informed way, rather than seeking sure-fire, quick-fix solutions to long-term, intractable problems.

*Erica McWilliam - Adjunct Professor, ARC Centre of Excellence for Creative Industries and Innovation, Queensland University of Technology*

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# MAKING LASTING CONNECTIONS WITH YOUR SCHOOL COMMUNITY

SENGA WHITE - SOUTHLAND BOYS' HIGH SCHOOL, INVERCARGILL

Making lasting connections with our school community is crucial in establishing the library as central to all learning in the school and contributes to ensuring that library services and staffing are not overlooked, under-valued or discounted in school-wide planning. One of the things I admire about many school librarians I've met is their passion for their libraries, their students and the link between them. We've become very good at sharing this with our library colleagues. However, we're not always so good at sharing this with those outside our library circle. The key is to grow and share in equal measures the good things happening with those we work with and work for.

So, where to start? What are the effective ways to promote our library services and programmes to our whole school community? When we've created those opportunities, what should we tell them? How do we go about influencing others with our good news stories? And once we've established those precious connections, how do we continue to build on them, and grow them to the next level?

## *Laying the foundations*

Planning, planning, planning. Oh, did I mention planning? Start by making a list of all the fantastic things you're already doing. Have you written a vision for your library? If you haven't, this is a good place to start as it will crystallise and refine your thinking.

- For inspiration I recommend watching Laura Cohen's Librarian's 2.0 Manifesto
- Look at your school's vision, read your charter, include aspects of the vision, values and key competencies from the New Zealand Curriculum and ensure your library vision is aligned with all of these important documents
- Be intentional about what you want your school library to be and look like

Now make another list of all the exciting ideas and programmes you want to grow and develop in your library. Great ideas and inspirations are like gold but don't fall into the trap of trying to take on too many projects at once. You need to be realistic as to what you can achieve so plan your approach accordingly. One project managed well and completed is more beneficial than half a dozen partly-finished ones.

## *Key People*

Consider who you should target. You need a member of the Senior Leadership Team in your corner who understands your vision and can go into bat for you when required. Ideally this will be your principal,

but every school is different and you will need to identify who that person is for you. However, I would encourage you to back yourself. Principals appreciate well prepared staff and they LOVE passionate ones.

When it comes to your teaching colleagues, it's all about your relationship with them. Don't underestimate the power of those informal conversations you may have at morning tea or lunch. Foster and grow the relationships with teachers you already have a connection with. They will become your biggest advocate with other teachers. I have compiled a [document](#) with a list of strategies for you to consider on my website.

Then there are your students. The most obvious group, but do you know what brings them to the library and conversely what keeps them away? Do you know what they want from their library? It sounds simple but if you don't know or you're not sure, ask them. Go out and chat with them. Consider surveying them about aspects of the library and the services offered, especially if you have a new programme or activity you're considering implementing. If you don't already have an ideas book then you might consider this as a good channel for communication between you.

Parents who care about the education their children are receiving can be a strong source of support for you. Be mindful of the parents on your Board of Trustees as they can be instrumental in enabling you to realise your vision so investigate ways of getting their attention.

Offer to [present at a PTA meeting](#) about some aspect of your library services. Consider running sessions on research skills for parents who would like to feel more confident in helping their children with their homework, which also works as a great way of promoting what you're doing through the library as well. Maybe you could promote a summer reading programme or run a session on how to keep encouraging kids to read with reading suggestions and book displays.

## *Telling your story*

In this exciting digital environment we live in, there are lots of ways to tell your story to your identified groups. Some tools will be more appropriate for particular groups but there are a variety of visually engaging options. You should consider:

- Annual report for school magazine, principal, Board of Trustees
- Regular articles for the school newsletter for parents

- Consider term updates for your principal which could use as a discussion starter
- Regular news updates for staff

Potential tools for reports could be Issuu, Slideshare, Infographics, PDF's, videos, student interviews and blogging. However you decide to tell your story, make sure you include evidence of the effectiveness or engagement of any new programmes or events. This may be as simple as photographs or quotes from staff and students.

Be as visible in your school as possible. Be visible in your library, in the staff room, on the intranet, on the school's Learning Management System, on the web. Consider using a variety of tools for visibility on the web such as Twitter, Facebook, Goodreads, YouTube, Slideshare, Wordpress.

#### *Promotion and Marketing Strategies*

This is a list to get some thoughts flowing featuring ideas from very talented and clever practitioners.

- Engaging, eye-catching displays
- Highlight a book or book trailer of the week
- Set up a book club for students, maybe even one for staff. Promote genre reading with [Reading Maps](#). Sally Pewhairangi at Waimakariri Libraries has created this fantastic one linking reading to chocolate
- Run regular activities during intervals and lunchtimes. This is the [knitting group](#) Hue Ng at Churton Park Primary School created
- Hold special events or invite special guests. The Invercargill Public Library advertised their inaugural [Slipper Day](#) to great effect and Claire Forrest at Raroa Intermediate organised a [Pom-Pom making](#) group whose wares contributed to the school fair
- Offer competitions and games. As part of their Library Week activities Tania Sheko at Melbourne High School put on their [Biggest Morning Tea](#) for staff
- Encourage staff to run clubs and groups if space allows
- Highlight special services and programmes. Joe Hardenbrook from Wisconsin University Library (well known for his recent posts about Lego Librarians) has [Postcards from the Library](#) for students to send to their parents and therapy dogs come in to relieve some stress during exam time
- Create posters promoting events or opportunities and display them around the school

Capture the wider community by creating media opportunities. Build an email group of journalists or reporters in your local community and then use these contacts to publicise events you're running for Library Week, or create "good news" stories with special events such as guests, summer reading programmes and Dress Up Days. Most community newspapers are keen for these types of stories. You will obviously need to be judicious in the regularity of these communications so as not to be dismissed.

#### *Evidenced Based Practice*

No matter where you are in the evolution of library services for your school, to effect real growth and change it is important to be able to demonstrate effectiveness and outcomes of achievement. You need to inform those who matter about what's happening. Consider how you will measure that success. This can be as simple as extracting circulation information already collected in your library management system or visitor numbers using a door count on your security system, it might be soliciting and collecting student voice or staff feedback, or it might be as complex as a fully developed action research project.

To decide on what information you want to collect, think about what you do that affects student outcome, why and how it affects that achievement. For example, if you want to demonstrate your effectiveness in teaching students to use a wide range of relevant resources in their research, ask the teacher you're working with for a copy of bibliographies from this assignment. Compare these to bibliographies from a class you haven't worked with. Are there any noticeable differences?

There is further information including links to a range of resources in the [presentation](#) I gave on this topic at the SLANZA workshop in Wellington during conference.

A piece of advice - don't attempt to do everything suggested in this article or in the Slideshare presentation. It is designed only as a pathway of ideas. This is your journey and you will find the path you need to follow that's right for your school. Celebrate your successes with your flock-mates or kindred spirits. They will care and understand, and when necessary console and encourage you. Finally, share with the wider community of librarians. Good ideas are too good to keep to yourself!

*Senga White - Research and Learning Coordinator, Southland Boys' High School, Invercargill*



# SLANZA CONFERENCE 2013

## CONFERENCE COMMITTEE COMMENTS

While we were all enjoying the conference a small, dedicated group were bustling in the background making sure that the participants had everything in place for a great conference. We thank them for their hard work and dedication. Below are their thoughts, suggestions and advice.

Recipe for a fun conference....from Joanna Ludbrook

Ingredients: \*

1 part visionary  
1 part voice of reason  
1 part financial wizard  
3 parts baker  
2 parts tech whizz  
1 part designer  
1 part Ms Methodical  
1 part actionman  
10 parts fun

Method:

Mix together in a room and stir periodically.  
Keep topping up with coffee and baking.

Over approx. 18 months, individual ingredients will react with others to blend into a harmonious conference.

\* Not pertaining to anyone in particular!

### WORDS OF WISDOM FROM MARIANNE DOBIE AND ROSALBA FINNERTY

- It is essential to have a retreat room – where you can sit and take off your shoes, and have a cup of tea without interruptions.
- After the first day, people only had to see me coming to know that it was time to move along to the next workshop.
- Smuggling home portions of the wonderful baking. I didn't need to do any for over a week.
- Telling the men doing the water-blasting that no, they couldn't do the hall when the key note speaker was presenting.
- Collecting lots of free pens when the exhibitors were packing up

to go. That will keep the library supplied until the next conference.

- Fall-out from Wellington's storm on the Sunday before conference – would everyone make it?
- Joy of the champagne star during dinner at Te Papa. And what a dinner!
- Capability and willingness of Steve the IT guru.
- The amount of hair in the vacuum cleaner (as discovered by a handy husband).
- Cardboard box recycling. So many boxes...
- "Where's the remote for the heat / data projector / lights / windows..."
- Laughter.
- Filling the conference bags in half the amount of time allocated.
- The keynote speaker who kicked off her shoes in order to move around the stage faster.

We gratefully acknowledge the work of all the committee :

*Jenny Carroll - Wellington Girls' College*

*Karen Clarke - St Patrick's College, Kilbirnie*

*Christine Cross - Worsley Bay School*

*Marianne Dobie - Chilton Saint James School*

*Rosalba Finnerty - Samuel Marsden Collegiate School Archives*

*Clare Forrest - Raroa Normal Intermediate School*

*Anne Keenan - Sacred Heart College, Lower Hutt*

*Joanna Ludbrook - Houghton Valley School*

*Judith McGhie - Hutt City Libraries*

*Jane Shallcross - Wellington High School*

*Robbie Wathne - Rongotai College*

*Michele Whiting - Corinna School*

*Katrina Young-Drew - National Library of NZ, Services to Schools School Library Service*

*Susan Arthur - Mana Education Centre*

*Angela Ryan - Mana Education Centre*

# SLANZA CONFERENCE 2013

## CONFERENCE CONTRIBUTIONS

Every conference we offer our members an opportunity to apply for a free registration to the event. This year’s conference grant recipients, and a few other contributors, have offered 100 words on their experience. We hope this will give you a round up of three days of action packed PD and social events and motivate you to consider attending in Christchurch 2015. You can find many of the conference presentations on our [website](#).

*National Executive Meet and Greet:*

Conference began with a convivial meet and greet hosted by the National Executive. It was a great opportunity to catch up with friends, meet new people and put faces to the names we read on the list-serv.

The weather was against us that day, so every new arrival was warmly welcomed with tales to tell of luggage having sleep-overs at the airport, unscheduled trips, or commiserations on delays and cancellations. This didn’t dampen anyone’s spirits, but rather added to the camaraderie felt by all.



*Life Member - Adaire Hannah and Fiona Mackie*

The Conference Committee looked after everyone with ease and the National Executive are very grateful to Rosalba Finnerty and her team for the fabulous catering and drinks that launched Conference in style!

*Fiona Mackie - Pinehurst School*

*“Change is in the Wind” - Relationship Building:*

There is no doubt that the information and educational landscape is undergoing significant change which impacts us personally and professionally.

In times of significant change we can feel buffeted, tossed around and sometimes a bit out of control. We need an anchor to keep us grounded. Through Conference I became aware that we can find that anchor through relationships.

- Erica McWilliam defined pedagogy as teaching and learning and the relationships involved. I couldn’t agree more.

- The speakers and workshops were fabulous. But for me, the biggest buzz came from the “in between” bits:
- When I chatted with my neighbour about what the previous speaker had said.
- When, balancing a coffee cup and a sandwich, I met the real live person who had previously been just a name.
- When I joyously reconnected with colleagues not seen for years.
- When I met new colleagues and planted the seeds for ongoing professional discussions.
- When I rekindled and nurtured friendships with local and distant colleagues.

Just as relationships within our school and workplace are absolutely critical for achieving effective outcomes, so too are our relationships with SLANZA colleagues. Attending Conference proved to be a brilliant way of developing my personal learning network.



*Life Member - Fiona Mackie and Glenda Fortune*

*Glenda Fortune - Aoraki*

*National Executive Table:*

This year at Conference you may have noticed the National Executive table down in the foyer. This was a great place to be stationed during morning and afternoon tea as well as lunch times. We talked to a whole bunch of people while down there. Sometimes it was to talk about National Executive business, sometimes it was just to chat. Occasionally we were a friendly face who could help a little with your wifi problems. We were all happy to be at Conference and were glad to meet as many of you as we could. Whatever your reason for coming over and talking to us we hope you enjoyed us being there and being visible as much as we did.

