

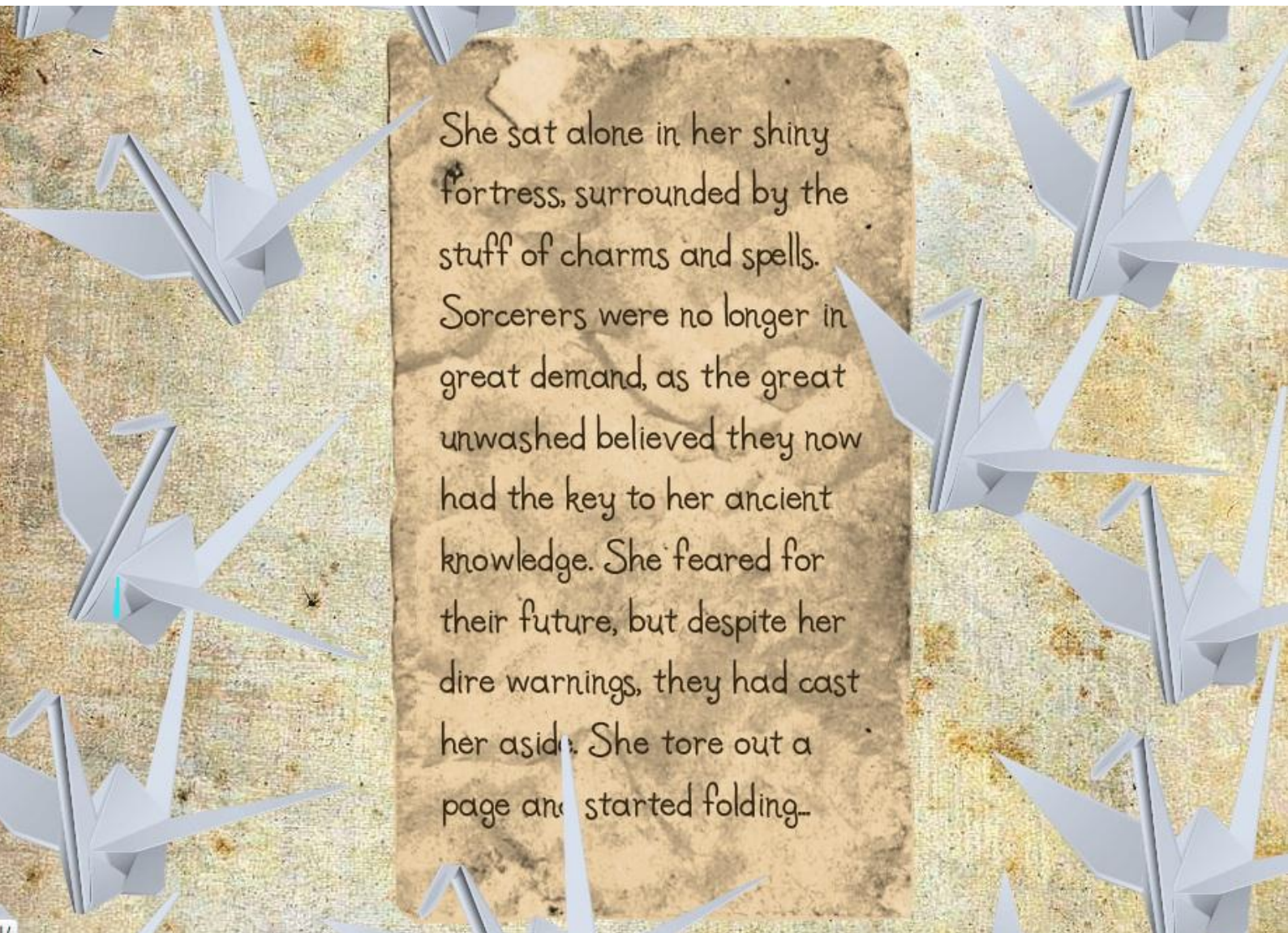


Term 4, 2011

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Collected

COLLECTED



She sat alone in her shiny fortress, surrounded by the stuff of charms and spells. Sorcerers were no longer in great demand, as the great unwashed believed they now had the key to her ancient knowledge. She feared for their future, but despite her dire warnings, they had cast her aside. She tore out a page and started folding...

Inquiry learning with senior secondary students

Yes, it can be done!

National Executive representatives write

8 articles, including "Why school libraries are more necessary than ever"

Online resources

DigitalNZ and Britannica

Plus graphic novel reviews, member profiles, and more...

Editorial

Donna Watt, SLANZA Communications Leader

Welcome to the final issue of Collected for 2011. It feels as if it's been a phenomenally busy year, with so much happening globally and locally in the world of libraries, books and information. We have been stimulated by excellent professional development opportunities, and worried by the threat of cuts and closures. Some of our colleagues will be without a job in school libraries in the new year, and our thoughts are with those folk, as well as the school communities who will no longer benefit from their expertise.

We have immersed ourselves in talk and action related to eBooks and eReaders, played with blogs, wikis, and tweeted our little hearts out. We have connected, networked, advocated and climbed on soapboxes until we are plum tuckered out and very ready for the summer break. But before we go, we want to offer you one final issue of our magazine.

We deliberately chose not to theme this issue, instead throwing the doors open to our writers, and allowing them to speak about what's on their minds. It also seemed a good opportunity, as we welcome a new crop of regional representatives to the National Executive table, to allow some of those people to share their voice with you. So, welcome to some new writers, sitting very comfortably alongside our regular contributors.

Grieg Daniels has previously contributed reviews of graphic novels, and does so again in this issue. He also shares his perspective on advocacy, and as the newly appointed chair of our National Executive advocacy focus group, we expect to hear more from Greig on this topic in future.

Senga White opens the books on her tertiary prep programme at James Hargest College, presenting a comprehensive overview of progress and indications for next steps. We also have coverage of the National Library situation in Christchurch, as well as updates from EPIC and DigitalNZ.

Jill Stotter and Kirsty Gillon take us with them as they reflect on progress made in implementing inquiry learning in a senior secondary school, while Michele Whiting brings a school principal's voice to the argument for school libraries, and why they are more important than ever. Bharathi Char contributes her first piece, and shares with us her success in working with Pasifika students in the library. There is more, of course, but it's best if I let you just get on and read it for yourself.

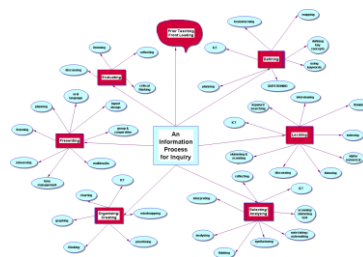
The editorial team would like to thank you for taking the journey with us this year, and we hope that many more of you will consider becoming contributors in 2012. In the meantime, we hope that you (and we) are blessed with good weather and an opportunity to relax with loved ones and the obligatory stack of summer reading - be it the digital or old-fashioned kind.

Warmest regards

Donna
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President's column

A burning question about librarianship: DOA, or is it just in need of medical attention?

by Fiona Mackie

As we get closer to the end of a short and sweet but fast and furious term, I've been reflecting on the way others perceive us, in the light of a LIANZA pre-conference workshop Senga and I recently attended. The topic was: Is librarianship a dying profession? And you can imagine that such a question elicited a lot of heated debate! One comment that struck a chord was that people in the library sector talk to each other, but that we are not good at getting the message about our worth and value out to others. This is often true of the work done by all involved with school libraries, with student learning and achievement.

What does your community know about the impact you have and the work you do? Are you like Caspar the friendly ghost - seen around, liked by all, but the impact of your work and the benefits of the library are invisible to everyone else? Or are you a Road Runner - zooming here there and everywhere, avoiding catastrophe, but never settling to anything?

Perhaps you are seen as Scrooge McDuck - hoarding resources, not really willing to collaborate, limiting access (if that is the case, perhaps it is time to re-consider your career...) Or are you Mickey Mouse - everyone knows what you do and how you work with others, you can find solutions and have knowledge that seems like magic, and the library is considered to be an Enchanted Kingdom, where everyone wants to visit? Who do you want to be seen as?

And the answer to the question "Is librarianship a dying profession?" It was agreed that it is not dead or on life support, but in need of medical assistance. So what is the 'magic medicine'? It starts with advocacy and having an evidence base, demonstrating what you do, who you do it with and what impact it has had on student learning and achievement. The [SLANZA wiki](#) has many resources to give you ideas for evidence gathering, and the time to start is now!

Upcoming events

November

18 November 2011
Waikato Bay of Plenty and
National Library tour of Tauranga
school libraries.

With visits to: Papamoa Public
Library, Papamoa College, Mount
Maunganui College, Maungatapu
School, Gate Pa School, and
Greerton Village School.

Contact:
Linda.McCullough@dia.govt.nz
(07) 856 9135

March

16 March 2012
Waikato / Bay of Plenty's Term 1
workshop in Hamilton.

Donna Watt presents a full day's
programme: It starts with you:
A strategic approach to saving
school libraries, one library at a
time.

March

17 March 2012
Central Region
"SLANZA Day" at Te Manawa,
Palmerston North

Donna Watt presenting on the
key competencies, collaboration
and promotion; a demonstration
of the Wheelers eBook platform
with Paul du Temple; a look at
the latest electronic devices with
Warwick Taylor.

There will be time for sharing
those issues and ideas that are
concerning us. Plus, time for lots
of food and chatter.
Diary this date now!

Inquiry learning with senior secondary students

Yes it can be done!

by Jill Stotter (Teacher Librarian) and Kirsty Gillon (HOD History), Takapuna Grammar School

This article relates how the challenges of implementing inquiry learning in the senior secondary school are being met by two New Zealand teachers as they work through two set topics for NCEA level 1: The Origins of World War II and Black Civil Rights in America 1954–1970.

The New Zealand curriculum

New Zealand has a new curriculum, which is well regarded throughout the OECD. It insists we move on from rote learning facts to engendering the wisdom to know what to do with said facts. It fills some important gaps in teaching and learning. For the first time ever, there is a section on pedagogy to assist teachers in to ‘how’ they should be teaching: using prior knowledge; encouraging reflective thought and action; encouraging students to work in teams; using authentic contexts including family and community — in other words, fostering inquiry learning.

The curriculum also tells teachers how students should be learning: managing self through planning and organising projects; using language, symbols and text to communicate information; thinking and developing intellectual curiosity; creating knowledge; participating in and contributing to community; and relating to others — in other words, inquiry learning.

The principles of the curriculum also lend themselves to the fundamentals of inquiry learning: personal excellence; reflection; coherence across learning areas and future focus are all critical to the inquiry process. And if that is not enough, the underpinning values also include reference to excellence, innovation, inquiry and curiosity and community participation.

The New Zealand curriculum is asking us, allowing us and expecting us as teachers to make inquiry learning happen in every school.

What is inquiry learning?

It may be easier to say what inquiry is not than what it is. It is not slinging out a research assignment with a due date and two periods in the library. It is not a chance for teachers to take a breather while the kids are ‘finding out’ stuff. It is not necessarily something that takes a long period of time to complete. It is not an opportunity for parents to show off their learning and technical prowess or coming to the rescue of their beleaguered child to do a last-minute project (although we’ve all done it). It is not a once-a-year exercise. It is not huge and it is not hard to organise.

