

SLANZA Waikato/Bay of Plenty Branch was well-represented at the SLANZA National Conference 2003, held at Rangi Ruru Girls' School in Christchurch in the September school holidays. Some of these delegates have written brief synopses of the workshops they attended for the benefit of SLANZA members who were not able to be there.

**Topic: Meeting Maori students needs in the school library**

Alice Heather, Reference Librarian/Maori Adviser from National Library Auckland, spoke on this topic. She showed a good selection of Maori reference material, picture books and non-fiction resources, pointing out the importance of their having acknowledged Maori sources. Several books have been printed with incorrect use of macrons. If you are thinking of updating the Maori signage in your library, she suggests having a member of the local iwi check that the chosen signs use language appropriate for your region. A comprehensive booklist was given. If you'd like a copy of this you can email: [Alice.Heather@natlib.govt.nz](mailto:Alice.Heather@natlib.govt.nz).

*Reporter: Gerri Judkins, Southwell School, Hamilton.*

**Topic: The school library in the curriculum**

Andy White, Principal of Windsor School in Christchurch, spoke about the importance of a school-wide information literacy programme tied in to library use - his school used the Action Learning model developed by Gwen Gawith. It is integrated throughout the school at all levels and across the curriculum, including oral language, reading, writing, visual language, maths and ICT. He emphasized flexible use of the Library, using ICT as a tool, Bloom's Taxonomy, the importance of browsing time in the Library, and immersion in a topic prior to brainstorming. Their Library, Te Puna Matauranga (the source of knowledge) is a one-stop shop with a catalogue which includes people as well as print and electronic sources.

*Reporters: Gerri Judkins, Southwell School, Hamilton and Mary-Jane Revington, Gisborne Boys' High School.*

**Topic: Literature and the web: using the web to enhance student reading and literature appreciation**

Glenda Fortune, Adviser from National Library, Christchurch, led us in a hands-on workshop. A comprehensive list of forty-nine websites, including the New Zealand sites Book Backchat, Story-go-round, The Book Council, National Library's on-line catalogue, and the Children's Literature Foundation, were explored. This list can be obtained from

[Glenda.Fortune@natlib.govt.nz](mailto:Glenda.Fortune@natlib.govt.nz).

*Reporter: Gerri Judkins, Southwell School, Hamilton.*

**Topic: The Year 9/10 Reading Period**

Presented by Bridget Schaumann, from Dunstan High School, this was an inspiring workshop which covered more than the junior reading period. Bridget is passionate about reading, and interviews all Year 9s about their reading habits when they start at Dunstan High. One quarter of all junior English periods are spent reading silently in the library. No one else is allowed in the library when a reading class is in there. Bridget gave us a

copy of her interview form and also talked about her multi-level Reading Club, and other ways of promoting reading.

*Reporter: Margaret Black, Melville High School, Hamilton.*

**Topic: Exposing yourself: Fishnet Stockings and Trumpet Blasts**

An excellent presentation from Louise Robbie, who took us on her journey as Librarian of Manawatu College. Inspired by a quote from the LIANZA President's report (*Library Life, Dec 2002*), which encouraged her to get professionally self-confident and strut your stuff, Louise set about being pro-active within her school and community. To extend your influence, to be viewed as a professional who makes a serious contribution to your school, to be recognized in the way you would like others to see you and your role, requires visibility. Louise's strategies to make herself more visible were both professional and effective, and she shared these with us in a delightful and effervescent way.

*Reporter: Lyn Bell, St John's College, Hamilton.*

**Topic: Creative budgeting**

Rosalba Finnerty, Librarian at Samuel Marsden Collegiate, Wellington, led a workshop in how to stretch library budgets in as many directions as possible. Participants discussed how to re-organise budget priorities; being pro-active in demonstrating library needs and use; getting key staff involved; even the alternative funding sources available in different areas of New Zealand (e.g. ASB grants). Rosalba's ideas are also on the SLANZA website, Wellington Region.

*Reporter: Linda McCullough, National Library, Hamilton.*

**Topic: The Reading Crusade**

An upbeat PowerPoint presentation from Annette Williams and Bill Nagelkerke of Christchurch Public Libraries detailed a successful campaign to promote reading to Christchurch's young people. In a partnership with Canterbury Rugby Football Union and local businesses, Annette Williams and her support team at CPL held a Reading Crusade which aimed to encourage reading amongst primary and intermediate school children: a reading enterprise undertaken with zeal, enthusiasm and rugby players. The Crusaders rugby team proved to be powerful role models in affirming the importance and pleasure of reading. The Reading Crusade is an initiative which could be implemented in any community, and although not all of us could call on local sporting heroes, other high community profile options may be available: kaumatua; MPs; mayor, local police force, etc.