*Donald Cunningham - Southland*

*Public Libraries at Conference:*

Coming from a public library and not a school library I always find my sector under represented. There is possibly a perception that SLANZA conferences aren’t useful for librarians from other sectors and it’s a

myth that I would very much like to dispell. This is the third SLANZA conference I've attended and each time I bring new perspectives and new ideas back to my library. This time along with the messages from both Tara and Erica (both of which were very relevant to public libraries) the best idea for me was Megan Davidson's 3 minute PD idea.

I'm already working on implementing this concept into our library's daily briefings and it has taken very little adjustment to do. In short, I have always found SLANZA conferences useful and think it would be in any library's best interest to send at least one or two of their staff to Conference on a regular basis.

*Donald Cunningham - Southland*

#### *Reflections on SLANZA Conference 2013:*

SLANZA Conference was a wonderful mix of learning and enlightenment. So many ideas swirl around; it is strange what you pick up to implement in your library. There were two ideas that grabbed me and instantly changed how I do things in my library. Firstly, Cathy Wylie in her keynote speech on "How Reading Matters in Children's Development" pointed out that frequency of being read to is not as important as how a child is read to. Therefore I have had to change how I read stories to the new entrant classes and have had to recognise that quality, not quantity, is imperative. Secondly, from Tara Brabazon's keynote address on "Learning to Leisure" I realised that students can use the internet as a barrier to learning. I can now no longer leave students to use the internet as a way of filling in time in the hope they will stumble on knowledge and I am looking at ways of developing the skills to use the internet more effectively. Thank you for the opportunity to attend Conference. There was so much professional development in one small package.

*Pamela Lilley - Sir Edmund Hillary Collegiate, Otara, Auckland*

#### *Workshop - Bringing the Boys In, Sue Esterman and Will Struthers:*

Student power used for good! Student surveys indicated that books recommended by peers were more likely to be read than those recommended by teachers, so students took control and made a website and used this to review and recommend books to one another. And it works! The workshop was presented by the students who stole the show - it was awesome! Boy power harnessed for good. Their website is a major success throughout the middle school, and this coupled with fantastic support by Sue and Will means that they have an engaged reading community and knock-on effects throughout the school. My favourite workshop of the Conference.

*Bridget Schaumann - Kings High School, Dunedin*

#### *The Authors' Panel Discussion with Kim Hill, Bernard Beckett, Glenn Colquhoun and Kate de Goldi:*

Fiery at times, lots of laughs, sharp pointy discussion took place as the panel of these luminaries of literature discussed "The Future of School Libraries". Kim led the discussion, waving her sinuous arms around in enthusiastic encouragement, she encouraged audience participation and asked hard questions of the panelists. All the panelists spoke eloquently, although Bernard Beckett may have felt slightly 'picked on' by the end of the session - we are a feisty lot as they discovered! This was a wonderful way to wind up the Conference and we couldn't have hoped for better panelists - a stellar cast indeed. Let's have them all back again for another turn!

*Bridget Schaumann - Kings High School, Dunedin*

#### *Keynote - Susan Sandrett:*

Susan Sandretto's keynote address on "Reconsidering Information Literacy through a Critical Literacy Lens" was a highlight for me at the 2013 SLANZA Conference. What does this mean for me and my role as teacher in the library? My response to this keynote address was a reconfirmation that at the heart of what I do is the idea that we are not just about teaching students to read print off a page. We are about creating readers - readers that can talk about their thinking and justify their opinions, readers that analyse a wide range of texts, readers who use information and create new information. Readers who can, as Susan quoted, "weave together a tissue of meaning". This is about being information literate. Interested? See [www.plantingseedswithcriticalliteracy.wikispaces.com](http://www.plantingseedswithcriticalliteracy.wikispaces.com).

*Trish Nash - Corinna School, Wellington*

#### *Keynote - Andrew Fiu:*

One of the highlights of Conference for me was the address given by keynote speaker Andrew Fiu. I really enjoyed Andrew Fiu talking about how he slowly became interested in reading after he collapsed at the age of 14 years old while playing rugby, and was forced to spend months in hospital. I ordered his book "Purple Heart" and I am currently reading it. What a fantastic read - it is very colourful, both sad and amusing, portraying life for a Samoan family living in Auckland during the 1970s. Andrew also read an extract from "The Help" by Kathryn Stockett with fabulous accents for all the different characters; it was a mesmerizing performance.

*Jayne Downes - Kaikorai Valley School, Dunedin*



*Fiona Mackie and Glenys Bichan  
- Award of Merit for Promotion of  
Literacy and Enjoyment of Reading*



*Life Member Jeannie Skinner  
- Lisa Salter, Jeannie Skinner and  
Fiona Mackie*

### *Creating an Inquiry Library - Amanda Bond:*

Amanda attended a workshop with Education Consultant Kath Murdoch on Inquiry Learning and came away from it with a goal - to turn her library at the Istanbul International Community School into an Inquiry Library. At the Wellington Conference Amanda shared with us the process she and her team undertook. They started with a 'teaser' to generate interest in the idea of the 'wonder wall' - using a revealing display, they gradually uncovered the question 'are you ready to wonder?' This sparked a lot of interest from the students, so when the first question was put up on the wonder wall (what makes things glow in the dark?), they were ready to engage with it. Students were invited to use post it notes to respond to the question. The following week the question was moved to another area and resources were provided to help students to find the answer to the question. The website *Wonderopolis* was a great source of questions and then they linked their weekly inquiry with the topics being studied within the school. Amanda also spoke about their success with other inquiry promotion ideas such as 'see, think, wonder' and 'blind date with a book', all of which she has shared on her powerpoint and pdf loaded on the SLANZA Conference Proceedings' page.



*Kimberly Atkinson - Award of Merit for Promotion of Literacy and Enjoyment of Reading*

*Trish Webster - Rangitoto High School, Takapuna, Auckland*

### *Keynote - Dr Cathy Wylie:*

Dr Cathy Wylie spoke about how reading matters in children's development. What an absolutely fascinating topic. Dr Wylie spoke about how the bar had been raised and reading is not about the skill but the enjoyment. Findings from the 'Competent Learner's Study', spoke volumes of what it meant for children who were engaged in reading versus those who read because they had to. With enjoyment comes the ability to concentrate, to experience the 'flow' of a book, to be captivated and to become part of the story. Students can't engage in learning if they can't read well.

*Sally Blake - Riccarton High School*

### *Workshop - Making Lasting Connections with your School Community with Senga White:*

How do you promote your programmes and services to your school community? What do you need to tell them? And once you have made connections, how do you maintain them? These were the questions Senga asked us to think about, and then she gave us some fantastic ideas to get us started. She suggested that it begins with planning what you want to do, and your vision for your library must be clearly defined. Next you have to identify the services you provide, and then make a wish list of the services you want to provide. It's important to keep records of what you do, and how that adds value for students.

Work out who you need to target, think about how you will target each of these groups, and tell your library's story - such as with your annual report. Maintain your visibility around the school, budget for your promotional activities and promote what you are doing in a variety of different ways. Use evidence based practice to 'let those who matter know what you do that affects student outcomes'. Senga finished by talking about some of the tools that are available to help you. I found this session very helpful - it has given me a clear pathway to plan connections within my school, and given me the confidence to begin. I have already made contact with our PTA and have sent them an article to be included in their newsletter. Senga has generously shared her slideshare link on the SLANZA Conference Proceedings' page.

*Trish Webster - Rangitoto High School, Takapuna, Auckland*

### *Workshop 3 minute PD with Megan Davidson:*

I was a lucky recipient of a 2013 SLANZA Conference grant to attend this year's Conference in Wellington. One of the highlights for me was a workshop facilitated by Megan Davidson called "3-Minute PD: How to Raise the Library's Profile by Offering Mini How-to Lessons at Morning Briefings or Staff Meetings". Many of us feel that the teaching staff (particularly when dealing with a large 120+ staff as at my school) may not always know or appreciate what you have to offer them and the students in their care. This workshop taught some superb, hands-on strategies for promoting our own expertise in short, manageable bite-sized pieces to the staff.

As I am fairly new to my current position (and also don't always make it to staff briefings), I chose an online format called, with great originality, '3-minute PD'. Here I gather up interesting ICT/teaching/library 'lessons' during the week, collect up the PD links that have been sent to the teaching group email that week into a single post, and then once a fortnight I send a full link digest to staff so that they can click on ones that interest them and follow them up.



*Life Member Linda McCullough - Gerri Judkins, Linda McCullough and Fiona Mackie*

Politician Lee Atwater once said "Perception is reality" and, as Megan said in her Conference blurb, "as you consistently share your knowledge and skills, teachers will begin to perceive you as an expert, and will seek your advice." Quite right Megan!

*Saskia Hill - Cashmere High School, Christchurch*

### *Author's Breakfast with Juliette MacIver:*

I have to state at the onset that the breakfast sessions at any library conference are my favourites.

I love to make contact with the actual creators of all that stuff we have sitting on our shelves (or in cyber space). Juliette MacIver's presentation did not disappoint. She was a delightful young woman who oozed fun and enthusiasm for her craft. Juliette started her



session with a rhyming competition. I was amazed that even at such an early time of the morning, people came up with an amazing list of words. Librarians are creative people! She talked about the creation of her latest picture book : Queen Alice's Palaces. This is a delightful story full of whimsy and the triumph of Queen Alice over the evil machinations of Sir Hugh. The imagination exhibited in the creation of the palaces (some of feathers and smoke!) shows the strength of this New Zealand writer. Juliette also shared with us her love of making poems/stories up and testing them on her children. Her rhyme about the toucan was gorgeous and I hope it is published so everyone can enjoy it. The session inspired me to promote the picture book section of my teenage library more. Picture books are enjoyed very much by many of my teenage girls who find them relaxing and an escape from the sometimes relentless pressure of study. They are also used for artistic inspiration or to kickstart a dramatic performance.

I look forward to Juliette's continuing rise in the picture book world.

*Rosemary Middleton - Tauranga Girls' College*

#### *Primary/Intermediate School Librarians' Dinner:*

The primary/intermediate school librarians' dinner at Conference was held at Floriditas, which was a good choice as the music was not too loud and conversations could be heard. A bit of musical chairs during the middle of the evening allowed us to fully mix and mingle (and kept the waitress on her toes). It was lovely to meet other librarians with similar challenges and wonderful new ideas. Many of those who attended are active on the library listserv and it was great to be able to put a face to a name. Thanks everyone for a lovely night out.

*Michelle Simms - Totara Primary School, Waikato*



*Fiona Mackie and Michelle Simms - Award of Merit for Promotion*

#### *Conference Buzz:*

Working in a small primary school can feel quite isolating sometimes, and although I try and keep connected through online communities, nothing beats the buzz of getting together with other like-minded people to share ideas and stories. I felt that buzz from the first moment of Conference and seized the opportunity to talk with as many people as possible, making new connections and reconnecting with others. Attending Conference has given me a sense of belonging to the NZ school library community, which has had a positive impact on my professionalism and enthusiasm.

*Kristine Saunders - Dyer Street School*

#### *Expectation vs. Experience:*

The 2013 SLANZA Conference in Wellington was a stimulating event. From the opening of the Conference and the welcome by Deputy Mayor, Ian McKinnon the "Winds of Change" Conference

was engaging. As a Central Region grant recipient I was impressed at how well run the Conference was and at the diversity of speakers and workshop presenters. I particularly enjoyed a workshop given by Trish Nash. Her enthusiasm for promoting reading in her school was infectious and inspiring. The keynote speakers all contributed various insights into literacy initiatives in the school environment. Thank you SLANZA for the grant, I thoroughly enjoyed the Conference and will recommend future conferences to others.

*Christina Bate - Ngamatea Primary School*

#### *Wellington as a Venue:*

What's not to love about Wellington? Sure, the weather was somewhat challenging on Conference weekend, what with ferry and plane cancellations and diversions. Yet by Tuesday and Wednesday, we bathed in glorious clear, crisp days - perfect for wandering around, ingesting the city vibes, people-watching, and embracing the cultural capital of New Zealand. And Wellington has plenty to embrace. Within our three days I managed to view three art exhibitions, stroll up Cuba Street twice, and wander along the waterfront four times - so much on offer and all so accessible.

After each day's Conference sessions, there was time to network and relax with fellow librarians over dinner. Wellington city offers such a variety of restaurants, all within walking distance, and cheap; combined, my three dinners came to \$36.00. I thoroughly enjoyed the energy of the city and the amiable Wellingtonians. Weather and earthquakes aside, Wellington's compactness, culture and vitality make it an ideal venue.

