



President's Report

Welcome everyone to our first newsletter of the year. Later this year it will be SLANZA's fifth birthday and I can't help wondering where all those years have gone. It seems like yesterday that I was listening to Marian Hobbs launching the brand new School Library Association of New Zealand Aotearoa in Wellington.

I think you will all agree that we've accomplished a lot in five years and for that we need to thank all those working so hard on our seven regional committees and the members of National Executive. I am always amazed at the variety of professional development opportunities offered to members all through the year. Please – make the most of these opportunities.

This year we have a number of important projects in hand such as deciding the recipients of further SLANZA Awards and SLANZA Study Grants (we are awarding 15 this year) and the strategic planning process. I hope many of you have taken part in the SWOT analysis which will help to inform this process.

We are also represented on a number of important national committees including the Any Questions Advisory Group, the LIANZA Special Investigatory Committee on Professional Registration, the Remuneration Survey committee (addressing all library sectors) and the ERO Advisory Group. We have also had a very successful meeting with the new president of PPTA. Our next aim is to arrange further meetings with NZEI.

The Professional Registration Taskforce has been set up by LIANZA to investigate the future positioning and structure of the library and information profession. SLANZA was very pleased to be asked to join this Taskforce as it signifies our growing recognition within the library world. The purpose of the remuneration survey is to provide a credible, comprehensive source of information against which individuals employed in the sector are able to benchmark their own remuneration. SLANZA is a financial contributor to this survey as it was felt by National Executive that it was important for our members that we were part of this process.

SLANZA has been represented on the ERO Advisory Group along with National Library and the Ministry of Education and has taken part in discussions with ERO officers who have been part of the ERO teams visiting schools to evaluate the implementation of the information landscape in schools. Judging from recent listserv contributions, a number of our members have been delighted at the interest ERO has taken in the school library with some visits lasting up to 2 hours. After years

of invisibility it is wonderful to feel recognised at last. It is also very interesting to read some of the current ERO reports about the information landscape in a number of schools especially some of the recommendations, many of which involve suggestions for the ongoing assessment of information literacy skills. Read reports at

<http://www.ero.govt.nz/publish/reppub.ns4/MonthSchool?OpenView> We will find out more about ERO's evaluation at the 2005 Conference (see below) in July in Auckland where Karen Sewell, Chief Review Officer, ERO, will describe the process and report on the findings. This development is extremely important for SLANZA members and we must make the most of it.

It is timely that we include Adaire Hannah's account of her work and that of the school library team with Year 9 students at Wellington High School. We need more of this type of evidence based practice in school libraries because we need to be able to prove that we do indeed help to make a difference to learning in our schools. Watch out for the upcoming edition of Computers in New Zealand Schools where Jill Stotter's research report on students' information-seeking behaviour when using ICT and print resources will be published. This arises from her work with ICT cluster schools.

Please let us know of other projects in which SLANZA members are involved.

Finally Conference 2005! Digital-age literacies: Eyes to the future. This is your Birthday Party and it promises to be a wonderful event. The Conference Committee in Auckland has been hard at work organising really interesting speakers and workshops, wonderful events and the Birthday Bash on Tuesday 12 July.

We feel pretty good that our keynote speaker, Ian Jukes, whom we invited in 2004 to address our conference, has also been asked to address the Ministry of Education ICT Conference being held in Auckland at the same time. Well, as they say – imitation is the sincerest form of flattery...

Right now the committee is engaged in some really, really serious and difficult decision making – whatever are they going to wear as a committee. I think the answer lies in hats – but you'll need to come along, see for yourself and join in the fun.

I am looking forward to meeting up with many members at Conference in July.

Elizabeth Probert
President

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AnyQuestions.co.nz and school libraries– a tandem approach to supporting our students' learning?

AnyQuestions.co.nz went live at the end of 2004, but began service in earnest at the beginning of term 1 this year. The pilot service has three/four operators online between 1-6pm on weekdays and is freely available to all NZ school students. The operators work with the students to help them identify the information they need, and then guide them to suitable electronic information. If during the session no suitable electronic information is found, the operator may then refer the student on to other agencies or appropriate physical resources.

Our organisation, SLANZA, has contributed greatly to the set-up of this service.