An inquiry-based classroom has questioning at its hub. In this type of classroom, students gain skills and expertise in the art of questioning a topic. They learn that questions are the key to unlocking new knowledge and that each key will open the door to a different type of knowledge. The classroom will buzz with inquiry into any topic.

This does not mean, however, that lessons lack structure or guidance. Inquiry learning is very structured and has degrees of scaffolding.

We used a basic model of inquiry which has been around for many years and follows a sequence of:

- immersion in the topic
- questioning
- finding information
- analysing
- presenting
- evaluating.

Each stage was underpinned with ongoing *reflection*.

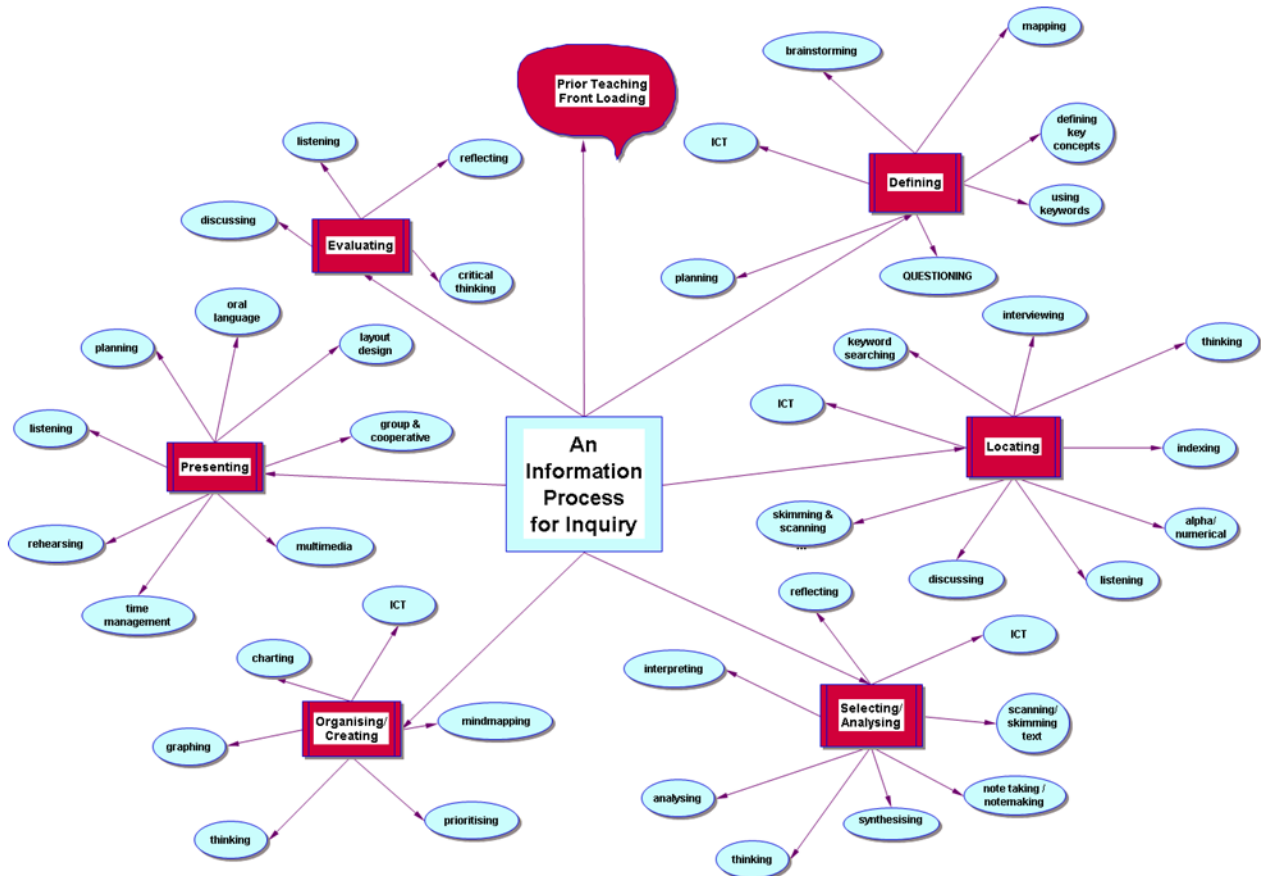
However, in our 21st century curriculum, there is an additional and fundamental step: *taking action*. It is no longer enough for students to ‘find out’ stuff and then do nothing with it. Students are expected to act upon their findings — whether that is through sending emails, creating a new technology, helping in the community or reporting to the assembly. In other words, students must DO something with the findings of their inquiry.

Inquiry in the senior secondary school

Inquiry learning in the senior school is often considered problematic because at senior level (in New Zealand, Years 11–13) we are bound by national standards which are assessed both internally and externally in a formal examination situation. The exams themselves are prescribed and fairly rigid and many teachers lack confidence and are unsure about trying an inquiry approach within the senior school. We decided to demonstrate that inquiry learning is possible and can be successful with older students. Throughout our project we used intervention when skill teaching was needed.

Our inquiry

We were enthused at the prospect of implementing an inquiry. It all seemed so easy and straightforward. Students would be able to tackle the whole topic through inquiry.



We chose a Year 11 history class to demonstrate that an inquiry approach could successfully prepare students for formal examinations. At this level two topics are taught that could be used in external exams. The internal assessment was to be completed during the study of the first topic.

The class was made up of 21 mixed ability 14- to 15-year-old students, and using the principles of inquiry learning, we embarked upon our classroom project. We realised that this would be new for the class and that we might encounter unexpected challenges.

One thing that would be essential to this inquiry would be that the students would have to teach the rest of the class their topic area to an examination level.

Topic 1 International relationships: The Origins of World War II

FQ1: What attempts were made to establish a permanent peace after World War I?
FQ2: What challenges to peace occurred in the 1930s?
FQ3: Why did war break out?

We began our first classroom session with the inevitable brainstorming question: *What do you know already about the origins of World War II?*

Not a lot as we discovered. Students had all the usual knowledge of some battles, who was involved and about the atomic bomb, but little understanding of the reasons why the war began.

Immersion

We used documentaries, documents, maps, movies, novels and speakers. This all happened in the classroom, enabling students to gain valuable knowledge and understanding about, and around, the topic. As we moved through the

process we encountered some difficulties:

- The topic seemed too large for the time available.
- The set focusing questions constrained the whole process of inquiry.

We had not thought our project through — it had seemed a lot easier in theory. But we persisted. More thinking was needed around ways to manage the inquiry process at senior level.

In New Zealand, at level 1 NCEA, there is an internal assessment which counts towards the year's credits and thus the students' final grade. We changed our tack. Instead of using the whole topic for inquiry we would concentrate on the internal assessment instead.

NCEA level 1 assessment moderators have indicated that at level 1 all students in a school must work on the same internal assessment and be supplied with some resources and be given the same focusing questions. There were also three classes being taught by other teachers in the traditional way.

This is the stage at which we realised that with a tightly, internally assessed topic, hopes of being able to carry out *genuine* independent inquiry learning based around student interest, were quickly fading. For this internal assessment there was just no room to pursue any independent line of inquiry. With time slipping by we realised that the first topic would just have to be taught in the traditional way and the internal assessment would be done as it always had. Sigh.

But all was not lost. Perhaps teachers in other schools could shed some light on inquiry at this level. But we found from our own research that there did not seem to be anyone else attempting inquiry at senior secondary level. How sad.

But we still had the second topic. We planned this with a more realistic perspective.

Topic 2 Social Change: Black Civil Rights in the USA 1954–1970

FQ1: What position did Blacks hold in American society in the mid-1950s and why were there moves to bring about change?

FQ2: How did Blacks attempt to bring about change, 1955–1965?

FQ3: What new directions were pursued in the 1960s?

Step 1a: Immersion

Students were taught in a traditional way about the background to the topic up to 1954. We then introduced the actual topic with relevant film clips such as Martin Luther King speeches, a virtual tour of the Jim Crow Museum in Missouri and so on. All this engendered much animated and deep discussion amongst and between the students and us.

Step 1b: Brainstorming - prior knowledge was activated

We brainstormed for ideas — three minutes, all ideas included:

- Think, pair, share.
- Question on blank sheet: ‘What do I know about the social situation of Blacks in 1954?’ — brainstorm.

Intervention

The skills of Mind Mapping, categorising and identifying keywords were taught and practised. Students then made a group Mind Map — mapping all of their information and samples were drawn onto an overhead transparency and each group presented their Mind Map to the class.



Whole-class brainstorm on whiteboard

But at this stage, compromises had to be made. Students did not have free range to choose an area of the topic that interested them; for example, Coretta Scott King, but instead were required to inquire into such topics as the Montgomery bus boycott. As teachers we had to preselect a range of key topic areas that with all likelihood might appear in the external exam. We showed students exam questions from previous years as a guide for their line of inquiry.

We highlighted keywords such as:

- challenges — responses
- groups — actions
- actions — methods.

We showed the students the sort of authentic questions that they might be given in the external exam:

What methods did Black civil rights organisations use to bring about change in the United States between 1954 and 1964?

How successful were these methods in bringing about change during this period?

We then chose seven topics and printed them on small pieces of card — one card for each group chosen randomly out of a hat (seven small groups). For example:

- Montgomery bus boycott
- James Meredith
- sit-ins and so on.

These topics and their prescribed keywords formed the basis of the inquiry for each of the seven groups.

We then surprised/shocked the students by informing them that they would now be ‘students as teachers’ and thus be responsible for teaching the rest of the class their part of the topic. If they did not do a good job then they would be letting down the rest of the class. No pressure here.

Step 1c: Questioning

Once each group had their chosen topic, the process of brainstorming to see what they knew already about their topic, followed by mapping their ideas was repeated. Now the students were ready to question their topic.

Intervention

We guided the students to compose their own deep questions. Inquiry succeeds or fails in direct relation to the quality of the question. This is perhaps the most important skill in inquiry. Each group had 2 deep questions to answer. Even with the two of us working with the groups, this stage took time. There was a lot of discussion and encouragement of the students to think more widely about their topic and the wider implications for civil rights throughout the world.

Step 1d: Introduce the key concept

We introduced the key concept: *Why are we learning about Black Civil Rights? What is the point?* We wanted to elicit reasons to do with self-knowledge and understanding of world order and history and this was achieved, once the students had moved on from the “because it’s in the exam” stage of thinking.

Step 1e: Planning the presentation

Groups had to decide how they would present their information. As they were to be teaching their peers and giving them important information, presentation modes had to be simple, clear and easy for the audience to understand.

For example:

- poster with clearly labelled information
- model with detailed explanation
- PowerPoint with controlled number of slides and effects
- booklet with illustrated content
- movie or interview.

Groups also had to supply an A4 fact sheet covering the topic. This was something of a safety net, for them and for us. We would photocopy the sheets and distribute them to the class (breaking the budget in the process).

Intervention

Presenting skills such as oral language, body language, use of technology etc. were modelled and practised. We discussed the importance of planning: time management, group management, self-management and with each group we worked out a timetable for their presentation.