*Julia Smith - Kerikeri High School*



*Fiona Mackie and Tracy Westall - Award of Merit for Promotion*

#### *Conference First-Timer:*

"Winds of Change", the 2013 SLANZA Conference's theme was certainly aptly named, as I flew in to Wellington in horrendous winds. Many registrants missed a half or full day due to travel delays, so I was one of the lucky ones.

My thoughts as a Conference first-timer? WOW! What a stand-out opportunity - professional, passionate speakers, practical workshops, excellent organisation, great networking opportunities, wonderful resources at the trade stalls (sigh, oh for the funding!), and the spectacular food - all combined to create a Conference experience that was both inspiring and motivating.

Enthused by Conference, I have written myself a list of outcomes to achieve, including EPIC training, further collaboration, developing programmes, and promotion of our library to students, staff and the wider community.

A big thank you to SLANZA for funding me - roll on Christchurch, 2015!

*Jackie Phillips - Mackenzie College & Community Library, Fairlie*



# SLANZA CONFERENCE 2013

## DEAR TLR

MICHELE WHITING – PRINCIPAL CORINNA SCHOOL

**From:** Michele Whiting <michele@corinna.school.nz>

**Date:** Tuesday, 13 August 2013 9:53 AM

**To:** <TLR@somewhere.school.nz>

**Subject:** SLANZA Conference 2013

Kia ora Teacher with Library Responsibility (TLR).

Just thought I'd drop you an email to let you know about a fantastic conference I went to during the July holidays. So sorry you couldn't make it. It was probably the best PD in teaching reading and information literacy I've had in a long time.

We flew into Wellington on Sunday afternoon. OMG. Everything they say about a Wellington landing is true!! To make matters worse the airline lost our luggage!! Typical!!

Anyway the conference started really well on Monday morning and there was a great feeling amongst the delegates. The organizing team were very hospitable and once Tara Brabazon started speaking, the sound of the gale outside, memories of no luggage and horrendous landing faded. Tara's keynote addressed the need for educators and librarians to explore the way Google and social media is used and its impact on learning. They are both assets and distractions to learning. Could they be new forms of resistance to learning? So important we get the use of these right in our schools!!

The afternoon's key note speaker, Erica McWilliam, spoke on "Library Pedagogy in the Era of Big Data." Absolutely spot on. We talk so often about the key competencies in the curriculum. She clarified how we need to be building young people's capacity to manage their own learning in such a way "they can engage meaningfully and ethically with a world replete with uncertain data and unfamiliar concepts and processes."

Do you remember the idea from the '90s that teachers need to move away from being the "sage on the stage" to "guide on the side"? She added a new role - "meddler in the middle". We can't be observing from the sideline, thinking they might "get it". We need to be in there challenging, teaching how to question and evaluate and facilitating the process. By the way, check out the website dedicated to an endangered species, the tree octopus. Fascinating!!

The rest of the keynote speakers continued to wow us over Tuesday and Wednesday.

Cathy Wylie's keynote, How reading matters in children's development, gave us a lot of very useful research information from the Competent Learners project. This is a longitudinal study that looks at the role reading experiences have in different patterns of children and adolescent development and why they matter. So interesting, and a reminder that learning to read is not just about learning the code. Children need to be readers!! Might sound simple but in New Zealand we don't do that very well.

In "The challenges we all face", Ta'afuli Andrew Fiu, author of Purple Heart, entertained us with his story of growing up and learning as a teenager in hospital heart wards. It was uplifting and thought provoking. No wonder he is such an inspiring speaker for students all over the

# SLANZA CONFERENCE 2013

country. I'm hoping to get him to speak to the students in our decile 1-3 cluster of schools. Hopefully you'll get time to look him up on the Book Council website. The book is a good read.

Dr Susan Sandretto's key note, (Re)considering information literacy through a critical literacy lens, provided us with a wealth of ideas and resources to engage with critical literacy practices. Her book *Planting Seeds* should be compulsory reading for all teachers and librarians.

We all came away with a strategy and resources to try something different back at school. Great.

You would have loved the last keynote. It was a panel discussion led by Kim Hill with Bernard Beckett, Glenn Colquhoun and Kate de Goldi. It was so entertaining and wonderful to hear about why the library has such an important role in learning to be a reader and writer. There was quite an amusing discussion about censorship too.

These keynotes were only part of the picture. I also went to some really useful workshops and came away with so many new ideas. I thought the trade stands had a lot of very relevant products for the library and reading programmes in general.

I'd love to hear what you think about the role of the TLR in schools (especially primary schools). There were only about 25 primary school representatives (out of 220) at the conference and only about 6 of them were teachers. I don't really understand why so few from primary schools came. Also most of the delegates were from decile 6-10 schools. Where were the teachers and library staff from decile 1-5 schools? I thought accelerating literacy and the role of e-learning are pretty important issues in all our schools. It seems a lot of TLRs don't connect reading and information literacy with their libraries. What is that about??

So drop me a line sometime to let me know what SLANZA can do to get more Teachers with Library Responsibility involved. If you are reading this email and you are not a TLR can you please pass it on to the TLR and literacy leader and your school principal too. At the very least it might get them thinking!!

Ka Kite

# SLANZA CONFERENCE 2013

## A SPECIAL REUNION AT CONFERENCE THIS YEAR

**COLLEEN SHIPLEY – LIBRARIAN, MARLBOROUGH  
GIRLS' COLLEGE**

Thirty years ago (now that is a scary thought) I sat in my seat behind the Circulation Desk of the Science Library at Otago University, wondering who was going to be my new colleague. When I met Sally I knew things were going to be good - we would get on and we needed to, working in such close proximity behind the desk.

Sally was a little more outgoing than I was a year earlier, but I like to think I trained her well. We got on like a house on fire and I believe we provided a welcoming environment for the students. In the three years we worked together we shared the trials of librarians of the past. Pen cramp was a feature of Thursdays when it took two of us all day to handwrite the overdue cards to be mailed out. We knew our alphabet forwards, backwards and sideways from filing catalogue cards and we both dreaded retrieving or returning heavily bound journal volumes from the basement. Summer breaks without students were hard. We spent hours sitting at the shelves with catalogue drawers doing stocktake - barcode readers were not even thought of in those days. But Sally and I were more than colleagues. Both fresh from the family home in small towns, we supported each other through our growing up years. Incessant teasing took place when the other's crush came through the door. Sally's crush was a student from the survey school and mine was a marine biologist with a penchant for all things Japanese, which I unfortunately wasn't.

Time moves on though and so did we. I moved north and into special libraries, and Sally followed after a stint at Otago University Central Library but our friendship remained and I talked her into singing at my wedding. After Sally left for the U.K. we kept in touch but intermittently. And to cut a long story short I was thrilled when I received an email saying she was back in the country and about to

start a new job at Riccarton High and what tips did I have. After arming her with a list of YA books to read over the holidays I implored her to try to attend this year's conference. Once Sally got her paperwork sorted, it was time to get excited. It was 20 years since we had last seen each other.

"Do you think we will recognise each other?" I asked.

"Sure we will!" was Sally's reply.

I searched the familiar faces during sessions on Monday at Conference but it wasn't until the cocktail hour that Sally approached me with a casual "hello." We had aged but were still recognisable. Incessant chatter followed with a promise to sit together at conference dinner the following night. Over dinner we caught up on twenty years of news and we remembered how to party well - Sally even got up to sing with the band.

So, to me, this is what conference is about. The speakers are inspiring, the workshops full of ideas but to me it is the people who count. Working in a small town often makes me feel isolated and the social parts of conference give me a chance to meet the faces behind the listserv, throw ideas off like-minded people and renew acquaintances with people I only see every second year. 2013 was special though as the year I got to rekindle a special friendship. And our next get-together we think might be a joint pilgrimage to the place we both started our careers.

*Colleen Shipley - Librarian, Marlborough Girls' College*

# SLANZA CONFERENCE 2013

## WORKSHOP HIGHLIGHT - BEST READS AND PURE INSPIRATION

**ANNETTE MCKITTRICK (RLIANZA) - WAIMEA INTERMEDIATE SCHOOL**

I chose this workshop as I knew I would be inspired by John and Ruth McIntyre of Wellington's Children's Bookshop, and I was definitely not disappointed.

John shared a short synopsis of several recently published titles. Ruth followed with more new titles. They complemented each other perfectly with an amazing insight on books, series, and authors. The presentation was well targeted to their audience.

John then shared on a more personal level, about a time he was invited to speak to a group of teenage mums, on the importance of reading to their children. He read a popular picture book, and gave them each a copy. One young mum commented that she had never been read to in such a way and that the book had come alive. That night she read the book while emulating John's reading style. She said she had so much fun, she read the book three times to her child. She was so inspired that she joined the local library and has since taken out many books, not only for her child, but also for herself. This young mum had never been a reader, quickly became one, and discovered the love for books.

She wrote a beautiful letter to John thanking him for his purely inspirational reading. John read a letter from the young mother. I am sure there was not a dry eye in the workshop. They have kept in touch with this young mum and shared that there have been tough times, but she is doing OK.

Two weeks earlier, I had the privilege to attend an awesome session at the Richmond Library, Nelson celebrating the NZ Post Book Awards. Author David Hill, a lovely and humble man, shared his short listed title 'My Brother's War.' He wrote the story in honour of his late uncle. David assured us he did not expect to win, as there were other authors on the short list who were in his opinion, far smarter writers. David won the Junior Section with this title. 'My Brother's War' also won LIANZA Librarians' Choice Award 2013 for the most popular finalist across all categories.

That same week, David wrote an article for the NZ Herald on the importance of reading to your child. He gave an example, that when he was a teacher, he read to his class daily and how this had a huge effect upon the life of a particular student.

As Australia's most highly regarded picture book author Mem Fox said in an interview with Australian Talk Show Host Andrew Denton, "if you're not reading to your child within the first four months of life, you're missing an opportunity to make your child very, very bright".

*Annette McKittrick (RLIANZA) - Librarian/Resource Manager,  
Waimea Intermediate School*

## LIBRARIES ARE NOT JUST BOOKS

Over the school holidays Glenys Bichan of Cambridge High School Library posted a touching letter on the library Listserv. During conference a valued library team member passed away and it gave her pause to consider the many ways her library is valued by the community. Responses to this post were numerous and heartfelt.

We asked Glenys to write an article for this issue of *Collected* and asked our readers to tell us the other ways they make their libraries available to their community.

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*We have a Year 9 student with Asperger's. He is a great kid but asks constant questions, which can be exhausting for staff and students. He has an excellent memory and knows the age of most staff members including the year they were born. Hayden comes to the Library every lunchtime and pores over the vertical files and old yearbooks, memorising key dates in the history of the school. He will then astound us by casually mentioning in conversation that Mr D started teaching here in 1983 and he is 56 years old, born in 1957. - Jane Downes*

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*My library is a refuge during breaks for the unusual kids. I keep the door open as many breaks as possible at the expense of having a break myself, because I care about them. I think school is very hard for lots of kids for lots of different reasons and if I can make it just a little better for them, I'm making a difference. - Lisa Salter*

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*At breaks I sit at a table and do 'mundane' work. I look busy, but lone kids sit and chat. 'Lone' kids have become friends. - Nova Gibson*

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*I have two librarians, Year 11 boys with learning difficulties, who are my most faithful and hard-working librarians. They put the rest to shame for reliability. - Mandy Ditzel*

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*Sister Peg, a nun and retired teacher, walks over from the Mercy home next door to borrow books from our library. - Anne Fahey*

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*After the quakes, for so many others, and myself libraries (public and school) were a sanctuary, a place to relax, read and heal. - Desna Wallace*

*Our library is known as a safe haven for all those who enjoy being in a space where they can be themselves without fear of harassment.*

*- Coralie Walton*

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*Sharing the very cramped library office at interval, lunchtime and after school with two Student Librarians and their large group of friends as this was their place of refuge and happiness. They presented me with a collage of photos of them in the Library and at the ball to hang on the Office wall so we would never forget each other. - Kay Greed*

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*If I see a lone student spending breaks in the library, I find other students in their year group to take them under their wing. This always works, as the lone students stop coming in every break and I see them happily walking around with new friends. I'm sure that the confidence having a friend gives them sets them on a positive path. I never let on that I have done this; it's my little secret. - Lisa Salter*

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*My aunt was the Borough Librarian in Greymouth. It was very exciting to be allowed through the staff door with her, into the library workroom with all of its interesting, mysterious smells and sights. - Anne Fahey*

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*The courtyard kids were invited to move into the Library this winter to (quelle horreur) eat lunch. This led to some of the braver international students joining in and making new kiwi friends. I came back from lunch one day to see the whole group in a circle, being led in clapping games by the Japanese and Korean students. - Lynne Paterson*

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*In a school-wide survey conducted this term, the Library was voted THE safest place in the school. Awesome! - Stephanie Ellis*

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*My most rewarding experience on a personal level was helping a student with severe autism. With my encouragement, she entered a manga drawing competition and was rewarded with being published in the teen magazine: *Tearaway*. It was fantastic to see someone so limited gain recognition for an amazing talent. - Rosemary Middleton*



## MESSAGE IN THE BOX'

**GLENYS BICHAN - CAMBRIDGE HIGH SCHOOL LIBRARY**

I was ripping open the Hubbard's cereal packet to devour my favourite muesli and out fell the newsletter, nice entertainment as I munched on breakfast. As always there was a motivational quote to ponder. That was 10 years ago - and I am still pondering Indira Gandhi's quote "There are two kinds of people, those who do the work and those who take the credit. Try to be in the first group; there is less competition there".