Six weeks into term 1, we thought you might be interested in the take-up so far:

- The service is already operating at capacity, with two and a half times as many students trying to access the service as we can serve.
- In some cases, students are waiting up to 30 minutes to be helped and are generally polite and appreciative of the individual attention and support, even if there isn't appropriate information readily available online. The waiting time in the queue seems to have completely put off potentially abusive patrons!
- 70% of students accessing the service are aged between 10 and 13.
- While the occasional student is impatient with the

reference interview approach, most will 'play the game' – our operators are gradually becoming adept at asking succinct questions!

- 25% of students are accessing the service from school, most others are accessing from home, with 5% coming in from public libraries.
- The busiest times are 3-5pm each day, with Mondays and Fridays being a little quieter.
- Most sessions are between 10 and 20 minutes long.
- Take-up of the service in Te Reo Maori has been very low to date, no doubt reflecting a combination of factors including the numbers of students in the 10-13 age range, the limited hours of service and the actual hour 1-2pm each day when the service is available.
- About 20% of sessions experience technical problems – in line with experience of other overseas services.

In short, hugely busy, but not a surprise as these trends are very much as projected from our initial research at the start of the project.

So, while it's still early days, students are definitely giving us the message that they want to use this online medium for help with their research. As well, the convenience of being able to access the service independently from home or school is proving to be a hit.

There are several challenges ahead for us now: to grow the service to meet student demand for both numbers of

operators and hours of service, to ensure the service is sustainable and to continue to increase the quality and consistency of support the service offers.

The project team has begun a planning process to evaluate the pilot and tackle these issues, but input and suggestions are welcome from the library community.

But what does this mean for school libraries? During the course of the project we've had many conversations with school librarians around the country. These have been very supportive but some concerns have come up repeatedly: that students might use their school library and school library staff's expertise less, that schools might consider student use of AnyQuestions.co.nz as a failure in some way by their own school library, that schools might see AnyQuestions.co.nz as an opportunity to reduce the resourcing in school libraries.

These concerns are real and our response is always that we are all still the same players in the information landscape of our students – what has changed is that we're now using a fully electronic medium and we're collaborating across sectors to provide a service with hours that most of the players in the NZ information landscape would not be able to provide on their own. Interesting too, that physical use of public libraries by school students is widespread, and is not seen to be a failure on any library's part!

Obviously, with only a small number of operators online and a potential audience of 800,000 students, AnyQuestions.co.nz is in no way a replacement for other library services – it is simply another option for students. It aims to deliver on the draft National Digital Strategy – by developing the capability of our students to connect with information.

Aoraki Region

Term one has been a time of farewells for us. Margaret Forbes, a member of the Library Team at Christchurch Boys' High School has accepted a position at West Moreton Anglican College in Ipswich, Australia. Margaret has been a member of SLANZA since its inception and very ably represented our region on the National Executive in her role as Aoraki Chair. Many of you will remember her as one of the "purple bumble bees" at the Christchurch conference; she was the one who seemed to be everywhere. Margaret is a great supporter of school libraries and we will miss her both professionally and as a friend.

While it's far too early to make sweeping conclusions, we see that student use of AnyQuestions.co.nz is not a failure of existing physical services, rather a demonstration of support for 'anywhere, anytime, personalised but independent' access to information – these are all well documented trends in customer behaviour across library sectors, not just in the education sector. We would be foolish to ignore this 'heads-up' for our next generation libraries.

So where does the school library fit in here? Ideally, the school library resources and catalogues need to be fully connected 'players' in our students' information landscape. An illustration: AnyQuestions.co.nz sessions are sometimes limited by the lack of suitable material available electronically. Operators may refer students to better quality print information and help the students find whether their school library or public library has these. This is only straightforward if the school library catalogue is available online.

AnyQuestions.co.nz is an initial step towards developing our country's next generation libraries for school students. While it is only a beginning, it has the potential to form part of the connected package of services offered by school libraries and public libraries across the country. Thank you for joining us - it's an exciting journey!

Feedback welcome: please email me at

michaela.odonovan@natlib.govt.nz.

Michaela O'Donovan
Liz Probert

Merilyn Smail has had a short but productive time as Aoraki Chair. However, her role as a School Adviser for the National Library means that she is very busy and while she will remain on the committee, there is now a window of opportunity for someone to seize a leadership role and take over the Chair!