At this point in the process we stood back from actually teaching the topic and took the role of facilitators.

Step 2: Locating information

Students worked in groups to identify a range of possible information sources such as:

- electronic
- print
- people
- organisations.

Intervention

The whole class was taught how to search databases effectively using best practice searching skills and how to use keywords to narrow searches.

Step 3: Selecting and analysing information

When possible information was found students had to identify why it was relevant. But it was soon obvious that they needed help to take notes, to annotate and cite sources.

Intervention

Students needed only the information to answer their two deep questions so we tailored our intervention to that end.

We taught and modelled note-taking using the Dot-Jot note-taking process with a piece of simple text. Students were taught how to synthesise their jots to form a paragraph of information. These note-taking/making skills were to be important for the student audience to be able to take additional notes during the presentation time. Exemplars of how to correctly cite sources were given.

We needed to be alert to the suitability of the information gathered:

- Was it at the Year 11 level?
- Was it relevant to the question asked?
- Would it be relevant to the final exam essay?

The expectation was that each group would find enough information to answer their two big questions and to have a comprehensive fact sheet to hand out to the rest of the class.

Step 4: Creating the presentations

Groups began working on their presentations. This involved planning and cooperation between group members.

Intervention

How this was done and the skills that needed to be taught depended on how each group planned to present their new knowledge. Each group needed different teaching but there were two of us in the room.

Graphing, mind mapping, charting and multimedia skills for the use of PowerPoint were much needed. A strict number of slides, the layout of slides, speaking and expanding on bullet-pointed information and so on were decided. Generic presenting skills such as voice projection, eye contact, management of multimedia while speaking, use of cue cards, responding to questions, time management and so on were taught and practised. All these were modelled and practised by each group. Rehearsals were essential to achieve high standards and most groups did this.

Step 5: Presenting

This happened over a series of days. The students took notes and asked questions through each of the presentations to ensure they had enough knowledge to write an exam essay. This was actually quite difficult and provided the incentive to be a very attentive audience, as up until now, there had been no traditional teaching of facts on any of the topics.

Intervention

Revision of note-taking strategies was carried out beforehand. Students now realised that taking notes, paying attention and questioning would be their main source of information. Rough notes were remade into study notes for homework after each presentation and checked the next day.

Step 6: Evaluating & Reflecting

Peer evaluation was done when students marked each other according to five given criteria. Summative evaluation was achieved when the teachers marked presentations and awarded a mark for group work. The practice essay for the outside examination also formed a part of this final mark.

Intervention

Realistic marking based on set criteria was discussed. The students had to be able to justify whatever grade they assigned to another student's work.

Step 7: Taking action

Unfortunately, the end of the term was upon us and we ran out of time to complete this step. Some suggestions from our students were: making and wearing badges to attract attention to the issues; presenting final pieces of work to an assembly; presenting their topic in a debate.

Conclusion & our reflection

Looking back at the process it was easy to see where improvements could be made. Firstly, classes doing inquiry need resources. It can be done with limited access to computers and books and there are a myriad of clever ways to get students to interact with resources such as: guest speakers; national library loans; sharing books; planning quality time when computers are available or supplying resources to groups. We felt we had been lucky because we had no real challenges over access to resources.

Never assume that students know the skills. Truly. Don't think because they are often glued to a screen that they know how to make an effective PowerPoint or can edit a film. Or that they have ever clicked on 'advanced search'. Most are very timid when it comes to asking librarians for help. And yet the librarians should be the number one resource for students. Teach them and teach them again: note-taking, searching, skimming, scanning, speaking, annotating and — always — questioning.

Students don't always want to work in groups. Research does suggest, though, that self-selected groups work best. Keep the groups a manageable size. Three to four is optimal or they will split and become dysfunctional.

You can't possibly go through all of the components of inquiry every time. It would take all year. Concentrate on one skill area at a time such as questioning or note-taking. Planning also takes time. 'Action' is particularly difficult to do in a secondary situation. It becomes too time-consuming and restrictive.

We discovered that classroom teachers need professional development on inquiry. Lots of it. Giving teachers a curriculum document does not mean it will be implemented in the way it was intended. Teachers are busy and need help to make some fundamental changes. We considered our 'experiment' to be common but it wasn't. The ideas of inquiry are slow to permeate. Teachers need to have someone else to bounce ideas off. They also don't like being the only one in the school willing to break ranks and try something new.

But the most difficult aspect of the whole process of having an inquiry classroom is handing the locus of control over to the students. Every day it seemed as if it would have been easier to shut the whole thing down and go back to the 'sage on the stage' method of teaching. Having to rely on the students, some of whom you know to be weak and not hard-working, was difficult, coupled with the fact that this was a particularly favourite topic of the classroom teacher who was dying to 'teach' it herself. But again, there were two teachers working together to keep each other on track.

We did use the student-generated fact sheets as a safety net, but something that we hadn't expected happened. The students put a huge amount of pressure on each other's group to produce quality work and they were very harsh if they felt it had not been delivered.

Overall, yes we would do it again. We now have new and generic questions in our standards which should make it easier to implement inquiry learning in the future.

We leave the last word to the students:

".. it would be cool if we were allowed to do just what we were interested in. If that happened then there would be a lot of people that were happy with their jobs. If everyone was happy in their lives then there wouldn't be so much crime and issues would go away ..."

Help us to remind Kiwis to be safe in the sun — free posters and brochures

Did you know that melanoma skin cancer is the most common cancer in New Zealand? But it can be prevented by being SunSmart. From September to April is when the ultraviolet (UV) radiation from the sun's rays is most intense in New Zealand. It's during these months that people are more likely to get sunburnt and scientific evidence shows that sunburn increases the risk of getting melanoma skin cancer. So now is the time to remind people to Slip, Slop, Slap and Wrap.

To help spread the sun safety message, the Health Sponsorship Council's (HSC) SunSmart team has developed a free poster and brochure that your library can order and display for library visitors to see. To order free copies email alex@hsc.org.nz or phone 04 472 5777 and ask for Alex.

Thank you for your help to remind people about sun safety.

SunSmart week will be held from 13th to 19th November 2011



Why school libraries are more necessary than ever!

by Michele Whiting, Principal, Corinna School

Writing for the SLANZA magazine about why school libraries are essential is really preaching to the converted. We know how valuable they are when properly resourced and staffed. However, in recent years schools have been faced with a set of challenges that leave many questioning the role of the school library. This article highlights two arguments for the library as the literature, information and 'literacy across the curriculum' hub of primary and secondary schools.

The library should be the starting point for schools trying to build coherence across learning areas

The New Zealand Curriculum is exciting and liberating. It challenges teachers to rethink their values, principles and pedagogy. The key competencies of thinking, relating to others, self-management and using language, texts and symbols sit right up alongside the content within learning areas. eLearning isn't something to plan for the future, it's here now and in our faces as learners and educators. One of the Curriculum's principles is that of *coherence*. It requires schools to rethink how teachers make links across learning areas to support students in recognizing links and synthesizing information to extend their understandings.

In their report *Directions for Learning: The New Zealand Curriculum Principles, and Teaching as Inquiry* (May 2011), the Education Review Office reports that *coherence* was evident in only 39% of schools reviewed where principles in general were most evident (this group made up 70% of all schools) and was ranked 5th in importance of the seven principles in those schools. A further 30% of all schools reviewed had minimal evidence of the principles in practice.

Coherence is one of three curriculum principles that was least evident in schools. This principle includes the notions of a broad education, links within and across learning areas, and transitions and pathways to future learning.

Not all of these aspects were addressed by schools in their curriculum review or planning. Challenges to achieving coherence related to aligning the curriculum between departments in secondary schools or between classes in primary schools. Schools seldom mentioned transitions and pathways to future learning as a factor in their planning of the curriculum, although secondary schools were more likely to do this than primary schools.

ERO, May 2011

We know that the person who has the greatest impact on learning for their students is the classroom teacher. But who guides that person in selecting the appropriate material for learning in the 21st century? Who can facilitate the development of *coherence* in a school? The school librarian/assistant or teacher with library responsibility can act as that information resource. The school library should be the hub of curriculum development for all schools.

The library should be the place to support learning about literature and literacy across the curriculum

For schools, one of the greatest distractions to come out of government in the last two years has been the introduction of the national standards policy. We don't have to accept the political intent of the policy (I write this as a principal of school who signed the Boards Taking Action Coalition resolution to not set targets using the National Standards).

We know that the introduction of a national reporting system of achievement levels based on unmoderated and unchecked teacher judgments about how well students are learning is flawed and irresponsible. However, there is an educational intent to this policy to raise the level of achievement for all students to enable them to access the growing demands of a curriculum that requires sophisticated locating, evaluating and synthesis. Mary Chamberlain (from the MOE, 2010) says it's taking our system from "great to excellence".

The national standards resource books such as *Reading and Writing in Years 1-8* provides teachers with definitions of the thinking skills needed by students to become critical readers and writers as well as providing teachers with a list of key characteristics of what texts students should be able to read at various year levels. Students need to be able to read the sort of texts you have in a good school library.

I'm not sure if the government intended to give such a strong message about the importance of school libraries through their national standards policy but it seems you can't really have one without the other. The characteristics of texts listed at each level require teachers to source reading material and information across the curriculum in many different forms. If your school library doesn't contain a rich collection of the variety of texts, including electronic ones, to support literacy across the curriculum, then you are unlikely to meet the intent of this policy (even if you do set targets).

Many principals are starting to question the value of school libraries. Some educators believe school libraries are nothing more than "sinkholes" of resourcing. Some schools are beginning to use their library spaces for other purposes. In New Zealand we would have to say that the primary school library is under threat. If the government is really serious about a high quality education system for the future they need to fund school libraries specifically. They need to reinstate advisors in all learning areas who can work alongside literacy advisors to support the teaching of literacy across the curriculum. Then we may start to see the value of a resource document (*Reading and Writing in Years 1-8*) that is truly understood and used effectively to raise achievement.

Let's make school libraries compulsory. They are more necessary than ever!

Just one thing

by Donna Watt, SLANZA Communications leader

It's a mantra, and I use it at work and at play, and especially for those times when I want to play but work keeps getting in the way. I read it somewhere and it was the right blog post, at the right time for me. At the time, I was feeling completely overwhelmed by all of the balls I have in the air. Work, home, family, SLANZA, online presence... there was no me-time. I was struggling to keep the balls in the air, in balance, and still find time to learn and grow, professionally and personally. So here it is, my adopted mantra, my coping mechanism. For what it's worth.

It's not about having a list, so get rid of the list right now! It's about choosing one thing. Removing the clutter of too much to do, no time to do it. If there is just one thing, it's manageable. The time can be found, and the sense of achievement gained from doing just one thing can be out of all proportion to the size of the task.

So kid yourself. Choose just one thing, be it clearing the kitchen bench, loading the dishwasher, folding the washing, or clearing your email inbox. Do just that one thing, and revel in the sense of accomplishment.

There doesn't have to be a next thing, but chances are your sense of accomplishment will lead you to choose just one more thing. If it does, great. But that's not the point. On days when you feel overwhelmed, when there isn't enough time for all the must-do's, let alone the want-to-do's, allow yourself to focus on just one thing, and celebrate your achievement when it's done.