This leads me to wonder why we do work, what is it that motivates us to rescue mouldy apple cores from the back of 306.7ADD.

For me it is the joy of seeing others flourish, it is to see the staff member armed with the tools they need to ensure they can teach their students with knowledge and information; it is to see a student's reading log finally completed; it is to support a Year 13 student to complete that sticky NCEA standard that has not gone away. My job, my work is to ensure others succeed.

Sometimes our work has consequences which we cannot anticipate. By serving others, by working towards the success of others we can make an impact on people in immeasurable ways. R. David Lankes in his book *The Atlas of New Librarianship* says our mission, our work, "is to improve society through facilitating knowledge creation in our communities". The key idea in this statement to me, is it is to improve society. He later goes on to say that one of our roles is "to improve the human condition" - and that is not just by supplying stuff - it is by being the change we want to see.

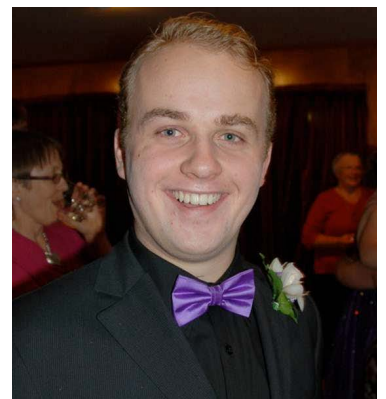
I desire that our library is the HUB of our school, it is physically in the centre of the school, and it is the learning/information hub. But what do I mean by HUB? Holistic Ubiquitous. Bold

### **HOLISTIC:**

I want my library to meet the needs of all our stakeholders holistically. We exist not merely to issue books and provide online information, but to enable others to flourish and succeed. We do all we can to ensure the best information is provided in the most relevant way, to enable academic success, but more than that, we will do all we can to make that person an active part of our community who experiences our respect and approval.

This year I had the opportunity to employ Jaime Moore, through Enrich+ a local agency that places students with a disability in workplaces. At the age of 14 he had a brain tumour that triggered a stroke. This left Jaime with no sight in his left eye, and a partially paralyzed left arm and leg. He came to work with us for three days a week. In our place Jaime's life flourished. He contributed to our workplace, he built meaningful relationships, and he became a total

part of who we are. Jaime died while I was at the SLANZA conference and at his funeral came the message through loud and clear that some of the happiest days of Jaime's life were when he was working in the library. He loved it. If we really believe that our work as librarians is to improve society by the provision of knowledge, we must acknowledge that this knowledge may come in different forms - not print but experience. We think we did something for Jaime - but in fact he did something for us - he gave us a learning experience that is far stronger than something you can read.



*Jaime*

I want our library to be holistic, a place that meets the needs of our staff and students fully. A place where staff can come into the office and say a few choice words, a place where they can come and ask for a hug, a place where they can kick my bouncy ball. I want our library to be a place where I hear the stories of our students, a place where, as I provide them information and knowledge and where they know they are safe and valued in this environment.

### **UBIQUITOUS:**

All librarians love this word - it says that our information is accessible 24/7. Our Blogs, our Facebook Page, our library system can be accessed anytime, anywhere; we are - a library without doors. I have worked hard to claim our library is ubiquitous and when I go to Africa I will get a weird sense of pride that in Tanzania I can download a book onto my E Reader from our library site. Yes, we are ubiquitous. But let's take another look. If being ubiquitous means we make impact on our school 24/7, then maybe we can enlarge our vision, maybe it can mean that we have the opportunity to impact our society 24/7 as well.

In our library we had a young student who was from a difficult family background. There had been difficult court cases to determine custody. On top of this our student was a victim of bullying, he was harassed, teased and maligned. But this student was a special young man, he had deep political views backed by a strong sense of justice. He pursued those convictions with amazing tenacity and in the safe place of the library and in my office we would debate. Our debates were vigorous, heated, full of opinions and as time went by his peers



*The library crew*

began to value and respect this young man and gradually within the school campus he developed mana. Instead of a feeble youth, we had a growing young man. This impacted on his studies and his social life and one day it would not surprise me as a Prime Minister, which is his dream, he fulfills his promise to pay librarians 52 weeks of the year, and if he does - you all owe me!!! You can see the impact this place, with support from others in the school community has; this haven of respect we have provided, has changed this young man. It is a ubiquitous change, it is for him, an all time, and all place kind of a change. Yes, I want our place to be ubiquitous, not only in our provision of knowledge in all its forms 24/7, but also in the impact we can have on those we engage with. What a privilege.

#### **BOLD:**

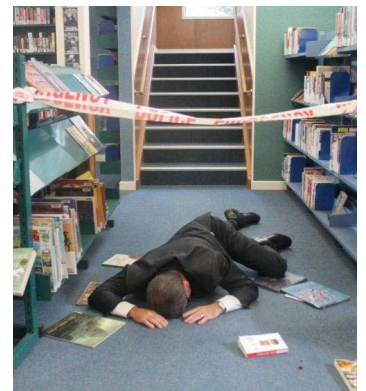
Sometimes to, "improve society through facilitating knowledge creation in our communities" (this quote needs to be cited although it is mentioned in para 3) we just need to go and do stuff that is a bit crazy, push the boundaries, and do what we are told we cannot or should not do.

To be the HUB of our school, we need to step out and determine that our work will make a difference. This year we murdered our Principal, (well we pretended to), and we used all our whizz bang tools to promote the "Murder in the Library". We had it on our Facebook page, our Blog, we had the Science Department do forensics, we had interviews, and we had weekly clues posted around the school in different formats, including videos for each assembly over the term. It was bold. But here is the biggest thing, we got students and staff talking, we had caused a buzz, we had created a community, we had made the school chat! The Head Students were found to be the culprits and our Principal was resurrected immediately after his grizzly demise.

Being bold means you take the risk to journey with a Year 13 who is a prolific reader. You ask her story and find out her mum died when she was 8 years old (DIC). You chose to be bold in how you connect with her in the days to come, sheltering her from SADD day, and offering her a placement for her Gateway work. Why? Because you want her

to flourish, to succeed, and to become something different than what her past would determine; you see in her the chance to be useful to her world. It takes boldness to engage in this way, but when you do - you make a statement, that our role as a librarian is to improve our society but sometimes the knowledge we provide is not through the normal resources - but through developing personal connections.

We can be a cutting edge library, pushing the boundaries in how we provide information and books to students so that they become good users of a wide range of information. This is our profession and we want to do that as well as we can. But maybe our job is also to be a knowledge provider to change our society in others ways. We can be holistic - deal with people as people, not only as clients that need information; we can be ubiquitous providing all that we have to offer 24/7; we can be bold and step out, break a few rules. We can choose to put people first, we can do whatever is honorable and has integrity, to make our libraries great and to make those that engage with us great as well. The impact we have on our students and staff will stay with them for life, enabling them to flourish and thrive any place and at anytime. If we believe in them, they will believe in themselves.



*Principal prepared to 'die' for the library*

Mahatma Gandhi- said, "You must be the change you wish to see in the world".



For me in my working hours - I choose to do this by being a school librarian!

*Glenys Bichan - Library Manager, Cambridge High School Library*

## A LOVE OF READING

### CECILY FISHER – LEARNING AREA SELECTOR, VISUAL AND EARLY LITERACY, NATIONAL LIBRARY SERVICES TO SCHOOLS

When I was about eleven my older sister gave me a copy of *The adventures of Tom Sawyer*, saying, not unkindly, ‘this is the sort of thing you should be reading at your age.’

I didn’t read it straightaway because I was deeply engrossed at the time in *Trixie Belden and the gatehouse mystery*. But actually owning a book was something special in our house, so eventually I did read *Tom Sawyer*. I was not impressed. Harry Potter had not yet come along to break through the gender barrier, and I could not take much interest in the doings of a young boy on the Mississippi with a strange turn of phrase and a group of weird friends who liked painting fences (hmm, maybe some things don’t change all that much...)

Trixie Belden on the other hand, staying much the same age for about fifteen summers in her hometown of Sleepyside-on-Hudson, New York state, featured in a long series of books that I found enthralling. This was partly because of her exotic lifestyle, actually more remote from mine than that of Tom Sawyer and Huck Finn. The domestic splendour of an ordinary American household in the mid nineteen-fifties filled me with envious awe. They had a fridge with a freezer where you could keep ice cream! (We, like Tom’s Aunt Polly 80 years earlier, kept our meat and butter on the shady side of the house in a mesh-fronted meat safe).

I have never wanted to re-read *Tom Sawyer*. To my great delight, however, I was recently able to re-visit Trixie Belden. After being out of print for a while the books began being re-issued in 2003, almost 60 years after the first was published. Obviously they can still hold their own amongst the vast amount of material now available for pre-teen girls. I have downloaded a couple of my favourites onto my e-reader, where they sit happily alongside *Middlemarch* and *Anna Karenina* and other Project Gutenberg freebies, and are just as valued.

In my childhood easy enjoyable reads like *Trixie* were not generally held in high regard by teachers, librarians and parents. Neither was Enid Blyton. I’m not quite sure how I got hold of the books, as the Invercargill Public Library was the lifeline for my large family - all avid readers - and for various reasons Enid Blyton had fallen from favour round about this time and was disappearing from library shelves. But I managed to read a good proportion of her phenomenal output and grew up uncorrupted by it. As did no less a person than Bill Manhire who, asked a few years ago to name his definitive life-changing book, chose *The magic faraway tree*. Good choice, Bill...some Blytons are definitely more equal than others!

The ‘snobbery’ shown by Enid Blyton’s middle class English child characters to those they regarded as the ‘lower orders’ was one of the many and varied reasons given for her fall from grace (with everyone except her readers). Two points can be made here: presumably she was merely reflecting the attitudes of her time, place and social

status—as was the much more highly regarded Arthur Ransome, whose middle class *Swallows and Amazons* children were distinctly high-handed in their dealings with policemen, shopkeepers, etc. Ransome’s books may have fallen out of fashion, but they never disappeared from library shelves and are widely regarded as classics.

As I see it, a much worse kind of snobbery is that which places too much emphasis on what children should be reading rather than what they love reading. Only once recently, (with Kyle Mewburn’s *Kiss kiss, yuck yuck* in 2007) has the Children’s Choice winner in the New Zealand Post Children’s Book Awards coincided with the adult judges’ choice. Is there a message here?



*Tom and Trixie... two American kids doin' the best that they can*

The books I have mentioned are just a tiny fraction of the vast amount of material I read as a child, and, well-meaning elder sisters notwithstanding, much of it was considered too easy for my age group, too undemanding generally, or just plain trashy. But I read Dickens’ *A tale of two cities* in full at the age of ten, having had my appetite whetted by the Classics Illustrated comic book version (no graphic novels back then); later went on to do a degree in English Literature, and now read lots of Good Books - as well as lots of others. Most importantly, I still take the same delight in reading as I did 50 years ago when I rejected Tom in favour of Trixie and quietly decided to read what I wanted to.

The love of reading is such a precious gift that we owe it to our children to let them develop it in their own way.

Even if it’s not always our way. Whether it’s *Goosebumps*, *Gossip Girls* or *Great Expectations*, it’s still reading.