In the midst of our farewells we have managed to organise our year's activities. As usual, food and wine will feature in most of them but we plan to have some useful sessions for our members.

Judi Hancock
Acting Chair

Our first meeting for 2005, hosted by Thorndon School library, was a panel discussion on “Public Libraries—School Libraries: Current and Future Collaboration” introduced by Janet McFadden and followed by a very lively small group discussion and sharing session. The three public librarians who very kindly agreed to take part were Pat Lerwill—Hutt City Libraries Team Leader, Children and Teen Services, Liz Allen—Upper Hutt Library Information Services Librarian, and Bernice Dickie—Wellington City Libraries Coach in Circulation, which includes Children’s Services. Each panellist gave a brief overview of their role and outlined the services their respective libraries provided for school aged students. There is much overlap between the libraries and the services provided and they could be categorised into three broad areas; in-house support, outreach and web support. It was actually surprising the amount of support that was targeted towards school students not only to support literacy development and foster reading generally but also for students’ research and information needs.

The in-house support consisted of activities such as library tours, overviews of services and accessing resources through the use of the catalogues and databases. Both Wellington and Hutt libraries reported very heavy bookings, placing some pressure on staff. The Hutt City Council have made a commitment to equal opportunity and access to the council’s resources which means the library team see this as one of their responsibilities in their support of students and schools. The provision of study space for students with access to resources and technology is seen as an important service, especially for those students who do not have ready access at home. There is always pressure on study space around exam time. One of the issues and challenges in supporting student’s independent research is finding the appropriate information to meet their study requirements. Students often have major gaps in the information skills area, which means they are struggling to critically evaluate and process information. NCEA has impacted on this issue with some emphasis now being placed on the demonstration of research skills. One of the panellists commented that there was a need for teachers, parents and librarians to have an understanding of resource-based learning leading to information literacy.

Special public library programmes during school holidays are still very popular and there are ranges of programmes catering for all age levels.

While not their ‘core business’ library staff did provide some outreach services. Some staff have been able to

attend school staff meetings on occasions, which has enhanced the opportunities for effective communication and collaboration. This has been particularly valuable for informing the public library team about the topics that are coming up so that they are able to complement the school in resourcing the topics. Public library’s purchasing plans are able to reflect this. One of the panellists has been involved with providing literacy evenings for parents and has also had some involvement with school parent evenings. Other outreach activities include the books on wheels scheme, which has also included school visits to schools in their area unable to come in to the library.

Online support is a major growth area with all libraries having a range of resources available through their websites. Wellington City Libraries offers ‘www.mygateway.info’ where library members register and are able to access specific services only available to members. There are a number of excellent areas on all the library web sites though targeting specific groups, for example the Hyper Youth pages at <http://www.wcl.govt.nz/teens/>.

A number of librarians were part of the any questions.co.nz team—www.anyquestions.co.nz/en/anyQuestions.html

Wellington City Libraries has just signed up for the Odyssey Programme, for the 13-17 year age-group, which will run June-August. This incentive-based reading programme works on a points system with rewards, and has been remarkably successful in engaging secondary-aged readers wherever it’s been offered.

A number of points came out of the lively discussion that followed the presentations. The main one was that libraries offered a greater range of services than people realised. The development of closer relationships and communication was seen to be very important, however there were difficulties at times knowing who was the best person to communicate with. One suggestion was for the public libraries to have the occasional contribution in their local school’s newsletters. Another would be for the school’s web site to have a link to their local library’s student pages. A common issue for both school and public libraries is to have qualified staff especially in the information literacy area.

It was a very interesting and informative session helping to establish a positive collaborative relationship between SLANZA members in schools and their LIANZA colleagues in the local public library service.

Brian Waddell

Central Regional Report

Greetings from the Central Region. We began the year with another successful 'SLANZA Day' at Te Manawa in Palmerston North. As well as some inspiring and refreshing professional development, this was a wonderful opportunity to make new acquaintances and reaffirm old friendships with others in our profession.

The morning was facilitated by career coach Sally Angus of PINPOINT Coaching Ltd., www.sallyangus.co.nz. Sally encouraged us to envisage our jobs as a wheel, to look at how smooth or bumpy the ride was and to locate the punctures! "A light bulb moment" was one attendee's comment.