Maybe you attended conference and felt overwhelmed by the number of web tools, gadgets and skills to learn. Perhaps you see posts on the listserv, and think "Where do those people find the time?" And when you're told that these are critical competencies, and we need them at our fingertips now, you think "I just don't know where to begin!" or "There's no time, and there's too much else to do." Well, now is the time, and there is just the one thing to do.

But maybe you need to make just one final list first. Write down all of the things that you do in one working day. Write down every little thing. It may seem as obsessive as keeping a dieting journal, but maybe it will be just as illuminating. Are all the items on the list as important as you assume? To whom are they important? Do you do them just because you have always done them? Or do you maybe do some of them because they are 'known' and safer than choosing just one new thing? An unknown and therefore scary thing. Like joining Twitter. Or starting a blog. Or learning to Skype.

We are inundated by lists of things that we need to know and be doing as library professionals. So do just one thing. Read one of those lists, say this one from Joyce Valenza - her [Manifesto for 21st century librarians](#). Lisa Oldham shared it with us on the school library email list recently. Her comment was, if you read nothing else today, read this.

The important thing is to begin, today. Yes, it is critical and it is urgent, and there's a great probability that your future in this industry depends on it. But it is, after all, just one thing.

What will it be?



Reading and Literacy in the Manawatu (ReaLM)

In 2009, a group of like-minded school and public librarians, seeing a lack of local professional development opportunities, decided to try and provide their own. The result was ReaLM (Reading and Literacy in the Manawatu) and in the last two years over seventy five library and literacy professionals have taken part in two learning-filled days of seminars.

Previous topics have covered Web 2.0 tools, storytelling, unpicking picture books, author talks, time management, 'Booktalks', understanding national standards, linking libraries and literacy, and the year's best new fiction.

Topics confirmed for 2012, to be held on Friday 15th June, include topical subjects such as the use of e-book platforms, and the relevance of non-fiction print resources versus the internet in libraries, as well as less conventional aspects of literacy such as screenwriting.

2011 saw the introduction of a literacy tour of schools. Twelve local schools had a visit from a variety of literacy professionals ranging from authors to illustrators to graphic novel experts, who engaged their audiences with their extensive knowledge. One school commented that it was "an incredibly valuable hour spent focusing on reading and the enjoyment of it."

Next year they are aiming to provide speakers in a greater number of Manawatu schools, meaning that more children and young adults can benefit from interacting with these truly influential people. The committee is currently seeking sponsorship to enable them to offer a bigger event.

For more information check out ReaLM on manawaturealm.weebly.com and follow them on Facebook and Twitter.

Preparing for tertiary study

Some challenges, successes and future plans

by Senga White, Library Manager at James Hargest College, Invercargill

Are students well prepared for the rigours of academic study and research when they leave secondary school and head off to their chosen field of higher education?

The more time I invested in developing a cohesive information literacy programme at James Hargest College, the more I began to realise the importance of providing a meaningful as well as practical course to offer students intending to move onto some form of higher education. This realisation grafted another branch onto my information literacy tree and is an area I've now been researching, developing and trialling for more than 18 months.

My vision for James Hargest College is to create a platform which would allow the school to embed the teaching of information literacy and research skills seamlessly into the curriculum. This would extend across curriculum areas, departments, year levels, and across campuses (as Hargest is a two-campus school). This platform now has a solid foundation to build on.

In 2006 I was involved in the Teacher Designed School's project which Hargest undertook. Teaching and non-teaching staff members had the opportunity to work together to set the vision for what the future direction of teaching and learning would look like at Hargest. Research groups were established and I elected to investigate how information literacy could evolve in our school as part of the Seamless Transition Research Group.

Out of my research came a trial of a collaborative information literacy (IL) module at the end of 2006 which incorporated our English, Social Studies and Science departments. The success of this trial led to the embedding of research units with specific IL skills taught. These units are taught to all Year 9 English and Year 10 Social Studies classes. The Science department has units at both Year 9 and Year 10 which embed other specific teaching of IL skills. Intentionally targeted teaching of online IL skills, particularly database usage, happens through Year 11-13 classes through a wide range of curriculum areas. All of these units are collaboratively designed and taught by a team that comprises me, the Head of Department and the classroom teacher. This work will be extended to Year 8 classes for the 2012 school year.

Tertiary Prep

As I began to extend the vision for seamless transition of IL skills into the senior level of the school, I had to consider which skills were essential for those students continuing their education beyond Y13 level.

Initially I spoke to some recent ex-students about what they felt would've been useful to know about research and study before they started their tertiary course.

From these sessions I developed an initial scoping document which listed the following lesson ideas.

- Using online databases – specifically advanced searching techniques
- Ways of utilizing Google features for better searching
- Bibliographies – one style doesn't fit all
- Note-taking techniques - Dot Jot, Cornell, digital
- How to get the best out of your academic library
- Study skills/preparing for exams

As a way of clarifying my thinking and collecting together resources in one place, I created the [Tertiary-Prep](#) website.

As Invercargill doesn't have a university, I decided to speak with the librarians managing the Southland Institute of Technology and the University of Otago, College of Education Southland Campus to "pick their brains" and reassure myself I was indeed on the right track.

Through this discussion I was put in touch with the policy, planning and evaluation librarian working for the Otago University Libraries. I was able to meet with him to discuss my project and found him very supportive and affirming.

I participated in the University Library orientation session in February, which saw a team of librarians from the University libraries deliver an interactive session to over 200 first year students about using their [libraries](#). I also attended a two hour study skills seminar run by a lecturer from the Higher Education Development Centre ([HEDC](#)), a department in the University where academic staff can access professional development and support with teaching requirements, and students can gain help with learning resources. This session was practical, hands-on and well facilitated, and allowed me to gauge how the classes offered at Hargest fit with the first year level of academic study.

Opportunities and Barriers

As with any new venture there are always opportunities and inevitable barriers. That's what "trial and error" is all about. No matter what your new venture may be, you need to accept that it's going to be harder and take longer than you expect it to. The following are some of the opportunities and barriers to my project.

Opportunities

A supportive leadership team who are prepared to listen to any and all of my crazy ideas and schemes and are very permission-giving.

Working with enthusiastic and encouraging colleagues here at Hargest, at Otago University Libraries and with local library colleagues.

Practical experience: Attending first year orientation sessions was invaluable.

Research, research, research! I have begun curating a body of information regarding tertiary prep, which you can access via [ScoopIt!](#)

Barriers

Time. There is never enough of it and the sheer nature of working in a very busy school library environment means continuity of thought for a sustained period is rare.

Timing. When to offer these tertiary prep tutorials has been problematic to say the least. It is the main reason for my inability to so far sustain the programme. Fitting into curriculum and timetabling has proved very difficult, but I don't believe these issues to be insurmountable.

Next Steps

The number one barrier to making these tutorials sustainable is cementing a time where students are able to attend on a regular weekly basis. Over the course of the past two school years I've attempted various ways of doing this. For the 2012 year I have decided to promote the tertiary prep tutorials to our Y12 cohort, who share the same study period each week. I will run an initial six week block of sessions at the beginning of term two and if there is sufficient interest I will run another one in term three. These sessions are strictly voluntary but hopefully the staff who teach Y12 will promote the sessions and encourage their students to attend.

Alongside this, I plan to develop a completely online module for Y13 students to work through some of the information and modules on the [HEDC](#) and Otago University [Libraries](#) websites. I will offer support to these students in a number of ways including forum discussions, emails and sessions during study periods. I will also offer tertiary prep sessions to Y13 students during our weekly after school study centre.

Should next year's Y12 trial prove successful, there are plans to create specific roles within our student library team for students who have successfully completed the course to work as IL mentors. While these students are rostered on duty they would be available to help others find and use information when studying or researching in the library. This concept could possibly be extended into the classroom setting.

I will continue to work closely with the Otago University

Libraries team, particularly the local campus. Plans have been discussed to take students to the university library for a tour by the library manager, who would also give them training in using the University Library catalogue and the Endnote citation generator.

I will continue to evaluate and reflect on the work and programme happening at Hargest, and also to keep up to date with what's happening in this area globally. I have recently become aware of the [Journal](#) of Information Literacy which has some excellent articles and reviews. One of next year's themes at the Librarians' Information Literacy Annual Conference ([LILAC](#)) is *Transitions: from School through to Higher Education*. Murdoch University recently published an article on their website about a unit they run to help students adjust to the demands of academic study.

These global trends only serve as an encouragement to continue with the programme I'm developing as there is obviously a recognition of the need for both secondary schools and academic institutions to work more closely in smoothing the transition to higher education. Finally, and importantly, it fits well into the James Hargest [College](#) vision, part of which is:

"To fulfill the vision of the New Zealand Curriculum by the development of confident, connected, actively involved lifelong learners in a way that reflects the expectations and needs of the Hargest community.

Our strong achievement focus is of prime importance, with sights set firmly on the pursuit of excellence and best performance by all."

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DigitalNZ Ā-tihi o Aotearoa

New Zealand digital content at your fingertips

by Chelsea Hughes, DigitalNZ, National Library of New Zealand

DigitalNZ has recently been redesigned and now offers a new and improved search experience that aims to make it easier to find, share and use New Zealand digital content. The popular service provides access to over 25 million pieces of New Zealand digital content gathered from more than 120 organisations.

Search across 25 million pieces of New Zealand digital content

DigitalNZ gathers and provides access to digital content that has some connection and relevance to New Zealand Aotearoa. There is a wide variety of content available, including heritage photographs, artworks, newspaper clippings, scientific journals, and much more. Items are contributed from partners including Te Papa, the Alexander Turnbull Library, Auckland Art Gallery, Te Ara, and NZ on Screen.

With so much New Zealand digital content available, the new DigitalNZ search helps users narrow their results to those most relevant to them by combining a single search box with simple filtering options.

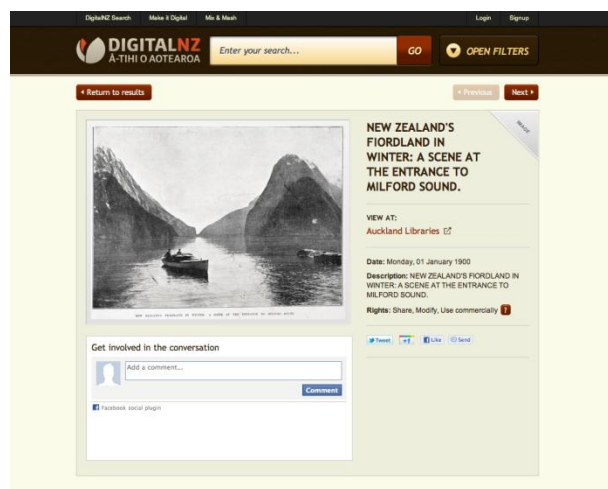
New features include filtering by format, type, usage rights, content provider and website. The new sliding timeline tool also allows users to display search results within a particular decade:

Built in options for sharing through Facebook, Twitter and Google Plus



When a user finds a digital item of particular interest, they can now share it with friends and colleagues through a variety of social media, including Facebook, Twitter and Google Plus. With Facebook, they can either share a link to the item or generate a conversation by adding their own comments using the Facebook social plug-in.