*Cecily Fisher - Learning Area Selector. Visual and Early Literacy, National Library Services to Schools*



## POETRY WEEK

DEE BROOKER RLIANZA - WHANGAREI BOYS' HIGH SCHOOL

I have been working for over 20 years as a Librarian in primary and secondary schools and the book spine poetry competition to promote poetry week has been the most popular promotion I have ever done, with huge support from staff and students at Whangarei Boys' High School.

The idea of book spine poetry came up at Jeannie Skinner's wonderful National Library Poetry Workshop in May in Kerikeri, where she strongly encouraged us to celebrate poetry week in term 3. It has also been featured on the school librarians' listserv. I had so many possible promotional ideas for poetry week and I drew up a wildly ambitious plan. In the end though we created a display of New Zealand poetry, had a poem a day featured in the notices and ran the book spine poetry competition.

Whilst we "stole" the idea of the book spine poetry competition, we modified the idea - so instead of using books to make the poems, we used magnetic tiles. Essentially, we made up coloured tiles from some of the fiction titles in the Library by typing up the titles with different coloured backgrounds, laminating them and sticking a small magnet on the back. These were placed onto a whiteboard and the competition was to make a poem from up to six of the titles. We gave chocolate as prizes for the three entries judged as best, and ended up having five highly commended poems too, as there were so many good entries. Staff also had their own competition.

Making poems in this way was an achievable activity for everyone in the school and many students, who initially were reluctant to make

a poem, saw how easy it was to achieve. The poems were displayed all around the Library and this encouraged even more students to make poems. Even when the competition ended, students continued wandering over to the whiteboard and making poems.

Six English classes made bookings for the Library specifically to make poems. Our HoD English, Micky Nogher, commented "This was a



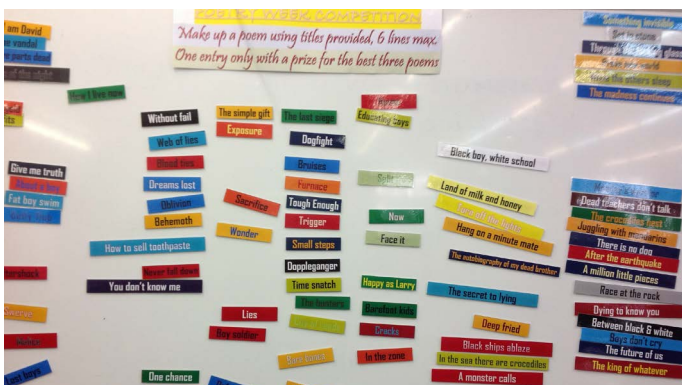
*Whangarei Boys' High School Library*

fantastic activity to get the boys writing and enjoying poetry. It wouldn't have been possible without the hard work and organisation of the school librarians. The activity appealed to the boys because it incorporated visual, tactile and kinaesthetic learning styles. It complemented the displays that had been put up in the Library to celebrate poetry week and it is definitely a competition that we will be using next year. This is a valuable resource and activity that should be part of every Library and English Department".

A couple of delightful instances - several staff and a student came to me clutching original poems and a phantom poet came in the night and made a poem on the whiteboard.

Would I run this competition again? A big "yes", as long as I had someone to assist me.

*Dee Brooker RLIANZA - Library Manager, Whangarei Boys' High School*



*Whangarei Boys' High School Library - Book Spine Poetry 2013*

2020

Communications Trust

BUSINESS MEMBERS

## HIGHLY COMMENDED! WELL DONE ST MICHAEL'S SCHOOL AND HUTT CITY

LAURENCE ZWIMPFER MNZM – 2020 COMMUNICATIONS TRUST

Once upon a time, in the olden days (1950s), when I was at primary school in Timaru, I vividly remember getting a 'highly commended' award at the school garden and flower show. Not that I had much to do with growing the vegetables or the flowers, but my name was on the Award and that was what mattered. My mother was a teacher and she understood the importance of helping me achieve. When I reached high school, she 'helped' me write a poem that was published in the Timaru Boys' High School magazine and even later when I was at university in Christchurch, she 'helped' me publish a recipe in the St James Church fundraising cookbook.

These early achievements did little to shape my career. I am neither a gardener nor a poet nor a cook. But the engagement of my parents in my early education gave me the confidence to achieve. It is now widely recognised by educators that the engagement of parents in their children's learning is one of the most significant elements contributing to positive education outcomes.

Fast forward to the 21st century when garden shows and church cookbooks have been replaced with digital technologies. Student achievement is no longer measured by the size of pumpkins grown by their parents. Students now grow their own digital pumpkins and proudly display these on Facebook or in their e-portfolios. In the digital world most parents lag well behind their children in using technologies and are of little help when it comes to solving education challenges using digital tools. If parents are unable (or unwilling) to engage and support their children's learning, we risk losing one of the most important elements in our education system.

On 12 September 2013, a special event took place at St Michael's primary school in Lower Hutt. The 2020 Communications Trust in partnership with Hutt City Council and St Michael's School received a 'Commended' recognition from ACE Aotearoa in the 2013 Adult and Community Education Dynamic Community Learning Awards. The award recognises a community initiative that encourages greater parent-school engagement through computer training. Parents at St Michael's have the opportunity to increase their computer literacy and skills, enabling them to 'keep up' with their children and support their learning.

The programme uses the 2020 Trust's Stepping UP curriculum, which involves a total of sixteen 2-hour modules, called digital steps, to up-skill parents with basic digital literacy training. The digital steps focus on practical uses of Microsoft software applications such as Word, Excel and PowerPoint, as well as using popular online services such as TradeMe, Facebook and how to find a job online. We do not expect parents to become expert in these applications in just two hours, but what we are finding is a boost in their digital confidence and a willingness to engage more directly with their children's learning.

The initiative at St Michael's receives support from Hutt City Council and has already expanded to other schools in the Taita/Pomare and Stokes Valley areas. Our vision is to see this spread to all schools throughout New Zealand. We look to school librarians and teachers in charge of libraries to provide this leadership in their communities.

More information about the 2020 Trust's digital literacy programmes can be found at [www.2020.org.nz](http://www.2020.org.nz) or contact us at [digitalhub@2020.org.nz](mailto:digitalhub@2020.org.nz) for more information about how to set up a digital community hub in your school.



Hutt City Mayor Ray Wallace receives the Dynamic Community 'Commended' Learning Award from ACE Aotearoa representative, Mary-Jane Rivers, for the Stepping UP digital literacy initiative at St Michael's School. Pictured with Hutt City officials, Garry Szeto (far left) and Denise Clarkson (centre rear), ACE Aotearoa representative Patrick McComb (rear), programme participant, Tusa Kasiano and Briar Kopa from the 2020 Communications Trust (far right).





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## SUPPORTING YOUR 21ST CENTURY LIBRARY

CLINT DECKARD – ANACT

The advent of the internet has brought many changes to the library in a relatively short time. The type and range of resources libraries have to deal with has expanded rapidly and this has changed both how users interact with the library and their expectations. Your ILS (Integrated Library System) should support your library to take advantage of the opportunities offered in a rapidly changing, connected information landscape.

### DISCOVERY

Users expect to be able to search the catalogue wherever and whenever they need. Being able to search directly from the school's intranet homepage helps to place the catalogue as the 'first port of call' for finding resources. These resources could be books, magazines, websites, videos, podcasts, ebooks or journal articles. A 21st century ILS has to be able to deal with a wide variety of resource types and be able to display them to the searcher.

### ACCESS

Having to sit at an OPAC terminal in the library in order to search just doesn't cut it anymore. Users should be able to access the catalogue with a device they already have; a smart phone, laptop, tablet or iPod. "Instead of blocking websites or banning mobile devices from within library walls, schools should be finding ways to take part in the digital side of students' lives". (Keeping Public School Libraries Relevant, 2013) If libraries are to support anywhere, anytime learning then the catalogue needs to be available 24/7 both from within the school and from the internet. Your online library presence is more important than ever. When users get to your online library it should be as inviting as your physical library. Make sure you are taking advantage of your library homepage to promote your library and provide easy access for users.

### INTERACTION

We are a social species, we love to share. The catalogue should support the use of social networking tools to allow the users to discuss and share their experiences. Libraries have a great new opportunity to interact with users and allow them to rate, comment and share their latest read. Good interaction is a two way street and sometimes the best learning resources are those created by the learners themselves. A modern school library system should support user-created resources. The catalogue then becomes a repository of local knowledge.

### THE FUTURE

Change is inevitable, nice when it comes as a gentle breeze but more often we feel battered by the winds of change.

To be able to adapt and benefit from new opportunities an ILS needs to be able to adapt and change as well. An ILS that is built from the ground up on internet technologies is well placed to cope with continuing change.

Koha Library Management System ticks all the boxes. This modern, web based ILS was developed in New Zealand and its development is steered by the user community. It has a simple, intuitive interface and a full feature list. Koha is free and open source software and is available for download at [www.koha-community.org](http://www.koha-community.org)

If you don't have the expertise to 'do it yourself' then you may prefer the peace of mind and convenience of professional support. Installation, migration and training services are available from a variety of providers across New Zealand.

Lynch, M. (2013, August 13). *Keeping Public School Libraries Relevant*. Retrieved from [http://blogs.edweek.org/edweek/education\\_futures/2013/08/keeping\\_public\\_school\\_libraries\\_relevant.html](http://blogs.edweek.org/edweek/education_futures/2013/08/keeping_public_school_libraries_relevant.html)

*Clint Deckard. B App Sci (Psych.), Dip ICT.*



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**LIBRARY**  **PLUS**

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## D-TECH RFIQ, A NEW OPTION FOR LIBRARY SECURITY

Old library security systems from a range of suppliers are a common source of frustration for many library staff recently surveyed from schools throughout New Zealand.

Common complaints of unreliability, annoying false alarms, difficulty buying components for, or just simply gates that looked unpleasant are widespread and can be a real thorn in staffs' side.

Recently, new and improved solutions have become available through local New Zealand company 'Library Plus', the New Zealand distributor for D-Tech Library Systems. D-Tech are a leading provider of library products in the United Kingdom and an early pioneer in RFID development for libraries.

RFID is widely thought of as being too costly for most New Zealand school library budgets, but what many have been unaware of is a unique entry level RFID based security system developed by D-Tech especially for schools that has been popular throughout the UK. Imagine a security system that provides all the security and reliability benefits of RFID, in a simplified and affordable package.

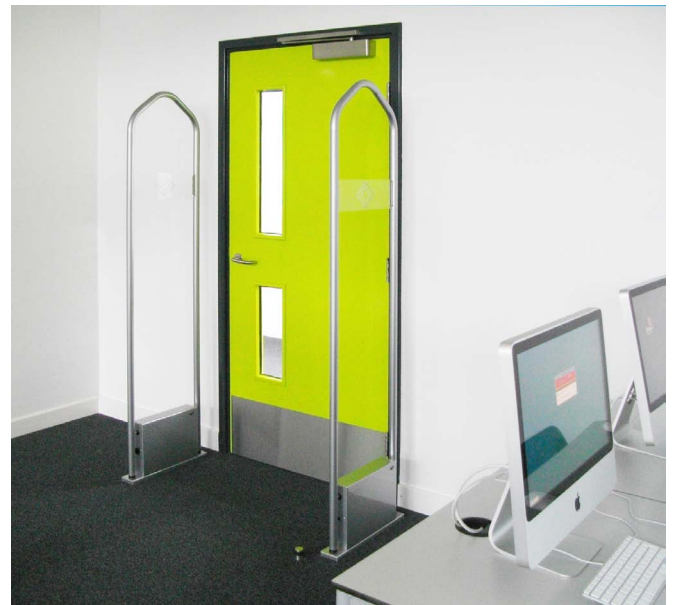
This system is called D-Tech RFIQ™. As with any RFID system, D-Tech RFIQ™ performs with exceptional accuracy, reliability, with no false alarms, a wide 1.6m gate aisle to span double doors, and even costs less than a comparable EM system. Future-proofing is also catered for by being fully upgradeable to RFID with no hardware changes should the requirement be needed.

Library Plus and D-Tech are committed to helping make the latest library technology more affordable to all New Zealand Schools so before you decide to upgrade an old EM or a new library system, you should talk to them to about D-Tech RFIQ™.

If you would like to know more about Library Plus, its products and services, please visit their website [www.libraryplus.co.nz](http://www.libraryplus.co.nz) or call them on 09 410 6590 to discuss your needs.