After a very sumptuous lunch we revisited our reference interview skills with Joyce Richards and then looked at how we can measure our success in our school libraries with Pat McKenzie, Shona Buchanan and Lynn Heath.

The day concluded with a presentation by Ian Rowe, an NZEI Field Officer, who brought us up to date with the Support Staff claims process.

Our next "SLANZA Day" is to be held on 11 June, 9.30 am - 2 pm, at Woodford House, Havelock North. Further details will be available when the programme is finalised, but please mark this date in your diaries now for an enjoyable and interesting time with school library colleagues. We may even end the day with a visit to a fine Havelock North coffee shop!

Please feel free to contact any of your committee about ideas you may have for SLANZA activities in your part of our region.

Joyce Richards
Central Regional Chairperson



• Brigid, the photo to go with this article is P3040030 and the caption is

"Sally Angus and Joyce Richards"

Auckland Region.

Greetings from sunny Auckland. We had our usual Christmas meeting in November at Corran School. It was good to see so many members from such diverse school libraries. Pauline McCowan, Lyn Walker, and Mary Bodmin gave us a PowerPoint presentation of their trip to the IASL Conference in Dublin. It was encouraging to hear the value of getting to conferences and networking with fellow school library professionals. Members generally felt that there was no replacement for the opportunity to talk and listen to the authors who attend conferences. We also had Anthea Hamlet from National Library give us a demonstration of AnyQuestions. This presentation gave us valuable insights into the process as well as

generating discussion of the implications for school libraries. Jabberwocky Children's Bookshop and the Women's Bookshop provided us with wonderful displays of new books to purchase for our libraries and Christmas presents.

2005 been a busy time for many members of the Committee who are organising the Conference in July. We look forward to seeing people from other regions at Conference and having those valuable discussions that are such a wonderful part of conferences.

Kaaren Hirst,
Auckland Chairperson.

Information Literacy and Evidence - Based Practice

To be information literate, a person is able to identify a need for information, to locate information from a variety of sources and formats, to organise and synthesize the information to increase their own knowledge and understanding, to evaluate the usefulness of both the information and the process at all stages and to communicate effectively their new learning and knowledge. Such a person has the skills for lifelong learning.

A role of the school library team is to assist students to become information literate. Information literacy is one of the six principles in the School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools¹ Ross Todd (Associate Professor of the School of Communication, Information and Library Studies at Rutgers University in USA) at the International Association of School Libraries conference in Auckland, 2001 challenged the library team to provide evidence that their work made a difference to student learning. Dr Penny Moore's abstract for her research entitled Teaching Information Problem Solving in Primary Schools² states: "Information skills are an essential element of The National Curriculum and are increasingly important in an information society. Yet little is known of teachers' interpretation of this term or of the ways they actually support information skill development in the classroom." Penny Moore, Ross Todd and many other information literacy experts have exhorted members of library teams to undertake evidence based research. The following contribution is one library team's evidence based research showing that their explicit teaching made a difference to student learning.

Student Awareness of the Research Process

In order to assess our year 9 students' awareness of the process they ought to undertake to complete a research assignment all year 9 students are surveyed twice—once at the beginning of the school year and once at the end of the school year. The end of year survey is undertaken after students have completed a research assignment in each of their four core subjects. The end of year survey is to see if the students' awareness of the process has improved. These year 9 students will complete the identical survey again at the end of their year 10 and their year 9 and 10 scores will be recorded and analysed.

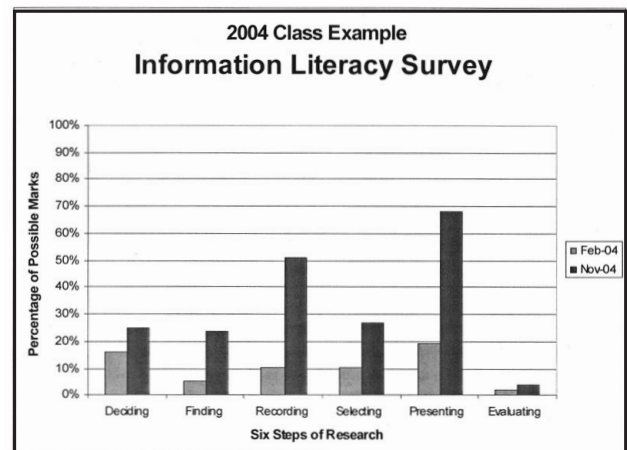
The survey is part of a plan to improve the school-wide programme to teach students the process of research—a programme to be used consistently by the Teacher Librarian and subject teachers. It is hoped that this programme will result in students becoming confident researchers by year 12. Students in years 9–11 will be explicitly taught the procedural skills of Information Literacy while year 12–13 students will be supported by