Clear explanations of how to use New Zealand digital content



The new and exciting usage rights filter allows users to narrow their search results by usage rights, displaying only those digital items licensed for reuse, modification or commercial use. This may be of particular interest to teachers, librarians and students looking to use digital content in their schoolwork. While the usage rights filter is available through the DigitalNZ site, users are still encouraged to clarify the terms of use with the contributing institution.

DigitalNZ and the National Library of New Zealand have also worked together to produce an educator's guide to remixing digital content that helps teachers explore digital storytelling, copyright, data reuse and more. The guide, "Free to Remix", is available at mixandmash.org.nz/schools

In addition to the search site, DigitalNZ also runs Make It Digital (makeit.digitalnz.org/), a site that acts as a one-stop shop for questions about creating New Zealand digital content. The Make It Digital service includes a forum for people to ask and answer questions about digital content, ranging from questions about copyright of photographic artworks to people seeking guidance on open-source image cataloguing software. There are a suite of useful and easy-to-understand guides available to assist people with various aspects of creating and using New Zealand digital content. The service also includes a voting tool that encourages members of the public to nominate and vote for content they wish to see digitised and made available online.

Visit digitalnz.org to learn more and begin exploring New Zealand digital content.

EPIC Insights

Britannica Online

by Paula Banks, EPIC Manager

Yes that is my actual job title – a fun party trick is to get people to guess what my job is based on the title, but lucky for you, I'm just going to tell you. [EPIC](#) (Electronic Purchasing In Collaboration) is an e-resource purchasing consortium on behalf of New Zealand libraries. My job is to manage the consortium. I am based at the National Library of New Zealand.

The Ministry of Education is a member of EPIC and pays a subscription to a suite of 23 e-resources through EPIC on behalf of all New Zealand schools. Access to these resources is provided for schools through the following URL <http://www.tki.org.nz/epic>.

As there are so many fantastic tools to choose from in EPIC, I am going to try and help you to get to know them all a wee bit better by highlighting a different EPIC resource in each edition of Collected. The first resource I am highlighting is **Britannica Online**.

When people think of Encyclopaedia Britannica, the first thing that comes to mind is beautifully bound, multi-volume sets sitting in pride of place on the book case at home or in the reference section at the library. Inside, you would expect to find an intimidating array of highbrow articles on any topic imaginable. **Britannica Online** still contains a wealth of articles on any topic imaginable; however, it certainly isn't the intimidating prospect that the print version of old may have been.

The version of **Britannica Online** that is available free to all NZ schools through EPIC has been created especially with school children in mind, whether they be new entrants, Year 13 or anywhere in between. There are three levels to choose from: *Primary School*, *Middle School* & *Senior High School*. The articles and resources included in each level have been adapted from the advanced version of Encyclopaedia Britannica to be accessible to a younger audience.

To access **Britannica Online** go to [EPIC](#) and login with your school username & password. Then click on the link to **Britannica Online School Edition PreK-12** (if you want to go directly to the Primary School level, click on **Britannica Online School Edition PreK-8**), this will take you to a page that will enable you to choose the level of **Britannica Online** that you want to search.

If you are unsure about which level suits the needs of your students then try the option to search all levels.

This allows you to see a sample of the results for all 3 levels and gauge which is the best fit.

Britannica Online contains so much more than the authoritative encyclopaedia articles it is traditionally known for. It also contains a wide range of interactive media covering all areas of the curriculum at all levels. A good place to start, if you want to check out the wealth of material available is to go to the Learning Materials section. A link to this can be found on the top toolbar.

Other cool features of **Britannica Online** include:

The Britannica Learning Zone

Contains a vast array of interactive activities (including games) specifically aimed at new entrants children.



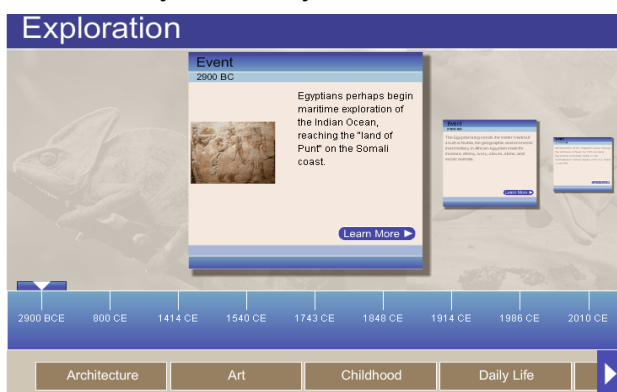
Country Comparison

Allows you to compare information about two different countries side by side.

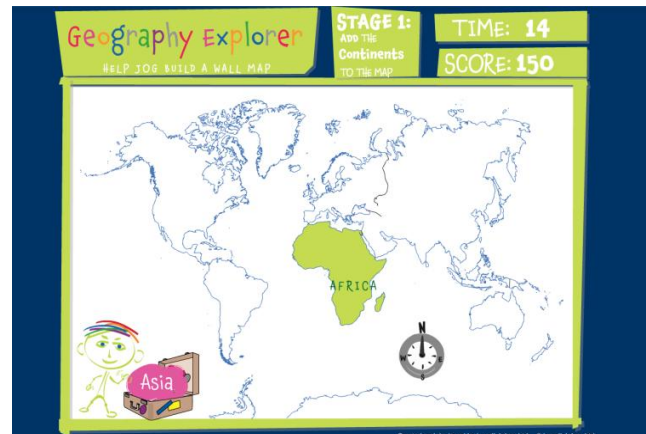


Britannica Timelines

Choose a topic and view a timeline of historical activities associated with the topic. There is now even a new feature which enables you to create your own.



The best thing that you can do is to just have a play around, I'm sure that you will stumble across loads of amazing resources to recommend to students and teachers alike. By playing around, I discovered *Geography Explorer* and can now proudly inform you all that I can now identify all the continents of the world – not so good with rivers though...



And finally, if you have good examples of how you have used **Britannica Online** with a class, teacher or connected to an assignment or the curriculum, we would love to hear about them at EPIC so that we can collate and share them with other users. If you would like to tell us about your experiences with **Britannica Online**, please either e-mail me at paula.banks@dia.govt.nz or our fantastic School Libraries representative on the EPIC Governance Group, Senga White library@jameshargest.school.nz.

Grass roots advocacy

What you do makes a difference

by Greig Daniels, Librarian at Tokomairiro High School, Milton

I've been thinking about advocacy a lot recently. I don't think that my thoughts are anything new to people and certainly checking out the advocacy page on the SLANZA wiki will reveal a lot of these ideas have been articulated before. I'm putting these together to clarify my own thoughts and hoping they may be of use to others.

For SLANZA, advocacy exists at three levels: local (or individual), regional and national. And while the regional and national levels have their own importance, it's easy to underestimate the importance of the local. What you do, and how you act in your own school is very important.

School librarians are the visible aspect of school libraries; we interact with teachers, students, administration staff and the local community. In a small town, you are your job. If you're a librarian people expect you to fit their own stereotypes. Well, all librarians and all school libraries are different. In spite of that, we share one main goal – improving student achievement.

One of the first areas to concentrate on is building relationships within your school. Identifying yourself to staff and seeking out opportunities to collaborate is one way to show staff how useful you can be. Offering to assist students with information skills, preparing extension reading lists, lists of websites that may help a teacher, showing a gifted and talented group the EPIC databases, or having material put aside for students with special learning needs. All of these show that you are prepared to be a part of the teaching programmes. Some teachers may not want to build collaborative relationships, but there are many who do. They will seek you out and ask for help.

The most important relationship is the one you have with the students. Your library will reflect you, and it's important that the relationship with your students is the one you work on the most. In most cases you will be the first port of call for students using the library and your attitude and openness must show interest and passion.

You need to develop a presence in your school – be seen in the staffroom at interval, and perhaps staff briefings. Taking part in larger school events tells fellow professionals and students that you are part of the team. Offer your library as a place for department meetings, student meetings, and professional development meetings. This gets staff who don't use your library to come in and see what there is to offer.

Don't be afraid to ask for time in a staff meeting, to demonstrate new equipment, programmes or ideas that may assist teachers or encourage collaborations with teachers. As a school with a year 7 and 8 level I am often involved in their research projects. I try and make time to go to classrooms, see finished products, or watch the class present their work.

It is also important that you build relationships with the wider community, especially parents. Again, ask the PTA and Board of Trustees to meet in the library. Have the library used on open evenings. Present a written report to the Board, or better yet present it in person.

The PTA and the School Council can help in fundraising and providing parental support and access to other parents. Having a feedback session on funds raised, showing the PTA just what you did with their money are important ways of securing and keeping their support. Invite local book clubs to use the library for meetings and attend these meetings to talk about what the library offers students.

One part of being an effective advocate is to be informed of issues that relate to your profession, and the needs of students. As an information professional you are probably hooked into these information channels already. Being part of the school library email list, using the SLANZA wiki and website or subscribing to the sites of library professionals you admire, are all ways of procuring information about library issues and trends, as well as examples of good advocacy elsewhere.

Also effective in advocacy are the collegial links that you make through organisations such as SLANZA and NZEI. Taking advantage of professional development courses can both increase the number of fellow professionals you meet, and add to your professional skills. All of these factor into making you a more effective professional and raising your profile. Taking advantage of opportunities like this can make a great deal of difference to your role in the school. They also give you a community and a network of other people with shared interests.

The most important part of advocacy, however, is student achievement and how the library and librarian support this. What do you do to assist with student achievement? How does your role impact on this area? While this can be hard to measure in school libraries, there is research that does show the impact of strong libraries on student achievement. Doug Johnson makes these points in his [Four rules of advocacy](#).

So, as you can see, this is not rocket science! Some readers may think that I'm stating the obvious, but I remember my first days as a sole charge librarian and just how hard it was for me to conceptualise my new role within my school, and within the profession. Understanding the role you play in student achievement is just the beginning. Next you must inform your learning community, any time, and in any way that you can. That is grass roots advocacy.

This article has been informed by emails from SLANZA members and participants on the school library email list, however any mistakes and shallow observations are mine. Thank you for sharing your views.

Boys CAN read!

Rewards and success of the Pasifika Homework Centre

by Bharathi Char, Librarian at Henderson High School, Auckland



As a school librarian, there is no greater reward than knowing that you have made a difference to a student's life. We all have our moments as school librarians when we get a

student interested in books and reading. I feel satisfied and fulfilled when I have converted a non-reader to reading, or when I see a student's face light up when he finally gets to read a book he has been waiting for.

The Pasifika Homework Centre launched last year in the library at Henderson High School has converted a number of our Pasifika students into confident library users who enjoy reading a wide range of books. The centre was started as a place for them to just do their homework and take extra help from teachers, but I wanted it to be more than that. When I realised that a lot of the students were nervous and wary of using the library resources, I conducted some library skills and information literacy sessions with them. This gave them confidence to try out new things. They were just informal sessions with me and another teacher helping the students within our capacities. The homework centre became so popular, especially with the seniors, that they never missed it. There was an instance when it clashed with their choir practice and the music teacher had to bring the piano to the library as they had a performance coming up!