### OVERVIEW

Library Plus is a privately owned New Zealand company based in Auckland. They are the sole authorised New Zealand distributor for D-Tech International Ltd and offer a comprehensive range of products, solutions and support for libraries and institutions. D-Tech International Ltd is one of the UK's leading suppliers of high performance technology based products and services for libraries. D-Tech International Ltd have distributors around the world and have experienced great success in the library sector. They are designers and manufacturers of RFID, EM, RE, RFIQ, Library Book Vending, Laptop Self-service and Security, Thermal imaging people counting and RFID inventory products. With an impressive record of continued success they have earned a reputation as creative solution providers and forward thinking developers of new products to meet the needs of rapidly changing consumer demands.



*A security system that provides all the security and reliability benefits of RFID, in a simplified and affordable package.*

## TAKE A LOOK AT WHAT LIBRARY JOURNAL CALLS 'THE BEST DATABASE UPGRADE' - QUESTIA SCHOOL

**NATASHA SAVIC – MARKETING COORDINATOR CENGAGE LEARNING**

Questia School, the version of Questia tailored specifically for high schools, is the leading online library and research tool for high school students. Its collection of thousands of digital titles and productivity tools supports cross curricular studies in standard and advanced high school-level courses. With research tools and instruction integrated into more than 70,000 full-text digital books, more than 7,000,000 articles, and multimedia e-learning resources, Questia School helps students develop the research and writing skills required to be successful in University.

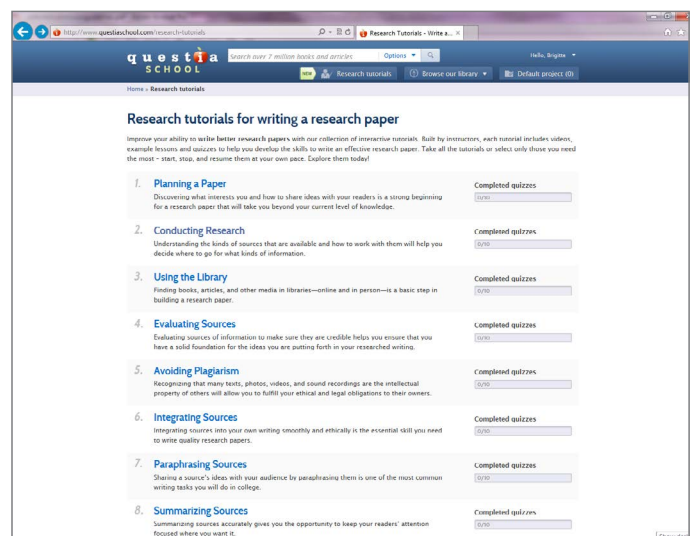
The platform was recently named as the 'best upgrade' of the year by the Library Journal and received the following review:

"...the beauty of Gale's eye-catching product is that the tools are presented to users in an unusually inviting way. Questia has an Amazon-like vibe; it offers eBook, for example, in a slide show that pushes featured titles on a particular theme as well as popular and newly added works. Other options since the overhaul include access to research tutorials that promise to 'guide users through professor-approved approaches' to writing papers. Dictionary, thesaurus, and citation tools are there, too, and a handy 'global-search' box appears on every page."

The user-friendly resource allows students to browse the online library collection by topic, categories, publication, publication type or using the simple search-bar option. The collection includes digital content that aligns directly with the scope and sequence of advanced courses in social science and humanities. It also supports other advanced classes including:

- Art and Architecture,
- Business and Management
- Communication and Language
- Economics
- Environment
- Government and Politics
- History
- Literature
- Music and Performing
- Arts
- Psychology
- Religious Studies
- Sociology
- Anthropology

The large library includes content from over 1,000 of the world's leading publishers, including Oxford University Press, McGraw-Hill, Cambridge University Press, and Elsevier. It has original works like *The Scarlet Letter*, *Hamlet*, *Jane Eyre*, *The Red Badge of Courage*, *Pride & Prejudice*, and more.



*Research tutorial sample page*

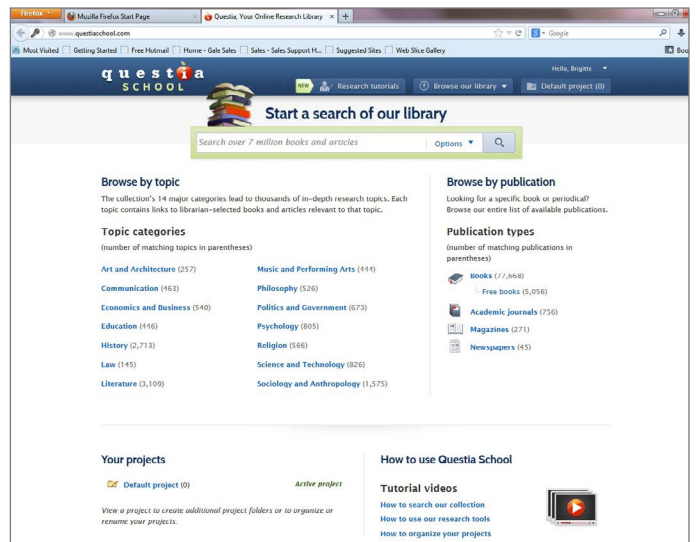
The database is known for its interactive instruction - teaching students how to research and write papers. The tutorials include topics such as planning a paper, conducting research and evaluating sources, to name a few. The innovative tutorials use various quizzes to assess students while they are learning. The tutorials cater for different learning styles with both written and video content.

Questia's research and paper writing tools simplify the learning process. These tools include note making tools, bookmarks and project making tools as well as automatically generated citation and bibliographies. These tools familiarise students with foundational University practices.

Jeanne Enh, a teacher from BCLUW High School said: "This is the first year I haven't had kids complain about finding information. It is in Questia School, no matter how difficult or narrow the subject matter." She goes on to say: "It is like a new world opened at their fingertips. Questia School is user friendly for the student AND the teacher. The students love that it helps them cite their work automatically. At this point, I can't imagine assigning research papers without Questia School."

Not only does Questia School speak to the needs of high school students but it helps prepare students for the next big step - University. For more information contact the Gale Team: [anz.gale@cengage.com](mailto:anz.gale@cengage.com) or +61 39 685 4280

*Natasha Savic Marketing Coordinator, Cengage Learning*



Search over 7 million books and articles

**Browse by topic**  
The collection's 14 major categories lead to thousands of in-depth research topics. Each topic contains links to librarian-selected books and articles relevant to that topic.

**Topic categories**  
(number of matching topics in parentheses)

Art and Architecture (257)	Music and Performing Arts (144)
Communication (163)	Philosophy (526)
Economics and Business (540)	Politics and Government (673)
Education (146)	Psychology (895)
History (2,713)	Religion (566)
Law (145)	Science and Technology (826)
Literature (3,109)	Sociology and Anthropology (1,575)

**Browse by publication**  
Looking for a specific book or periodical? Browse our entire list of available publications.

**Publication types**  
(number of matching publications in parentheses)

Books (7,888)
Free books (5,056)
Academic Journals (750)
Magazines (271)
Newspapers (43)

**Your projects**  
Default project (0) Active projects  
View a project to create additional project folders or to organize or rename your projects.

**How to use Questia School**  
**Tutorial videos**  
How to search our collection  
How to use our research tools  
How to organize your projects

*Library search sample page*

## LIBRARIES LIFT LITERACY

### THE VALUE OF SCHOOL LIBRARIES

*Ask a school librarian and they will tell you that a well-resourced school library will help to improve literacy. In this article Softlink New Zealand Manager Lyn Walker outlines the preliminary results of Softlink's annual school library survey. These results validate the true value of libraries and resonate with the current opportunities and challenges faced by New Zealand schools.*

#### ABOUT SURVEY AND FINDINGS

Since 2010, Softlink, a strong supporter of school libraries globally and developer of leading education knowledge, content and library management software, has conducted an annual survey of school libraries across the Australian school library industry.

Preliminary findings from the 2013 survey revealed there is a significant positive relationship between annual library resources (budgets and staffing levels) and improved reading literacy results. The relationship highlights that schools with well-funded and resourced libraries have improved student literacy results; and vice versa; schools with poorly funded and resourced libraries have lower student literacy results.

These initial results validate the library's role in supporting student literacy and to help school libraries advocate for future funding needs.

#### THE CHANGING ROLE OF THE SCHOOL LIBRARY

Change is rapid for school libraries. Today's libraries are more than shelves of books and quiet reserves. Twenty-first century school libraries are multi-format content and learning hubs and often the school's main external connection (outside of a classroom) between learners and school literacy programs.

When asked about the significance of the school library and the role it plays within the school more than 70% of survey respondents agreed that the library was considered the central learning hub of the school – a space specifically designed for student learning. "The library is intrinsic to the function of the school, from a student, teaching and administration staff perspective. It's the 'go to' place in the school," commented one survey respondent.

Today the library provides a wide range of traditional and digital services, including providing physical and digital resources to support the curriculum, cooperative lesson planning with teachers, providing literacy and reading content for teachers, students and parents, as well as offering technology services such as teaching digital literacy, computer training and digital device lending.

School libraries are also responsible for the promotion of the latest education initiatives and help engage student involvement. Initiatives such as teaching cyber safety and reading challenge participation are often auxiliary roles library staff undertake to support school programmes.

Probably the most significant impact on school libraries is technology. Technology is impacting schools and the way libraries engage students in learning resource access. Today's library often extends past the walls of the library, classroom and the school, providing 24/7 access to literacy through PCs, laptops and on portable digital devices.

Driving this change is the vast numbers of students with access to a digital device. The survey found that growth in student access to digital devices escalated within the past 12 months. More than 40% of teacher librarians or TLRs indicated that half or more of their student population owned a personal mobile device (iPod, iPad, smart phone or tablet).

A noteworthy result reflecting the rate of technology change was the growing number of schools that allow student access to digital devices at school. The survey found a total of 30% of schools allowed students to use digital devices at school. About half of these schools encouraged the use of personal mobile devices at school, from within and outside the classroom; while the other 15% encouraged use at school, but outside of the classroom only.

This finding demonstrates that technology is rapidly changing education delivery and access to learning resources.



## FUTURE OF SCHOOL LIBRARIES

Today's students are tech savvy. Born into a digital world, students expect to learn through the technology they know and have access to at home.

This brief summary is a wake-up call for all schools – libraries are respected by students, teachers and the school community as learning hubs and if resourced effectively can be the school's best launch pad into digital learning delivery.

Throughout history learning methods have reflected developments in technology. From the invention of pen and paper, to today's eBooks and iPads, learning methods continue to evolve. To be effective our libraries need to be equipped to help schools bridge the traditional and digital divide.

As Great Britain's Jeff Norton<sup>2</sup> said, perhaps it is time for the industry to 're-frame the discussion on school libraries and treat them for what they are, the very, very, very early start-up incubators for imagination and initiative ... we need these incubators more than ever.'

More to come from Softlink on the survey findings... Look out for the full report to be released shortly.

## A SUMMARY OF KEY THEMES IMPACTING SCHOOL LIBRARIES

Some key themes impacting school libraries in 2013 included:

- Funding – maintaining a well-resourced school library to enhance teaching and learning outcomes and the National Curriculum. This includes impacts on time available for library management versus teaching requirements.
- Technology – investing in eBooks, mobile and other library technology to keep up with current trends. Finding the balance between online delivery and the continuing importance of the physical collection.
- Value of Teacher Librarians – Teacher Librarians being seen as valuable and being recognised for their skills, expertise and value to student achievement.
- Supporting and collaborating with teaching staff to provide high quality teaching and learning programs.
- Encouraging reading and an interest in books and eBooks.
- Developing digital literacy programmes and teaching critical information research skills in a rapidly changing digital world.

<sup>1</sup>In Australia literacy across schools is measured through NAPLAN reading results

<sup>2</sup>Jeff Norton is a London based writer-director and the author of the METAWARS saga from Orchard Books

## CONTAINS GRAPHIC CONTENT

### WATCHMEN - BY ALAN MOORE AND DAVE GIBBONS

*Publisher: DC Comics // ISBN-10: 1401222668, ISBN-13: 978-1401222666*

Alan Moore became a comics writer in England in the 1980s. Based on his popularity there, he was headhunted by DC Comics (publishers of Superman and Batman). He did some ground-breaking stunts on a number of their titles. In the mid-1980s he produced a comic series of twelve issues called Watchmen. Originally it was to be a revisionist take on some older comic book characters, but these were contractually unavailable and he was forced to create characters of his own.