the library team and teachers to maintain and extend their skills. The plan is for a different set of the skills in the Six Steps of Research to be the main focus each term for year 9 students while the content for year 10 students will be influenced by what their year 9 end of year survey results indicate. All the previously taught skills will be revised and honed but the emphasis will be on the least successful Steps from the previous year.

So at the beginning and the end of 2004 the entire year 9 student intake (170 students) was given an assignment and asked to imagine what steps they would take to complete the assignment. Each class was given 20 minutes to complete the survey after an introductory explanation by the Teacher Librarian.

A marking schedule for the Six Steps of Research—"Deciding", "Finding", "Recording", "Selecting", "Presenting", and "Evaluating"—with a total of 4 marks for each step was created. The results for each class were recorded and graphed. At the end of 2004 the identical assignment from the beginning of the year was again given to the entire year 9 students (154 students). The total number of students surveyed differed from the beginning of the year to the end of the year as a result of absences or some students being involved in school related activities at the time of the survey.

The results for both surveys were analysed and graphed to see if the students had a greater awareness of the process of research at the end of the year. (At the end of the 2004 one difficult class refused to cooperate with completing the survey.)



This class had 23 students in February 2004 and 22 students in December 2004

The graphs were created by converting the score for each of the Six Steps into a percentage. A percentage

figure was calculated representing the aggregate marks of all members of the class for each step as a proportion of the total possible marks (ie the number of students in the class multiplied by the total achievable marks for the step). For example, if a class had 26 students the total possible marks for each step would be calculated as: $26 \times 4 = 104$. If the aggregate marks for all 26 members of the class for a Step were 8, then that score would be calculated as a proportion of the 104 marks that were possible, or 13%. (At the end of the year the compositions of the classes had changed slightly. These changes were accommodated in the following way: new students were not included in the final year survey results, students who had left school during the year were excluded from both survey results, and students who had changed classes had their results included in their original class' results. Although the class sizes for the end of year survey were different, the means of ascertaining the percentage maintains the validity of the comparison.)

The Teaching Programme

The Teacher Librarian successfully negotiated with the core Faculties at the beginning of the 2004 for the year 9 students to complete one core subject research topic per term. After the survey at the beginning of the year, the year nine core subject teachers—English term one, Social Sciences and Science terms two and three, and Mathematics term four—worked with the Teacher Librarian to develop or modify a research assignment for the students, and the Teacher Librarian introduced and taught the research process to each class while the subject specialist taught the content.

The Teacher Librarian, in collaboration with the teachers involved, produced assignments for the students which included: the topic, key questions, a few suggested key words, a time management plan, marking schedule, model answer format and an evaluation form of the Six Steps process. The marking schedule had two aspects: Content and Information Literacy and the Teacher Librarian marked the Information Literacy section. A Pathfinder of resources was produced by the Teacher Librarian in collaboration with the Librarian. Relevant books from our collection are sorted by the librarian and placed on Closed Reserve for the duration of the assignment as there are usually eight classes completing the assignment. Additional resources were requested by the Librarian from National Library of NZ Curriculum Information Services.

The Teacher Librarian worked with teachers in their classrooms except for the “Finding”, “Recording” and “Selecting” steps which were undertaken in the library. The Finding step was taught in the library by the Teacher

Librarian demonstrating, using a data show, how to use the library catalogue to find resources, how to access the library's reference CD ROM where applicable, how to access relevant EPIC and/or Wellington City Libraries databases, how to use an encyclopaedia, and how to evaluate a book or magazine article for relevancy. (The students' natural inclination was to go directly to the internet and undertake a Google search but the provided Pathfinder gave students the resources they were expected to use.)

Students were given time in the library to use these tools themselves to note relevant sources for their topic and they were assisted by the classroom teacher, Teacher Librarian and Librarian.