*Reporter: Rebecca Smith, Forest View High School, Tokoroa.*

**Topic: Need some data for the assignment? Try [www.stats.govt.nz](http://www.stats.govt.nz)**

Lesley Hooper, from Statistics New Zealand, was a marvellous presenter !! very approachable and eager to show schools how to explore their website. The census data is particularly useful. Their site may be of more use to secondary schools, but it is a useful resource for all schools to know about. Lesley can be contacted for more information at [lesley.hooper@stats.govt.nz](mailto:lesley.hooper@stats.govt.nz).

*Reporter: Diana Morris, Southwell School, Hamilton.*

Note: Diana was the Waikato/Bay of Plenty primary school recipient of a SLANZA sponsored registration to the Christchurch Conference.

### **Topic: The School Library team !! a Powerful Partnership?**

Penny Moore presented this report, based on a research project she and Maureen Trebilcock conducted into how the school library team influences learning and teaching. Dr Moore said that the New Zealand reality was that few schools had teacher-librarians. The school library was more usually a responsibility shared by teachers with library responsibility, librarians, para-professionals, parents and students. Findings based on her interviews of principals, school library team leaders, support staff, teachers, and a focus group, included:

- Strong affirmation from principals about the place of the library and its staff in the life of the school, but little consideration about/evaluation of the connections between library activities and learning outcomes;
- Teaching staff were confident and appreciative of the knowledge of library staff, but there was not as much collaboration between teaching staff and library team as there could be, and there was also some confusion over support/teaching roles;
- Although the achievement of positive student learning outcomes was paramount, there was often no consistent school-wide, or curriculum-wide, information literacy programme in support of this;
- School library teams were often overstretched by the breadth of their duties;
- In some schools, the high turnover of staff (a third of the staff could go at the end of the year) and the amount of beginning teachers coming in, meant library induction programmes proved a critical role for school library teams.

Dr Moore stressed that her presentation was a brief overview only of the research project; the full paper being available from the Auckland College of Education. She finished by reminding participants involved in information literacy programmes that these must be dynamic !! if you don't change, you stultify.

*Reporter: Mary-Jane Revington, Gisborne Boys' High School.*

### **Topic: Information together: a partnership between school and public library**

Anne Coppell, Teenage Services Librarian at Auckland City Libraries, worked in partnership with Kadimah College to develop an information literacy section (based on the Big6 programme) on the Auckland City Libraries website. It was hoped that students could make use of this staged process as they worked through school assignments. Examples from NCEA achievement standards show them how it can be done. Anne stressed that this was not undertaken to supplant information literacy teaching programmes in schools, but to help students using the ACL website.

*Reporter: Linda McCullough, National Library, Hamilton.*

### **Topic: On the road to becoming an information literate school community**

Brian Waddell, from the Wellington Campus of Auckland College of Education, and ICT Facilitator for the Karori West cluster of schools, took us down this road.

Their refurbished library was renamed Te Awa o Tupu !! the River of Knowledge, acknowledging the river flowing under the school. The book Learning for the Future was used as a starting point in implementing their information literacy strategies, and they have involved eight client schools and the community with promotion of the intranet, parent evenings and workshops. Staff developed a Student-Centred Learning survey and the results of this will be compared with another at a later date.

*Reporter: Gerris Judkins, Southwell School, Hamilton.*

### **Topic: Strengthening School Libraries Project !! A case study of a National Library initiative.**

This scheme offers hands-on support to selected low-decile schools in the south and east of Auckland, to develop their libraries over the course of a year. The idea is to set up a framework for future development, and the key is to get these libraries functioning.

The schools discussed in the case study were helped with management of their libraries, which, almost without exception, had out-of-date computers, poorly stocked collections, and poor, or no, cataloguing systems.

Lois Webb and Rob Finlay, Schools Advisers for National Library in Auckland, have undertaken delivery of this programme. Lois is involved in the planning and resourcing aspect. Each school in the case study was allocated \$10,000 to spend on their collection, with the team first assessing the school's needs, and then helping in the selection of resources. Selection days were set up at National Library's Auckland Centre, and teachers and some pupils found this a focusing and empowering process. The ASB Charitable Foundation gave money to the scheme for new computers and computer upgrades, desks, and shelving.

Rob Finlay was responsible for professional development for the schools involved.

Teacher-only days were held for sessions on information literacy !! using the Action Learning model - and how to use the library as an extension of the classroom. Other elements included staff visits to the National Library Centre, developing ICT skills across the school, workshops on reading resources, and Maori and Pacific Island resources.

Has the project worked? Rob said the teachers were using the library more effectively, and anecdotal evidence showed that the programme had influenced student learning. The collections were vastly improved. The schools involved had enjoyed working together, a factor that is ongoing. Other improvements included new, or remodeled libraries, staff upskilling and improved staffing. The school library had become a place of empowerment for these children.