The central theme is “Who watches the Watchmen” and his dark tale of superheroes lost in a dystopian future is pretty bleak. His heroes are flawed and exist in a world on the brink of nuclear war. A hero, The Comedian, is murdered. Well, perhaps hero is too fine a word. The Comedian is an assassin, soldier and borderline psychopath. After his death some of his heroic comrades seek out justice.

The hunt for the murderer leads us into a conspiracy and around this we are also shown the pasts of the various heroes. The psychotic vigilante Rorschach, the less than human Dr Manhattan, the vulnerable Nite Owl and the Silk Spectre, the ultra-rich Ozymandias, all play a part in the giant tapestry.

It's a complex and multilayered story that uses the combination of words and pictures well, and it's a perfect collaboration between artist and writer. Gibbons has a direct and

precise style and he and Moore use the conventions and comic book styles well. The recurring nine panel pages and the formal reflective structure and the stylistic touches all make points about life, heroism and big government. They use faux magazines, autobiographies and fake comics history to tell their tale. In the Watchmen's world the most popular comics are about pirates and we are shown parts of one of these. What could be more exotic in a world that has superheroes?

There is a great deal of textual overlay and stories told in that world have bleak parallels in the world of the 1980s. The threat of nuclear war, fascistic presidents and big business manipulating events looms over this world.

However this does not mean the story is dated by its content; there is much to make it relevant today. Who watches the watchmen indeed?

Because of the violence and some sexual content I would recommend this for senior readers only.

NB DC Comics who own the Watchmen trademark have recently produced a number of 'prequel' stories under the title Before Watchmen. These are not by Moore and Gibbons and do not add much to the premise and one only needs to read the one volume, Watchmen, to get the whole story.



*Reviewed by  
Greig Daniels, Tokomairiro High School*

## LOST IN THE ANDES (THE COMPLETE CARL BARKS DISNEY LIBRARY) - BY CARL BARKS

*Publisher: FANTAGRAPHICS // ISBN-10: 1606994743, ISBN-13: 978-1606994740*

It is quite a jump from Watchmen to Uncle Scrooge and Donald Duck. A juxtaposition, but one that will become clearer as I talk about Disney Comics rather than animated cartoon characters. There were a huge number of talented people who worked in the Disney Empire, but they were all subsumed by the Disney name. All the comic products of the Walt Disney line were signed by Walt Disney. Many talented artists worked in the Disney studio, mostly labouring in obscurity. But for a period many classic comics were produced by one man, writer and artist Carl Barks. He was the creator of Uncle Scrooge and his comics sold in the millions in the 1950s. Known by fans as the “good artist”, his real identity was discovered in the late 1960s.

Why did his stories stand out? Well, for one, they were scrupulously researched; secondly they were classic adventure stories for kids, with historical fact wound in with adventure, and characters (although they were ducks who acted like real people) who were eminently believable. Donald was excitable, vain, heroic and fallible. Uncle Scrooge, while a parody of rampant consumerism, was also an adventurer, comic foil and every once in a while acted like a real person. Huey, Dewey and Louie were the sensible ones. Often propelling the plot and

saving their flawed uncles, they frequently ended up being the heroes and the moral centre of the story.

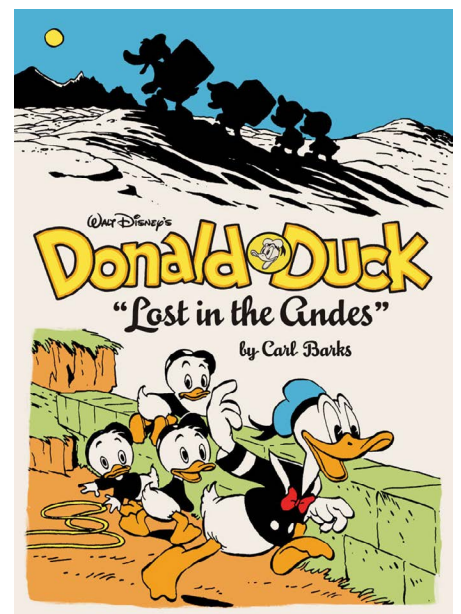
While the stories were adventures there was a lot of humour with parodies of fads, consumer items and many organisations. Huey, Dewey and Louie were Junior Woodchucks, an astute parody of the Boy Scouts that was both admirable and hilarious. Their guidebook is a combination of plot builder, exposition tool and all round know-it-all.

Scrooge and the nephews voyaged all over the world, and had adventures of all types. The anthropomorphic style helps to make these universal and Bark’s sense of humour, wit and total belief in his stories make them a pleasure to read and re-read.

Fantagraphics is currently publishing two to three volumes a year of this series and so far four have been produced.

These stories are suitable for readers of all ages.

*Reviewed by  
Greig Daniels, Tokomairiro High School*



## BOOK REVIEWS

### DEAR VINCENT - BY MANDY HAGER

*reviewed by Colleen Shipley, Librarian, Marlborough Girls' College*

I am a big fan of Mandy Hager's stories and this one didn't fail to impress and delight. Our narrator Tara has been dealt a rough blow in life at present. Her older sister has died; her father is very ill after a stroke and requires assistance for daily living and her Mum works long hours to make ends meet. Tara finds solace in her art and shows talent. She takes inspiration from her hero Vincent Van Gogh. Tara's rough life gets worse when she accidentally discovers her older sister committed suicide and was not the victim of a car accident like her parents led her to believe.

Tara packs her bags, leaves home and takes refuge at the rest home where she works after school. At the rest home Tara meets Max, who is on respite care at the home. A connection is made when Tara discovers Max also has a deep appreciation for the

works of Van Gogh. As Tara slips out of society and into mental decline, it is Max and his grandson Johannes that provide support for Tara.

At the beginning of the book I didn't particularly like Tara, but I did feel she was a realistic portrayal of a 17 year old. As the delicate story unfolded I developed empathy for Tara and a real fondness for Max and Johannes. The suicide issue is dealt with tenderly and honestly and the book addresses associated stigmas, providing a discussion point for an issue we tend to sweep under the carpet. The book will be enjoyed by mature young adults who like to read "something that seems real." Mandy has also cleverly woven in a little romance that will be sure to please. A must read in my book.



### SPEED FREAK - BY FLEUR BEALE

*reviewed by Lisa Salter, Manager, Kaipara District Libraries*

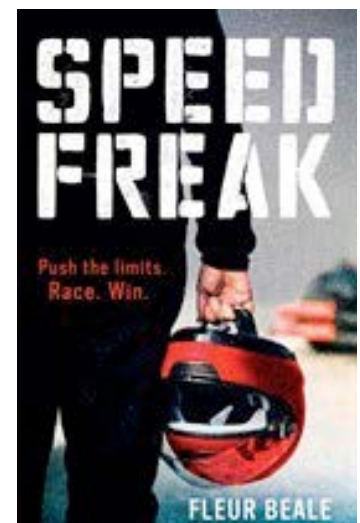
Fifteen-year-old Archie is into kart racing, every weekend he and his Dad are either racing or working on the kart. Archie is one of the best racers and this year's competition is the most important of his career because the winner will compete in Europe.

Craig is also a good racer; he has all the advantages money can buy. He has a professional mechanic for the season and is competing with Archie not just on the track but for sponsorship as well. Silver, a girl racer who didn't compete last year, is back and making things interesting on the course.

Archie is lucky to have great support not only from his Dad but his Grandparents as well. His Granddad has been in the game for a long time. His Mum doesn't live with

them, and Archie would like to understand why, he blames himself but hasn't had the courage to ask the tough questions. Dad's new girlfriend Erica is moving in with her young son, Archie isn't sure what this arrangement will mean for his racing.

Lots of detail to give the reader an understanding of kart racing, a bit too much for me. It took a while for the story to get interesting, about a third of the way it drew me in. A strong moral 15-year-old boy is the centre of the story, maybe a bit too thoughtful but pretty convincing. Good blended family story with caring extended family. Recommend to readers 12+ especially if they enjoy motor sports.



## PURE - BY JULIANNA BAGGOTT

reviewed by Helen Muxlow, Karori West Normal School

Pure is set in a post-apocalyptic world in the time following 'the detonations'.

There are two distinct groups of survivors: the 'Pure' who live safely inside the Dome, unmarked and whole, and the 'Wretches'; survivors of the detonations, mutated and fused with objects, animals and the earth, who scavenge an existence from their poisoned world.

As the story unfolds we meet teenagers Pressia; a Wretch whose hand is fused with the head of a doll, who is hiding from the compulsory militia conscript, and Partridge; one of the Pure who believed his mother died a saint whilst trying to protect the people outside the Dome. When Partridge discovers that his mother may still be alive and maybe the truth is not as it has been presented, he escapes the Dome and Pressia's and Partridge's worlds collide in the fight for survival and search for the truth.

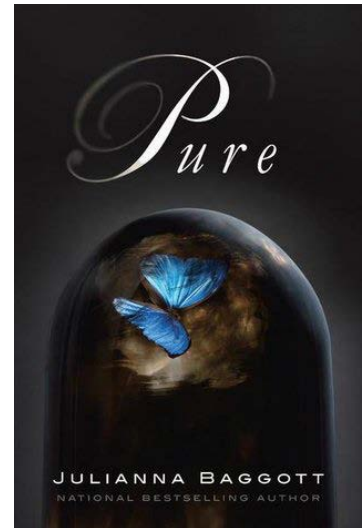
The characters in this dystopian novel are uniquely grotesque and yet strangely

beautiful as they represent survival and hope. The writing is descriptive and evocative; El Capitan who carries his younger brother 'fused to his back, thin arms wrapped around his neck'; Our Good Mother 'embedded with a giant metal cross in her stomach and chest, her face 'a mosaic of glass'; the Dust, creatures fused with the land, their humanity lost, who just live to feed.

This is a dark novel but not a horror story, there is a strong element of hope, survival and beauty that runs through the story and it is nice to see a strong female protagonist in Pressia, much like Katniss of the Hunger Games.

Pure is a story which will stay with you for a long time and it should come as no surprise that the film rights to the book have been already purchased.

Suitable for young adults aged 12 and older.



## WHO'S HIDING? - BY SATORU ONISHI

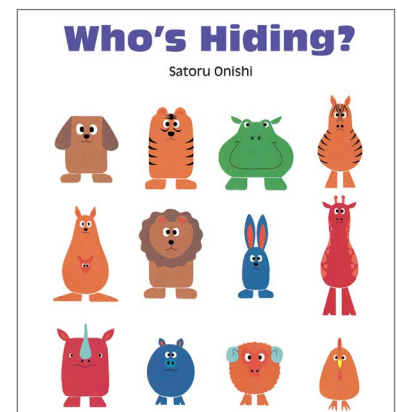
reviewed by Helen Muxlow, Karori West Normal School

This picture book shows 18 animal characters in cartoon style on a coloured background. At first glance, it is a very simple book with few words and quirky animal pictures. However, on further investigation it is actually a sophisticated interactive 'spot the difference' book using concepts of colours, animal recognition, emotion recognition, memory and counting. On successive pages the background page colour changes, rendering one or more of the animal characters invisible except for parts of their bodies, and the challenge is to identify the hiding animal. The text is simple with a question on each page such as 'who's hiding?', 'who's crying?', 'who's angry?', 'who's sleeping?' etc.

Suitable for pre-school children upwards, the appeal lies in:

- The very simple colourful cartoon style illustrations.
- The simple text.
- The fun interactive nature of the book (each page poses a question).
- The education opportunities it presents.

Highly recommended for its appeal and the educational opportunities it offers: colour recognition, counting, recognising emotions and memory use.





## PROFESSIONAL DEVELOPMENT

MIRIAM TUOHY - SLANZA PD TEAM LEADER

2013 has been huge for Professional Development for SLANZA. The Wellington conference committee put together the PD event of the year, with a stand-out conference that offered us so many opportunities to learn and connect with each other, and with new ideas and ways of doing things. This year has also seen the launch of SLANZA's online professional development course "Connected Librarians". Feedback about conference and the online courses has been overwhelmingly positive. Your feedback helps shape our plans for the next conference, and future directions for online and face-to-face initiatives. Please talk with your local committee or National Executive representative if you have ideas or suggestions for PD you'd like in your area, or that you'd like to see available nationwide. We do our very best to be responsive to your needs, so do let us know what you want!