The Recording step (Dot and Jot) was taught by the Teacher Librarian demonstrating how to take notes to answer a particular question from an article with the aid of a data show. The students all had copies of the article and would contribute suggestions as to what information was relevant. Some suggestions were discussed as to their relevancy. Prior to this lesson the Teacher Librarian would have completed Dot and Jot notes from two other sources of information so that when the class had assisted the Teacher Librarian to complete the third source of notes they could see that the information gathered was broader and deeper than if only one source had been used. The students would provide the Teacher Librarian with the bibliographic information for recording. Students would then begin their own Dot and Jot notes for each question with the assistance of the classroom teacher, and when possible the Teacher Librarian and Librarian.

The Selecting of information was also demonstrated in the library by the Teacher Librarian using the Dot and Jot notes previously taken from the three sources. The students, teacher and Teacher Librarian would discuss which notes were most relevant for answering the question. The students would then begin to Select from their three sources per question notes with assistance from the classroom teacher and Teacher Librarian.

How to write a paragraph (Presenting) from the notes Selected was the next step. The Selected notes would be displayed using a data show. The Teacher Librarian demonstrated, using a whiteboard, how to create a topic sentence and how to incorporate the information selected. The students were subsequently assisted by the classroom teacher to write and edit their draft paragraphs in the classroom. A few days before students were to finalise their assignment the Teacher Librarian would visit the class and provide the students with a practical hands on lesson on how to write a bibliography using the school format.

Discussion of the Evidence

The surveys showed that success of this programme varied. For many of the teachers this was the first time they had worked with the Six Steps of Research process, for other teachers they had rarely or never delivered a research assignment, and for some it was a long time since they themselves had undertaken research. A few teachers had their own process and occasionally would interfere with students' assimilation of the Six Steps, for example by suggesting to students that the Dot and Jot Note-taking technique in the "Recording" Step was unnecessary.

The success for the students also varied. Many students were able to grasp the skills and by term 4 were undertaking many steps relatively independently. Other students struggled to use any note taking technique and some forgot their work or lost their notes. The commitment of the teacher throughout the assignment was key to assisting these students to succeed. All the year 9 students were required by their teachers to undertake additional research assignments—some for a core subject and some for Option classes—and this caused some students to develop a negative attitude to research assignments.

The school has had standard note-taking and bibliography formats and has formally espoused the Six Steps of Research process for some years, but these were, in fact, adhered to by few teachers. The main reason for this is that there was a Teacher with Library Responsibility who, while being a trained Teacher Librarian, had five-ten hours a week release time to work on Information Literacy which was insufficient time to make any comprehensive changes to how Information Literacy was taught or any consistency across the school.

In 2004 a full-time Trained Teacher Librarian was appointed and it is a focus of the Teacher Librarian's job to work to win teachers to the Six Steps of Research process and standard formats beginning with the 2004 year 9 students. The Principal was fully supportive of developing a consistent approach to Information Literacy as were the Heads of Faculty. All core year 9 teachers were expected to participate in the programme developed by the Teacher Librarian. In addition, the Teacher Librarian worked with teachers in other subject areas and class levels the majority of whom found the experience of collaboration valuable.

Another responsibility of the Teacher Librarian is to assist teachers to be confident users of the process and school-wide formats so that they can deliver Information Literacy skills independent of the Teacher Librarian. With a large teaching staff and new teachers joining each year it is not possible for one Teacher Librarian to work with

all teachers in a year. The Librarian contributes to the Information Literacy programme by demonstrating to many senior classes, with the use of the datashow, how to access electronic databases or undertake an internet search.

The most successful teachers of the Six Steps of Research were those who actively participated in the writing of the assignments, who had a thorough awareness of the content and process required, who sought to engage the students, and who had expectations that the tasks would be completed to the standard specified in the marking schedule. Some teachers were unaware of the amount of preparation a research assignment requires or of the level of teacher input necessary for student success. A few teachers were able to see that they could assist the students to succeed by regularly reiterating what students should have completed by that date and by actively checking student work through conferences to ensure that the work had been done.

It is also important to note that the Teacher Librarian was challenged by factors such as trying to establish relationships with students and learn their names when she only saw them for a few weeks each term, not being seen as a teacher by some students, and by student awareness that the marks for the Six Steps of Research process were not officially reported on, so they did not value their Information Literacy mark.