*Reporter: Mary-Jane Revington, Gisborne Boys' High School.*

**Topic: The Internet and pornography: protect the students, protect yourself, protect your school.**

Richard Niven, from the Open Polytechnic of New Zealand, facilitated this interactive workshop, which discussed: What is pornography? Is there a real problem? Netsafe kits; Filtering programs. Richard felt that neither Netsafe, nor filtering programs, were particularly efficient. Netsafe kits, sent to schools by the MoE, are overly cumbersome, and the disadvantage of filtering programs is that they can screen material which is potentially useful. Richard's advice to protect students, staff and the school when pornographic material has been found to have been downloaded, is to switch off the screen and get it removed by a teacher/library staff.

While I totally endorse this, I was a little disappointed that this was his only recommendation for protecting against pornography. What about filtering systems? Are there good things that can be gained from them? Are they always ineffective? Do they have a place in schools? I would like to have discussed these issues, as I'm sure with the cross-section of delegates, we could have had shared ideas. I felt the title of the workshop was misleading, or perhaps I was naïve to hope that there was a way to protect against pornography.

*Reporter: Rebecca Smith, Forest View High School, Tokoroa.*

**Topic: Collection assessment: how to achieve a balanced collection**

Bruce Moir, Schools Adviser for National Library in Christchurch, led a useful hands-on workshop. Participants, working in pairs, recorded the publication date of every fifth book in a particular section of Rangi Ruru's library. The number of books and mean age is then calculated. This gives a snapshot look at the overall collection, giving you information about which parts need updating or building up. A list of recommended reference material was also handed out. The worksheets used to make this assessment are available through your National Library advisers.

*Reporter: Gerri Judkins, Southwell School, Hamilton.*

**Topic: Library Weeks !! the How To guide**

Presented by Lois Huston, from Liston College, Auckland, and Rosemary Tisdall, Remuera Primary School, this workshop looked at ways to promote your library. Although most of it was more applicable to primary school libraries, it had some useful ideas, which were detailed in the large handout given out. Some libraries are better staffed and resourced than others. Many of the ideas were dependent on staffing.

*Reporter: Margaret Black, Melville High School, Hamilton.*

**Topic: Negotiating the Information Highway to the Principal's Office**

Julie Moor, Principal of Rangi Ruru Girls' School, was the leader of another excellent workshop, in which she discussed the importance of library staff being proactive in developing partnerships with principals, BoTs, staff and students. She reminded us that such partnerships help to increase and promote the library to the school community.

The steps she suggested echoed those suggested by Tim Snyder in a previous workshop:

- Initiate a Library Committee
- Include BoT, Principal, ICT and curriculum leaders, helpful parents
- Look for key players to include on the committee, especially those who are: innovative; analytical; promoters
- Ensure you communicate library activities to the wider community: newsletters; posters; formal/informal meetings with HODs, Principal
- Find out what staff like to read/interests and draw their attention to library resources/photocopy articles which may help them
- Communicate regularly with the Principal
- Be part of the school community: committees; sports days.

Julie's workshop gave many practical and useable tips, and she finished with a very pertinent quote: What a school thinks about its library is a measure of what it feels about education (Howard Howe).

*Reporter: Rebecca Smith, Forest View High School, Tokoroa.*

### **Topic: How to have so many creative ideas, your brain hurts!**

Presented by New Zealand storyteller, Stu Duval, this presentation focused on how to move from left brain thinking into right brain mode. It was a hands-on, sometimes hilarious workshop, exploring practical, creative keys to unlocking your brain's potential.

Stu was adamant that librarians needed to rid themselves of the twinset and sensible shoe culture that we have. Indeed, he went as far as to say, tongue-in-cheek, that even Dewey was outdated and we should get rid of him. Try putting up a camouflage net, throw some books in that, make it hard for your students, especially your boys, to access. If it's hard to get, they'll want it more!

Stu is recognised not only for his storytelling, but also as a facilitator in the workplace. He was recently called to a concrete company to address its workers. In a new suburb in Auckland, the company was receiving numerous phone calls from its customers complaining about the concrete truck drivers. The women of the house, who are on site when the truck drivers call, were fed up with the 'Where do you want it' behaviour of the truck drivers. Stu demonstrated how he managed to change the attitude of the truck drivers, thereby reducing the number of complaints the concrete company received. He asked the drivers what concrete was made of, and what is it you deliver? The men were confused and thought Stu was pretty wacky. But he told them how these women had sat down and planned their new drive, their children's play area, their concrete paths: how these were part of a family's plans, hopes and dreams. When Stu put the question to them again, 'What is it you do?' !! 'I deliver dreams', came the reply. Those of us who were fortunate enough to attend Stu's presentation left with a great feeling. We deliver dreams!

*Reporter: Lyn Bell, St John's College, Hamilton.*