We know it's just not possible for everyone to attend conference, or join in with our online courses. We encourage you all to do what you can to keep up your professional knowledge, and stay up to date, though we understand it's not easy - that sometimes this means making a commitment to working on your own, whenever you can fit it in. We will continue to develop resources to help you with that, such as SLANZA's curated bundle of RSS feeds, and our document for those members working through RLIANZA revalidation. SLANZA also has a tremendous pool of knowledgeable people with a wealth of experience to tap in to, and we're working on ways to connect them with others who would like help.

At this time of year, your thoughts may be turning towards professional development options for next year. There are many opportunities available, but I'd like to highlight one in particular here, for those considering a tertiary qualification in Library and Information Studies. SLANZA offers study grants each year to those working in school library teams, including School Librarians and Library Assistants, Teacher Librarians, and Teachers with Library Responsibility. If you're planning to enrol in a programme for next year, please consider applying for a SLANZA study grant.

A successful applicant is reimbursed for the cost of one paper, course or module (up to \$600.00) offered by an approved library education provider. This will cover a major part of the cost of study, and we hope offers an incentive to members to make progress towards gaining a library qualification. Whether you're about to get started, or need motivation to carry on with your studies, we'd like to help! Applications for study in 2014 close on 31st October 2013. Information is available from our [website](http://www.slanza.org.nz).

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*In 2011 I decided I needed a recognised qualification in the area of information literacy. I had attended a number of courses and seminars on the subject but to bring it all together, and to gain a sound theoretical background from which to support and mentor staff and students, I needed to gain some sort of formal qualification. I work with many of the classes within the Collegiate providing structured lessons on how to use the Library and its resources as well as supporting individual students with their research. I needed to have a qualification to back up my skill set.*

*The Library at Sir Edmund Hillary Collegiate supports three schools from year 1 to year 13 but we are a low decile school and do not have the resources to support all the individual professional learning staff require. Thanks to SLANZA I was able to enrol for the Infolink: Information Literacy Skills paper at the University of Auckland. It was an incredibly practical paper as it involved working through information literacy with a group of students. As with many courses, it was online and involved online discussions about theory and the implementation of the skills. Without the funding from SLANZA I would not have been able to take the paper. It was a six month investment of my time but I have gained skills and insights that I use every day in my job. The grant made a difference, so thank you.*

*Pamela Lilley BA DipLibr  
Library Manager, Sir Edmund Hillary Collegiate, Otara, Auckland*

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*I applied for and received a SLANZA study award in 2011 thanks to the encouragement and endorsement from Jill Stotter, my teacher-librarian at the time, and a founding member of SLANZA. At the time I loved working in the library at Takapuna Grammar School and had learned my library skills on-the-job from the lead librarian and teacher-librarian. Jill encouraged me to begin studying towards a library qualification in 2010, although I was reluctant and nervous about the prospect due to previous failed attempts at tertiary study. I lacked confidence in my abilities and was worried about managing distance learning with a family.*

*However, I knew that getting a qualification would improve my promotion opportunities, future employment prospects, and more importantly, give me the necessary background knowledge to provide better service to our staff and students. I tentatively enrolled in a Tertiary Skills Course at The Open Polytechnic of New Zealand. This was an invaluable course after not studying for some years and gave me confidence to embark on the Level 5 Diploma Library and Information Studies. I passed the first two compulsory courses with pleasing marks, and then applied for a SLANZA*

grant for the next one. I plodded on with a course or two a year, took some time off with family issues in 2012, and I am currently studying the final course to qualify at the end of this year.

Being awarded a SLANZA study grant was a real boost for me as it paid for one course of the six courses of the Level 5 Diploma. It gave me the incentive and confidence to keep going with my studies (I certainly didn't want to fail that course!) and I felt more connected to the school library profession.

I would encourage school librarians who do not have a formal qualification to consider study. I thought I knew my job, but have learned so much and now have a growing depth of knowledge about librarianship. I have more confidence in my job, and renewed purpose and enthusiasm. SLANZA is very supportive of professional development and education, so consider applying for a study grant; it is well worth the effort.

*Deborah Walsh*  
Lead Librarian, Takapuna Grammar School Library

My experience as an 'Information and Library Studies' student through The Open Polytechnic has been a fantastic one. I am very proud of the qualifications I have gained: Diploma in Information and Library Studies (Level 5) and the Certificate in Literature and Library Services for Children and Young People (Level 6), phew what a mouthful! Yes it has been a challenge to fit it in, and I've juggled work, family, readings and assignment deadlines. But what a journey... learning is addictive!

I really have appreciated the wonderful support and encouragement from my school management team and I was also very lucky to be the recipient of a SLANZA study grant and I am very grateful for the financial assistance.

The knowledge and skills I have gained from my study has been very valuable in my day to day work, especially as the only library skills I initially brought to the job of Library Manager were enthusiasm, the love of reading and the enjoyment of working with children (no library

experience at all!). My study has given me the confidence to proactively work with students and teachers knowing that I am adding value to the students' learning and providing valuable support to teaching staff. I have even been brave enough to help present some Professional Development sessions to staff.

My study experience has also given me an appreciation of the learning challenges that students face in this 'information age' and has awakened in me a deep need to further explore and learn - I guess I have become the iconic 'lifelong learner'.

*Helen Muxlow*  
Library Manager, Te Awa o Tupu, Karori West Normal School

Receiving a SLANZA study grant in 2011 was a huge benefit to me, both financially and professionally. I had been wanting to do the Cataloguing and Classification paper at the Open Polytechnic for some time and hearing about the study grants made the decision to pursue extra study that much easier.

While Diocesan School does encourage and support all staff to do professional development, the cost of tertiary study is sometimes in excess of the professional development budget and it can be prohibitively expensive to pay for tertiary study oneself.

As part of the application process I needed a letter of support from the Senior Librarian and the Principal. This was a great opportunity to talk to both of them about my professional development and the endorsement they gave my application was very positive.

Thank you once again for this fantastic opportunity.

*Kirsten Nicholas*  
Diocesan School, Auckland

## CONSTITUTIONAL CHANGES

### GREIG DANIELS – OTAGO REPRESENTATIVE TO THE NATIONAL EXECUTIVE

The constitution of any organisation should be its founding document and it should also be a living document that reflects the changes, organisational needs of the society and wishes of the membership.

Over the last two years there have been on-going changes to the SLANZA Constitution to reflect how the organisation has changed since its inception. The first Constitution was prepared by the founding members according to the rules set out by the Incorporated Societies act of 1908 (and subsequent revisions) and registered in 2001.

All changes voted on by SLANZA have to be registered with the Companies Office. As an incorporated society, we also have to provide financial statements to show our financial standing and non-profit status. In the 11 years of our existence we have made many submissions and changes.

Major changes to the constitution have to be voted on by the members at the AGM. Due to logistics issues some of these votes had been made, but the changes not recorded at the Companies Office. Amendments had been made but not voted on. As part of a constitutional update it was decided to amend the items that needed changing.

Under the direction of the National Executive a two stage process was set in motion. The first half of the task was to revise the constitution with amendments already made and voted on. This was done earlier in the year. The changes were registered and the new Constitution was uploaded to the Companies Office.

The next step was to draft amendments as motions and have them voted on. This was done with some discussion at the 2013 AGM under

leadership of President Fiona Mackie. The new amendments were reworded and voted on by those present.

The motions involved deleting some words from the Constitution about LIANZA and National Library members being part of the National Executive. There were also motions that explicitly laid out our body's financial reporting process. This was done after discussion with our auditor. It also set annual dates for reporting to be done by.

A motion was inserted allowing the National Executive to select life and honorary members after nomination from the membership. A process was also outlined for this.

Changes were made to the requirements for Regional Chapters and the setting of a quorum for meetings. Discussion of this at the AGM meant that some of these amendments were re-worded.

After discussion all the amendments were voted on and approved. Amendments were made to Article III, Article IV, Article V and Article IX of the Constitution.

The next part of the process was to actually revise the constitution and go through the Companies Office process to register the changes. This required downloading a request form and having the cover sheet signed by three officers of the organization and a physical copy of the new constitution being sent with these documents to the Companies Office. Copies of the SLANZA Constitution 2013 Revision can be found at the [SLANZA website](#) or it can be viewed online at the [Companies Office](#) under Search for a Society. Our Organization Number is 113955.

*Greig Daniels - Otago Representative to the National Executive*

## UPCOMING EVENTS

### SLANZA – TERM 3 & 4 2013

#### AUCKLAND TERM 3 EVENT REPORT

*Re-energising, revitalizing & renewing!!!*

The Term 3 professional development event in Auckland was truly a valuable and fabulous experience. It was a wet Saturday morning in Auckland, but that did not deter SLANZA members, and a lot of other librarians, teachers to attend the event at the Diocesan School for Girls. The two sessions with their excellent presenters added great value to our professional practice and as always, an opportunity to network with our peers.

The National Library Programme Advisor, **Melissa Spark's session on "Inquiry learning: effective library & classroom collaborations"** was full of valuable ideas and strategies for successful library-classroom collaborations. Her session was packed with simple but effective approaches for libraries to support classroom programmes. The importance of evidence based practice in guiding this collaboration was highlighted with some sharing of best practices. We came away from Melissa's informative session with some valuable programming ideas.



The second session **"Putting the 're' back into research: why students don't get it and how to help"** presented by **Jeanette Cornege-Dill & Verity Rowsell-Starkey** from Mahurangi College was an insightful journey through the research process. We were lucky to hear this inspiring team who missed presenting at the conference due to the storm. Their clear-cut strategies will enable us to make a difference in students' approach to research. They walked us through a very interesting example; Researching their very own Snell's Beach as a possible holiday destination!

SLANZA PD events are always an energizing experience that gives us the opportunity to learn, grow and connect. It was wonderful to see so many new faces and I am sure they will become members soon.. Most of us left the sessions rejuvenated, excited with new ideas, happy to have caught up with old friends and made new connections!

*Bharathi Char - Auckland*

#### AORAKI TERM 4 EVENT

**WHEN:** Saturday 28 September, 10 - 11:30am

**WHERE:** Garin College Library

**COST:** FREE

Come and hear King's College Librarian and new SLANZA president Bridget Schaumann speak about being the "a kick-arse librarian".

#### TE TAI TOKERAU TERM 4 EVENT

*Graphic Novels with Stu Colson*

Stu Colson from **HEROES FOR SALE** will share why comics are an important gateway to children becoming interested in reading for personal pleasure and a sophisticated story telling medium in their own right the single greatest story telling medium for enhancing and enriching our imaginations.

**WHEN:** Saturday, November 9th, 11am-12pm

**WHERE:** Whangarei Public Library, May Bain Room

**COST:** FREE - SLANZA members (and staff from their schools)  
\$5.00 - LIANZA members  
\$10.00 - public

**Stu will have a selection of comics to view, buy and order.**

Please RSVP to Julia Smith: [jsmith@kerikerihigh.ac.nz](mailto:jsmith@kerikerihigh.ac.nz)

#### WAIKATO/BOP TERM 4 EVENT

Our annual school library tour is to be held in Auckland this year. There are not one but two tours and you are welcome to come to either or both. Transport is your own responsibility. Car pooling can be arranged once we have registration details

**WHEN:** Friday 8 November (Secondary)

Friday 15 November (Primary)

**COST:** Gold coin "koha" to help SLANZA with the morning tea

Watch Listserv for more details soon.

#### AUCKLAND TERM 4 CHRISTMAS EVENT

**SAVE THE DATE:** More details to be announced soon

**WHEN:** 27th November 2013

**TIME:** 5.30 pm

**VENUE:** Diocesan School for Girls



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 Warwick 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!

## 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

## BUSINESS MEMBERSHIP

*Business members support the work of SLANZA.*

### *Current members are:*

- Premier Professional Development sponsor - Book Protection Products
- Top Shelf Members - Softlink, TMMC and 2020 Communications Trust
- Circulator Member - Library Plus
- Reserved Member - Cengage
- Periodical Member - Antac Open Source Solutions

## SLANZA PROFESSIONAL DEVELOPMENT

New resources have been added to the [Professional Development](#) page on our website - an RSS feed bundle for professional reading, and information to support those undertaking RLIANZA revalidation.

The [Connected Librarians](#) online PD course will be offered again in Term 1, 2014.

## STUDY GRANTS

### *Applications open now*

If you are thinking about undertaking Library and Information Studies next year, you may be eligible to apply for assistance. Successful grant applicants will receive \$600 towards the cost of a paper. The closing date for submitting study grant applications is Thursday 31st October 2013, and successful applicants will be notified in mid-November. More information about the grants, including the application form, is available on our [website](#).

## 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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