There were a number of positive results from the Pasifika Homework Centre: confident library users, involvement in library activities and of course reading! There has been a dramatic increase of the Pasifika students using the library regularly. Even more delightful has been the number of the boys who have started reading.

One of my greatest rewards has been to see Joseph Aumau who seemed to hate reading but has now become a voracious reader! Here is a summary of what he shared with me on how reading has changed his life. He used to hang out with the wrong crowd; he was in a gang and often got into trouble with the police.

Joseph spends a lot of time both in the school and the public libraries and shares what he has read and recommends books for our collection. He borrows and reads a lot from Auckland City Libraries where he has a number of books on hold at any given time. His interest in reading has changed his attitude towards studies and he is now working hard in other subjects and wants to succeed. He will finish school this year and hopes to pursue a career in engineering, and to keep on reading!

"I got introduced to books in the school library last year when I attended the Homework Centre.

Now my hobby is reading whereas before it used to be 'getting into trouble'.

*When I read, I am happy
and I feel I am in another world,
a world full of imagination and adventure!
I have also influenced some of my friends
to read though they do not read
as much as I do.*

*Reading has changed my life
and I wish more boys here would read.
They do not know what they are missing."*

Joseph Aumau

Learning the ropes

Services to Schools supporting School Librarians

by Lisa Salter, Library Manager, Ruawai College and Community Library

So you got the job at your school library, congratulations! You love books and have a fair idea how to research, you get some tips from your predecessor and you take over. Maybe you have worked in libraries or schools before, maybe not, as schools often hire a local person to 'assist' in the library. Where do you start?

May I suggest that your first call should be to the National Library Services to Schools team? That is where I started and I haven't looked back. The support and advice they have given me has been invaluable and not only about how to order resources for teaching staff from [Curriculum Services](#) to support teaching and learning, but also around the importance of literacy. The team at Services to Schools is there to help.

A good start is to enroll in the Foundation Librarian course offered in various venues around the country. This course exposed me to good library management initiatives, inquiry learning, finding my way in a school environment and, of course, literacy connections. I also started to make connections with other local library managers.

From there my local National Library Schools Programme Adviser set me on a solid path. She visited my library and helped me set priorities and goals. There have been some changes to National Library Schools' Services in these last 11 years, but their professionalism and dedication has not wavered.

A few years ago National Library reviewed their services to best achieve their aims.

Some local level positions were lost in the reshuffle. To provide better access to their services, 0800 LIB LINE was established, and their website was updated.

If you have a look today at the Services to Schools website, these are the services, links and products you will find:

- Professional Development - Lists all courses on offer with regional links and online registration
- Curriculum Services - Outlining services to schools including how to access resources to support learning in your school
- Developing your library - resources for management, tools and guides, student achievement, and looking toward the future of libraries
- Culture, Identity and Heritage - information and advice to support Maori students, and information and resources to support Maori culture
- 21st Century Literacy and Inquiry - looks at how libraries can support literacy learning and critical thinking in our ever changing environment

When you get a chance, you should check out the online communities, encouraging us to engage virtually with groups that interest us from our desktops. We can join teen fiction, RLIANZA re-registration, local networks, and picture books to name a few. And don't forget search engines like DigitalNZ to help your students find images, video, audio and data to support their research. The DigitalNZ team also run the Mix and Mash competition and, with Services to Schools, wrote *Free to Mix: an Educator's Guide to Reusing Digital Content* available on the Services to Schools website.

Other services to introduce to your staff and students include high interest topics which are online resources relating to popular curriculum topics. Also check out the [AnyQuestions?](#) (and [ManyAnswers](#)) website, where students can talk online to a librarian who will guide them to find the best answers to their work. You can arrange a class booking to introduce this service to your students. I also recently became aware of an inquiry learning opportunity for students around the "[Haka! Speaking with every move](#)" exhibition at their service centre in Auckland. This quality, cultural, hands on programme is available free to schools and is adapted to suit any year group. Also in the Auckland Centre is the Learning Studio where educators, including librarians, can meet to collaborate on projects and to learn about and create learning materials using a variety of technologies.

I have found the staff from National Library to be consistently supportive, informative and professional; I credit them with turning me from a well meaning support staff employee to a professional librarian. The team at National Library Services to Schools is there to help you, don't hesitate to contact them. Finally, don't forget to sign up to their online newsletter at schools.natlib.govt.nz/news.

The screenshot shows the National Library Services to Schools website. At the top, there is a search bar with the text "Enter the terms you wish to search for." and a "Search" button. Below the search bar is a navigation menu with links for Home, About, Curriculum Services, Professional Development, Online Community, Gallery, Events, Blogs, Create Readers, Libraries and Learning, Developing Your Library, Creating Readers, Culture, Identity & Heritage, and 21st Century Literacy & Inquiry. The main content area is divided into several sections: "Quick links" with links to National Library of New Zealand, National Library of New Zealand catalogues, New Zealand digital resources for schools, Curriculum Services online request form, High Interest Topics, School Library tools and guides, SchoolCat, and Any Questions; "Featured" with "Mix and Mash Winners" (The winners of The Great NZ remix and mashup competition have been announced.) and "Inspire Me" (National Geographic Education); and "News" with "Services to Schools News" (Christchurch Update) and "Christchurch Update" (The Christchurch Centre will be reopening in a brand new location later this year, until that time, our Palmerston North Centre will continue to process loans for all our South Island schools. South Island).

Living libraries & human books

by Fiona Mackie, Library Manager at the Frances Compton Library, St Cuthberts College

One of the most enjoyable parts of co-convening the recent SLANZA conference was reading all the abstracts submitted for workshops, and getting really excited about the range of topics. I was thrilled to see an abstract about running a Living (or Human) Library. The Living Library was devised as a way for people to find out about the experiences of others, so barriers can be broken down, prejudices dissolved and understanding of differences encouraged. It was first run at the Roskilde Festival in Denmark in 2000, and has since spread around the world. Library users can 'borrow' a 'book' to listen to the story of their life experiences, whether it is being disabled, homeless, a war veteran, homosexual, of a different faith or belief system – the range is only limited by the amount of 'books' that can be organised for the event, and the space and time available.

In 2008, LIANZA promoted Living Library as part of Library Week, and Colleen Shipley, the librarian at Marlborough Girls' College, took the plunge and used the resources LIANZA had provided to run it at her school as part of their Library Week celebrations. More information about the concept can be found on the [Human Library website](#), and [The Guardian website](#).

I attended Colleen's workshop, hoping to gain information to be able to run a Living Library during our Library Week in Term 3, and was not disappointed. Colleen outlined the concept and took us through the organisation of her event, and I know our Living Library greatly benefitted from her experiences and ideas. I talked about the concept with our library team, and everyone, including our student librarians, was very excited about it, so armed with the information from the conference, I set about identifying and contacting potential books. As our library has girls from Y7-13, there needed to be a very wide range of stories, and trying to cater for this took the most time. The timing of the event was a factor, as it took five weeks to contact everyone and confirm their participation. There were several others we asked, but they were unable to participate due to the Rugby World Cup – amazing the unexpected effects the Cup had on us, isn't it?

Right: Priscilla Penniket, Education Coordinator for Rainbow Youth

Below left: Rainbow youth, Springbok Tour protestor, working with youth addicted to drugs and alcohol, and Womens' Refuge

Below right: Jennifer Wiseman talking about being a Springbok Tour protestor in the 1980s



Our confirmed 'books' were a lesbian from Rainbow Youth, a Springbok Tour protestor, a guide dog trainer, Womens' Refuge staff, and people who work with addicted youth.

We promoted the event via our website, Intranet and email, during classes and plastered posters around the school, which identified the books by their story, not their gender. Students booked in via email for a 15 minute slot, so we could run two sessions during the lunch break, and give the books a 5 minute break in between bookings. I was incredibly nervous on the day, as I really didn't know if everyone who had booked would show up – like every busy school there is always something extra that happens that students have to attend, and that day was no different. However, it came the girls, the conversations started and the library felt amazing! There were groups everywhere absolutely intent on what the books were saying, and I was delighted with the questions that the girls asked. Every girl I spoke to said how interesting she had found it, and asked if we were going to have a Living Library next year. The books were really happy to have been part of the event and all said that they would happily be part of next year's event too. We finished the event by sharing afternoon tea which was a lovely way to end.

Improvements for next time include starting planning and contacting people at least two months out, and have bookings online via our website. But most of all I would do it again!



Snippets from Nigeria

A librarian in Lagos

by Michele Ayres, Librarian at Christchurch Girls' High School

Lagos arrival

Miscalculating the time difference, my Nigerian flight takes longer than the 8 hours I pace myself for. I run the gamut through customs assuming I am done, but officiously they drag me back questioning at length my school library visit. Meanwhile, my burqa-clad travelling companion cheerily waves goodbye. She is off to visit her husband for 20 days. Burqas have some serious advantages.

After three hours of 37 degrees, four planes arrive simultaneously. Amid ever tighter crowds, my luggage duly circuits the only conveyor belt. Nigerians elbow and complain about the sadly inefficient state, grumbling that there has to be a better way for delivering passenger luggage. Memo to self: don't ever complain about NZ airports again!

Stranded and heckled by taxi drivers, I'm eventually found by my sister Jane. She scolds her driver Isiah and adopted son Sarafa for not having spied me, but in this mayhem it's pretty much impossible. Pushy money exchangers block our exit. The quick fire pidgin is indecipherable, so Isiah translates.

[Greensprings School](#)



Greensprings school senior building; free school lunches for migratory birds

The school is divided into two campuses, each supporting 1200 students. Anthony on the mainland via Victoria Island is the original school. Increasing student numbers prompted a newer site at Lekki (semi complete and functioning by 2006) with boarding facilities. Both schools are Montessori-based from preschool through to Year 11. Some facilities are still being developed, such as a gymnasium and IB (International Baccalaureate) media centre. For the privilege of attending this school, day students pay \$NZ10,000 per term.

I have managed to find a half hour before lunch when the pool is vacant. Swimming in a four-meter deep pool with life guard discreetly in attendance- in climbing temperatures- provides a measure of sanity.

My library time is divided between both campuses over the junior and senior levels. The libraries have basic resources,

relying largely on parent donations. Each child donates a book on their birthday. There is no budget or library plan. I get blank looks when I mention information literacy, critical thinking, and research models, although they know about SAUCE. I have spent considerable time developing general office management systems, job descriptions, and procedures, as well as exploring search engines and the use of Web2 tools.

My next step is to develop the IB media centre. The internet is available but unreliable. This is frustrating with the amount of sourcing required for IB resources. Over Christmas the room will be painted, then will come furniture, shelving, computers, software programs, and a library collection. The library staff are very friendly and enthusiastic: sponges for learning and all vying for a position in the new IB centre. Predictably, my time is slipping by quickly.

Seasons: December

It's Hammottan season. Cold, dry and dusty, it contrasts with earlier high humidity. Most ex-pats still think it's hot. Hamottan prompts wildlife to migrate from Nigerian highlands to warmer delta climes of Lagos and the Benin Bight. Yesterday I saw a large magpie, but no...it is far more predatory, with a hooked beak and raven-like movement. It enjoys a free scavenge on school play-lunches.