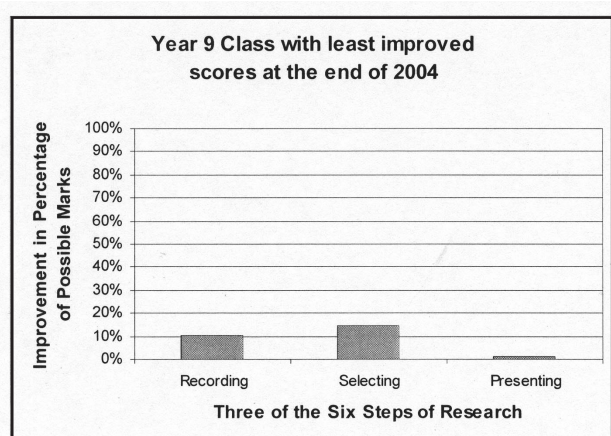
After reflecting on teaching Information Literacy to year 9 students in 2004 a few changes will be made in 2005. For example, the focus of the skills taught in term one will be on the Deciding, Finding and Recording steps. Term two focus will be on Recording and Selecting but still providing students with substantial assistance to complete Deciding and Finding steps. Term three will focus on Selecting, Presenting and Evaluating while providing substantial assistance with the Deciding, Finding and Recording. Term 4 will see the students completing all the Six Steps without explicit teaching but with the Teacher Librarian and Librarian working with the classroom teacher in the classroom and library to ensure that the Steps are completed by the students.

Information Literacy Skills 2004 Focus

The focus of year 9 IL skills for 2004 was on teaching note taking using the Dot and Jot technique (Recording), how to select the key information from the Dot and Jot notes (Selecting), and on drafting and editing of the assignment, and how to write a bibliography using the school format (Presenting).

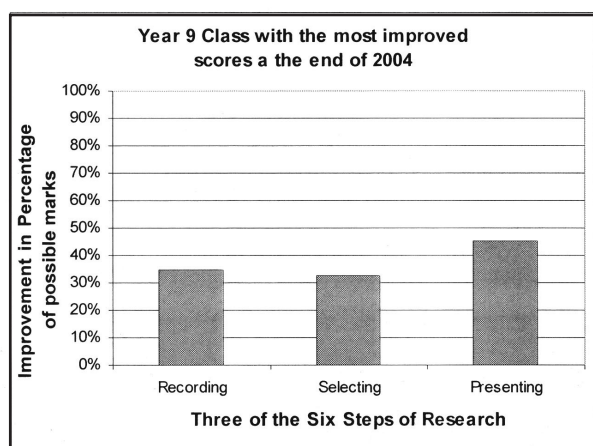
Six Steps of Research

The class with the least improvement in their awareness of the process of research when their results from the beginning and end of the year were compared is as follows:



This class while having some very academically able students also had many students with challenging behaviours. At the end of the year the students in this class refused to complete the survey quietly. Many made flippant responses and encouraged others in the class to do the same. Thus the results of this class and the overall results have been undermined slightly.

The class with the most improvement is as follows:



The composition of this class included three asperger's students, two students with significant behaviour problems, the usual range of academic ability of a non-streamed class, and small number of really able students.

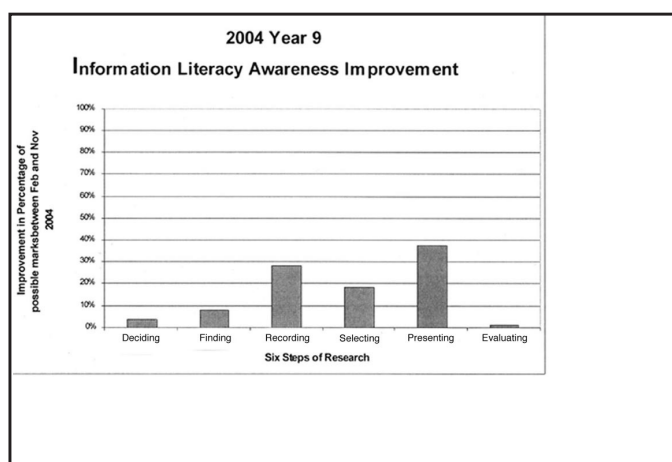
Presenting Step

While the Teacher Librarian focussed on the teaching of the school's bibliography format she also emphasised

the importance of writing a draft assignment, editing the draft and publishing a final version in the format specified in the Marking Schedule. The monitoring of the drafts, editing and final format were the responsibility of the classroom teacher.