Surprisingly, locals don't know the name of this bird from the highlands, nor the dead red beetle similar in size to those horned rhinoceros beetles lying in Canterbury museum drawers. For many locals, it's really just about getting through the day.



My half house home in Crown Estate Compound

Crown Estate Compound

At this compound, domestic rituals challenge. 'Ordinary' takes on gigantic proportions. I get cunning in assessing when *nepa* (electricity) is likely to function. We've been on generators for days - this means reducing consumption where possible. No power - no air con. No power - no boiled drinking water. No power - no showers. Power outages are entirely random.

On Sunday at 5pm, suddenly, *nepa* lights up the compound, just in time to watch the World cup finals between Nigeria and Switzerland. At the ‘swamp’, it is an apocalyptic experience watching the game on 2x2-metre TV screens that occupy each corner of a sand floor arena. Plastic furniture, outdoor bar, and fire cooking pit all pay homage to these screens. Cheering and shouting is apoplectic because all locals (and expats too) want the Nigerian team to win. At half time, we dance and eat from huge cattail fish and chip platters. Cheers reduce as Nigeria repeatedly misses goals, but the crowd sighs with relief as Nigeria gets through to the 2010 World Cup anyway.

Arriving back at Crown Estate, I barely make it through the security process, before the *nepa* controller is off again. Mysteriously, it resumes for a 15-minute transmission of the ‘game’ review....



Jane’s lizard neighbor

Head-hunting

We’re all going on a ...on a ... not a summer holiday.....

Driver Isiah has to collect palm wine for his father’s funeral from his brother’s shack store in the swamp. Down a side road, forceful police wave us over. They demand ID, driving papers, and car rego. We quickly zip the car doors and windows. Isiah is struggling outside, trying to be calm but assertive. Jane grabs the dangling keys from the ignition. Police signal Isiah: “Open the boot – open the bonnet.” They poke and look. Suspiciously, “This car is very new, no?”

“We are from Greensprings School...big school...we are ‘known’...we work at the school. What is the matter?” Eventually, after much arguing, Isiah is allowed to drive us away.

“What was that about?” we ask him.

“Oh, they’re looking for heads...”

“Heads? Heads? What sort of heads?”

Laughs. “Human heads”.

It’s sacrifice time, Isiah explains. People disappear.

I realize that I haven’t seen many old people. Fifty is a ripe old age here.

Fuel

It’s Tuesday and 6am. I plan my lesson on search engines for library staff at Anthony campus. On Sundays, with church attendance, it can be a quick half hour drive from the compound along Lekki Highway to Victoria Island (V.I.). But Godday (Goodwin), my driver, tells me there’s a fuel shortage and they’re hiking prices from 67 *niara* to 200 *niara* per litre. Barely out the gate, we join the massed vehicles struggling

towards V.I. The usual four lanes have morphed into eight with long petrol queues bordering the sandy edges.

Tooting, juggling, stopping and starting, it’s three hours before we reach Anthony campus. Training is off: the library server has crashed and IT are working on retrieving the backup. I look for my phone to call my driver with change of plan but have misplaced it and the school guards tell me Godday has gone fuel scouting with his jerry can. Email and library planning looks like the best option.

Godday eventually arrives, mopping his brow.

“They fight...you should see the fighting...I have to bribe the petrol manager for fuel”. It seems the money I gave Godday for lunch was part of the bribe. I decide it’s time to leave, but teachers materialize and request I ferry exam papers to Lekki. It’ll take 3 hours to print them. By this time I am quite paranoid: we don’t want to be on the highway late at night? I refuse further requests.

The already trying fuel problems compound at Christmas time, when price hikes continue until New Year, as everyone looks at ways of making an extra buck. Next day, I learn there was another armed robbery the same night on the Lekki highway. You never travel in the dark unless you have friends in the jungle...

Armed robber

On Saturday, Isiah’s skin glistens. His eyes pop bloodshot pink from dark skin. He sinks into Jane’s couch.

“How’s the panadol?” we ask.

‘Mmmm...is no good, no good.’

“What about jungle medicine?”

“Oh ya, yes, dis good idea...”

Speeding down the highway, it’s only 30 minutes before we greet jungle medicine man Staga Naga Moka outside his bamboo and palm-thatched hut.

Sarafa and friend ready to assist with jungle medicine ritual



Wielding a machete, Staga has just descended from a palm with 5 litres of juice in an orange plastic jerry can. Responding quickly to Isiah's request, he disappears into the jungle. I listen to a crocodile cough; I sup on fresh palm wine, and feed plantain chips to a village child.

Staga is soon back trailing medicines: lemongrass, pineapple, plantain and more.



Collected plants for malaria medicine

Pointing, Staga explains how Isiah must prepare this medicine in a clay pot. Staga ritualistically slices it in half when ready and tells Isiah to drink it over one day. But no food.

While I listen, another villager is coiling a palm frond into a ring for the clay pot to rest on. Everything you need is in the jungle. Almost.

Pouring himself a slug of vodka, Staga starts to drink but then tips the cup and blesses the medicine plants gathered, before passing the remaining vodka to Isiah. This creates a link between blessing and healing. Where did Staga learn his medicine? From his father...and his father before that.

The serious business of drinking sacred palm wine and chewing kola nut begins. We are honoured to be given kola. This gives us equal status to the men.

A white phantom streaks through the greenery. "Ah! It is the armed robber!" Staga observes. While I listen to Staga, Jane chases the 'phantom'. It seems this phantom lives on rice and coconut for breakfast, followed by rice and fish for lunch, followed by fresh fish for dinner. Sounds good. But the 'phantom' has become the 'armed robber' plundering the family soup pot. Tomorrow, the robber is destined to be the soup. Jane returns with the armed robber snuggled in her wrap purring loudly. Half the size of NZ felines, the armed robber-kitten was purchased for ratting, but has resorted to thievery instead. Jane buys the armed robber and makes a further donation towards batteries, their main power source.

Sunday

The armed robber purrs on, smooching and grazing on sardines and rice off Jane's dish. Isiah slumbers through his jungle medicine. With two ex-pats, I take a 5-hour return walk through jungle to a beach paradise where we meet a Muslim chief and his son, the future king.

Just a little slice of Lagos, Nigeria....

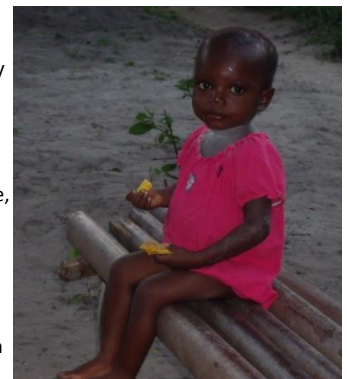
You can read more about Michele's experiences in Nigeria in her [presentation on Slideshare](#)



Above: Staga Naga Moka collecting palm juice for wine – their only income

Right: Shy, starving, but so very polite, plantain chips prove popular

Below: Paradise beach laced with plastic refuse and it's very own Robinson Crusoe raft



Farewell to Manchester Street

Demolition signals a new beginning

APNK and Services to Schools Teams, National Library Christchurch

Due to the devastating 6.3 earthquake in Christchurch on 22 February and the subsequent aftershocks, the National Library Christchurch Centre building was red stickered and as I write this is in the process of being demolished. By the time this is published, our Manchester Street building will no longer exist, but will instead be yet another patch of bare land in the CBD. Fortunately, Services to Schools and APNK staff managed to evacuate the building unharmed.

The rescue mission to retrieve the book stock was scheduled for early May, but was cancelled as a result of ongoing aftershocks. Then, on the 18th of May, National Library staff gathered at dawn and under the strict supervision and guidance of an engineer, several Civil Defence wardens and a team of hired labourers, were given a one off access to the building to rescue and retrieve the collection, property, files and computer hardware. During this day the entire library collection was wheel-barrowed out, stacked into crates, then placed into storage. It was an exhausting but successful day.

New location for National Library in Christchurch!

Since February, the hunt has been on to secure a new home for the National Library. Our scouts worked 24/7 and finally managed to secure facilities at Cavendish Business Park in Casebrook, Christchurch. From June, contractors have been working long hours to transform the warehouse space into a fully functioning library environment.

Assistance from our colleagues and patience from our clients

We wish to thank our South Island clients for their patience over this time, and of course also to our Palmerston North Centre colleagues who have been processing loans since February for South Island schools.

National Library staff at the demolition site (L to R): Glenda Fortune, Kathy Palmer, Wayne Field, Tina Morrison, Cecily Fisher



300 Manchester Street

A history

by Moata Tamaira, Content Editor, Aotearoa People's Network Kaharoa

The building that eventually housed the National Library in Christchurch stood at 300 Manchester St for over 40 years. It was commissioned in 1969 by Blackwell Motors as a purpose built automotive sales, repair and showroom and was officially opened in 1970, at which time it took the place of the Blackwell premises on the Kilmore/Durham St corner (where the Copthorne Durham now stands – though it's due to be demolished). The new building included a second hand sales yard, BP pumps, fuel lines and pits, and was designed by architect Maurice Mahoney of architecture firm, Warren Mahoney.

Blackwell Motors operated from the building for 12 years, later moving to premises in Sockburn. After that the building was used as a furniture showroom before being taken over by Dingwall and Paulger, a Christchurch grocery wholesale company that owned the Foodland, Keystore and Price Cutter group of stores. The company unfortunately went into liquidation in 1991 which left the lease available to be taken up by National Library which initially tenanted the whole building, with surplus space not used by school services being utilised for storage for some Wellington material.

By the 1990s the north "used car sales" portion of the building had also been torn down, replaced with a driveway and a new building which would house the [Christchurch showroom and warehouse of Jacobsens Commercial flooring](#) (314 Manchester St).

Eventually National Library no longer had use for the all the space afforded by the large building and so the east half was taken up by the Asian Food Warehouse. This made for some spicy aromas in certain parts of the library.

In later years 300 Manchester had become home to a flock of seagulls (actual ones – not eighties popstars) who had been known to injure workmen or anyone who came too close to their roosts. The hydraulic lift in the building which was used to transport book stock between the two floors was also well-known to staff as "the slowest lift in the world". Even the most sluggish of stair climbers could ascend the central staircase, stroll leisurely along the south end of the building and arrive BEFORE the lift did.

Prior to construction of the Blackwells building, the Manchester/Salisbury corner had been home to an ice cream factory for many years. The Perfection Ice Cream Company Ltd had premises at 300 Manchester St and the factory included a 50 person capacity air raid trench which was put in during WWII by Christchurch architecture firm Trengrove and Blunt.

After the 6.3 magnitude quake of 22 February the building was "red stickered" and deemed too dangerous to enter and was eventually added to the list of quake-damaged buildings to be demolished. On 18 May National Library and Mainfreight staff were able to return to the building to retrieve equipment, documents and book stock.

Deconstruction of 300 Manchester St began on 29 August 2011 and has so far taken 6 weeks with all non concrete internal and external fittings, insulation and cladding being removed before diggers set about pulling down the concrete "skeleton" of the building in the final stages. On Friday 7 October National Library staff gathered to wish the building farewell and witness the removal of the National Library sign that had stood for over 20 years.

Images by Aotearoa People's Network Kaharoa, used with permission. View the full set on [Flickr](#)



Contains graphic content

A series of semi regular reviews of graphic novels

Reviewed by Greig Daniels, Librarian at Tokomairiro High School, Milton



Stagger Lee
By Derek McCulloch and
Shepherd Hendrix
Image Books
ISBN: 9781582406077

Part musical history, part social history, part commentary, part love story, Stagger Lee is a staggering tour de force from writer Derek McCulloch and artist Shepherd Hendrix. They have managed to combine in one story

a history of the black experience in 1890's America and the story of a popular song.

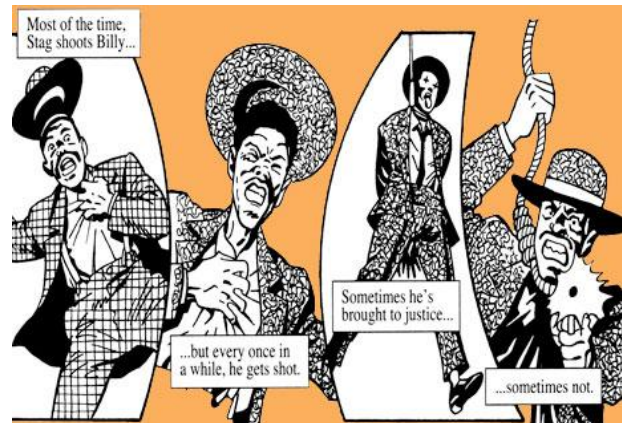
Stagger Lee is one of the most covered blues songs in music history. It takes us back to 1895 and the bloody and fatal shooting of Billy De Lyons by Lee Sheldon (Stag 'o' Lee). The main story follows the aftermath of the shooting and the trial that results in a hung jury. Running alongside Lee's story is that of Hercules Moffat, a ragtime musician who is starting to write his own songs, adapting the street stories and ditties of the black community.

Concentrating on the plot and structure threatens to do a disservice to the artist Shepherd Hendrix, but in reality he is a full co-author in Lee's story. His drawings add life to the old story, accurately realising the historical setting, but allowing the characters to show their humanity in posture, expressions, and attitudes. His Billy is a swaggering bully, his Lee a cocksure little man who knows the ins and outs of political life, the byways of the city and who is prone to violence under the daily depredations of a black man's life. He manages to capture the genteel life of the educated blacks, and contrasts it with the stark reality of the streets. The white leader of the political machine swaggers with menace; the police are thick witted thugs, agents of whoever pays them.

His dramatic page layouts lead us through the story and the inserts, which could disrupt the story, simply broaden its appeal and let us reflect on what has gone before.

Stagger Lee is a superior reading experience, and a beautifully drawn and realised graphic novel.

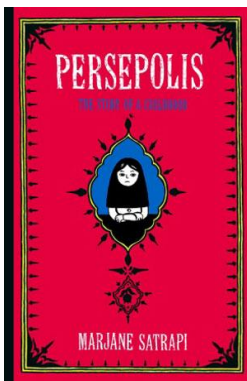
This graphic novel would be more suited to Year 12 and 13 students.



Excerpts from the Stagger Lee graphic novel are (c) 2006 by Derek McCulloch and Shepherd Hendrix.

Contains graphic content

Continued...



Persepolis

By Marjane Satrapi

Pantheon Books, New York. 2003

ISBN: 9780375422307

Recently the graphic novel or comics format has been used to tell stories that are both provocative and personal. One of the most celebrated of these is Marjane Satrapi's *Persepolis*, an autobiographical story that tells of Satrapi and her family's life in Iran

in the early 80s after the rise to power of a fundamentalist Islamic Government. Satrapi, a young girl at the time, has to deal with abrupt changes in her life.

The story is told in a clear narrative style that relates the events and transformations that take place in her country. Her parents, as liberals, are forced to adopt fundamentalist garb and views in public, while trying to live a life of intellectual freedom in private. Satrapi observes this dichotomy in both words and pictures.

The first chapter is about the re-introduction of veils for females and she shows this and the changes that follow through an egocentric child's eye. Other chapters tell of her country's history and other events that occur under the oppressive rule of the government, and the subsequent war with Iraq.

Satrapi's pictures are seemingly primitive and child-like but their simplicity, juxtaposed against the brutal events that happen, present a chilling story that is both effective and moving. The pages have a compelling sense of design and the cramped panels and the black and white art serve to underscore the oppressive regime that Satrapi lived under. Any colour would have added an air of sentimentality to the narrative and this would have undercut the story's impact.

As Satrapi ages, the chapters become more loosely linked together but still have a tremendous cumulative impact. The graphics in the narrative are both shocking and emotional even if the dialogue and narration are more restrained. The chapter entitled *The Key* shows the world view of fundamentalist Islam and also examines its spirit of martyrdom.

Persepolis has been critically acclaimed and has won many awards since its publication in English. It is a moving account of a world in turmoil and the experiences and emotions of those involved in the turmoil. This graphic novel is suitable for adults and older teenagers and is a compelling and emotional read.



Images Copyright © 2005 by Marjane Satrapi

Introducing...



Who you are: Rosalba Finnerty.

What you do: Everything within reason– but I am trained as a librarian and am currently working in the school sector. I am also the Archivist and hold a good deal of the institutional memory/history of the school.

Where you do it: Marsden School – an independent girls school in Wellington – Pre

School through to Year 13; with an off site co-ed campus (Year 7-13) out at Whitby.

What do you love most about your job: The questions, the whole school family and the interaction with them about almost anything.

What is the least cool part of your job: Without a doubt textbook management!

What is the most rewarding thing that has happened recently: A student who never reads was overheard telling her mate about this fantastic book that Mrs Finnerty had given her for wide reading (*Sara's face* by Melvin Burgess).

Something about you that people would be surprised to learn: That I have been to Afghanistan and stood on the head of the Bamiyan Buddhas which aren't there anymore!

What's your favourite animal: Domestically the cat – wouldn't be without their love (and aloofness); wild – the giraffe – elegance and ungainliness personified.

If you were stranded on a desert island which books would you take: Wind in the Willows and Winnie the Pooh.

What are you reading right now: *Little coffee shop in Kabul* (Rodriquez) Light funny and part of the constant outpourings on Afghanistan (used to be outpourings of China. Where next?)

What are you particularly proud of in your library that you have instituted recently: The big screen – lots of work to keep it up dated weekly but worth it – good PR. Also the book

fliers we put in school reports, also lots of work but worth the effort... parents like 'em. I am extremely proud of my staff's patience and perseverance in Oliver as we upgraded to version 5. An enormous transition.

When you aren't at work, what are you doing with your time: Enjoying my family, cooking, stitching, walking, travelling when I can afford it (hopefully Tibet next)... and of course reading.

How has your daily work changed since you started working in school libraries: So much – nearly everything. Attitudes, requirements reading... We now have something called computer technology! It is in every part of my life and I have had to adapt, learn, transform and transition my life accordingly (I have been here rather too long perhaps as not many people remember a life without it). Information literacy which some of us have been teaching for years has come into its own and is now accepted as part of the curriculum (although often masquerades under different names). The variety of recreational reading available has increased –some for better and others for worse. The strong themes seem to roll over more frequently.

The things that haven't changed are sad and relate to us as a profession – we are still not considered as professionals in the educational/academic field as if we have no input into the education of students in spite of our acceptance and resilience of substantial technological change.

What is the craziest thing that has happened to you in your library: Most things I don't consider crazy being a reasonably spontaneous individual – but turning the library into a cafeteria for the staff dinner on parent teacher interview night and the kitchen serving roast lamb and chips.

The smell was there for weeks and the fat... of course no one asked first!

Anything else you want to say about school libraries: Well managed, well resourced, with supportive senior management they are brilliant places –exciting and peaceful, knowledgeable and fun, satisfying and frustrating – you could probably use almost any adjective to describe them. While there are school libraries there is hope for the next generation(s).

Introducing...



Who you are: Carole Gardiner.

What you do: Secondary school Librarian.

Where you do it: Queen's High School in Dunedin.

What do you love most about your job: The look on peoples' faces when they talk about a great book they've enjoyed that I've recommended to them, or

when they find that elusive answer to a curly question – it's so satisfying. I also think book buying is one of the best things about being a librarian – I love choosing new books.

What is the least cool part of your job: Having to be the law enforcer (no food, no bags, bring back your overdues...)

What is the most rewarding thing that has happened recently: Hmm, there's been a few things lately. Maybe the best was hearing of the student who wasn't a reader finding the perfect book, and having to be told off by her mum for reading late at night with a torch under the covers!

Something about you that people would be surprised to learn: In spite of having a cat who turned 19 last month and a dog who is nearly 13, I'm not really an animal person (although having said that, I miss the pets if they go awol).

If you were stranded on a desert island which books would you take: I would take a whole heap of books that I hadn't already read. I don't tend to re-read my favourites because there so many great books out there (and of course so little time to read them). I would probably ask my fellow school librarians to recommend some titles – they always seem to be reading books that sound fantastic.

What are you reading right now: I've just finished *Department 19* by Will Hill. It was a really action-packed ride and I think teenage boys, especially will love it. Jamie witnesses his father being killed and goes into hiding with his mother, but eventually they are found and his mother abducted by the world's most powerful vampire. Jamie then slowly discovers the truth about his father and his work for Department 19, and eventually becomes one of their most successful young recruits while trying to rescue his mother. I really liked the way this novel makes a connection with the

original Dracula and Frankenstein novels. Definitely one to put on your summer reading list. I've also just started reading *Matched* by Ally Condie, a dystopian novel where Society decides everything, even who your partner will be. It's promising to be a great novel, and already reminds me a bit of *The Hunger Games*.

What goals do you have for your library for the future: To get more students reading and enjoying what they are reading, and to increase the library's profile throughout the school. I'd love to get more students coming to the Information Centre as their first port of call when they have research to do, rather than just instantly googling everything. A work in progress...

When you aren't at work, what are you doing with your time: Looking after our 3 boys and ferrying them to various sports practices and music lessons, as well as the doctor/dentist on the occasions when the inevitable injuries occur! If I get any spare time, I head out for a walk or to spin and step classes at the gym. And of course the best place to be is always in the sun with a good book.

What didn't they tell you about working in school libraries when you started: I didn't realise how frustrating it would be to have to compete with other areas around the school for a share of the operating budget, or that no matter how many hours you work each week, you could always fill twice as many. I also used to work in a boys' college, and hadn't considered how hard it was going to be to choose names I was happy with for our 3 sons!

Anything else you want to say about school libraries: Having worked in tertiary libraries where you specialise in just one area of librarianship, I love the way that in a school library you get to do everything – from developing the strategic plan right through to covering the books. There is loads of job satisfaction in working with students and providing them with the skills and resources they need to be successful in life. I am also really concerned about the future of libraries in some schools where the funding and staff hours are being slashed. I struggle to see how anyone could be blind to the hugely important role that libraries, and, more especially, the librarians play in educating our kids. I'm rapidly becoming a big fan of encouraging all school librarians to advocate as loudly as they can for their own libraries and for school libraries in general.