The percentage of change in the end of year results compared with the beginning of the year for the eight classes was 38%.

The improvement in awareness shown in the results for the Recording, Selecting and Presenting Steps demonstrates that explicit teaching of these skills in context is working. It is important to explicitly teach these skills in all the core subjects to emphasise that the skills are transferable.



2005 will see year 10 classes focussing on three Steps—Deciding, Finding and Evaluating—and thoroughly revising Selecting.

It is important to acknowledge the work of the students and teachers who participated in this programme. Their contributions were crucial and the Teacher Librarian learned many valuable lessons from the teachers and students. Working in classrooms with teachers who love their subject and can convey that love, and who are able to challenge students to think is stimulating. The preparation for each assignment required collaboration with the subject teacher(s) and research by the Teacher Librarian which resulted in her own knowledge of the subject being expanded. Students very quickly make it clear when a Teacher Librarian's instructions or explanations are unclear. So students made the Teacher Librarian reflect on her teaching style and adjust the instruction techniques. Many students believe that they have mastered a skill after their first practice and are not very open to repetitive practice. It is a challenge to overcome this perception.

All the teachers who worked with the Teacher Librarian including all the core year 9 teachers involved in the programme were asked to complete an evaluation of

the Teacher Librarian at the end of each assignment. The feedback was generally positive with all the teachers stating that they wanted to work with the Teacher Librarian in 2005. Some teachers wondered if the process could be shortened. A few teachers were concerned that the Teacher Librarian's expectation that year 9 students were able to write a bibliography using the school format was too high and that it would have a negative impact on the assignment. At the end of the research process they agreed that their fears were unfounded.

A catalyst for this programme was a presentation by a Teacher Librarian from Santa Maria College, Northcote, Melbourne at the Australian School Library Association 2003 Hobart Conference. A brief visit to Santa Maria College

library and meeting two of their three full time Teacher Librarians after the conference was a very useful follow-up. The possibility of undertaking some evidence based research became clear after visiting Santa Maria College.

**Adaire Hannah
Teacher Librarian, March 2004.**

(Endnotes)

¹ *School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools, Ministry of Education and National Library of New Zealand, 2002*

² *Moore, Dr P, Teaching Information Problem Solving in Primary Schools, Ministry of Education, Wellington, 1998*

Te Tere Auraki: Navigating the Mainstream

Evidence based professional development initiatives aimed at raising achievement for Maori students - valuable lessons for school libraries.

Brian Waddell - Wellington Regional SLANZA Committee.

Aspirations for Maori development in mainstream education are being underpinned by the work of Mason Dury: to live as Maori, be a part of the global village and have a high standard of living. Aspirations indeed for all New Zealanders, knowing who they are, where they came from, participating in the wider society while enjoying the benefits of a high standard of living.

At the October Wellington Regional SLANZA session a large number of members attended a very interesting, informative presentation by two advisers from the Ministry of Education's Maori Development team, Cheree Shortland-Nuku and Lynnette Brandon. The aim of the session was to provide SLANZA members with an opportunity to explore the issues around the provision of effective and appropriate school library support for Maori students, who as a group usually have very limited interaction with the library. The issue SLANZA members were seeking guidance on, was about how they might reach Maori students so they too could benefit from the library, its services and facilities.

Te Tere Auraki project has been developed by the Ministry of Education as part of a wider development

of evidenced-based frameworks that explore and make explicit the key dimensions of quality teaching for diverse students. Within Te Tere Auraki framework there are four discrete strands all aimed at raising achievement for Maori students, two of the strands, Te Kotahitanga and Te Kauhau were outlined in this presentation. The aim of the project was not to apportion blame or guilt, but to identify the causes of Maori student underachievement and to move on, through the development and trialing new teaching approaches.

Te Kotahitanga (which means unity) has based its process on developing and coordinating evidence based practice to inform the development of effective professional development programmes for teachers at the year 9 and 10 level. Two of the questions underpinning this research being:

Why do year 9 and 10 Maori students engage or disengage from education?

What has been their experience in the classroom?

The discourse with students, teachers, principals and whanau formed narratives that were used as the basis for the development. Much has been written concerning

issues with schools, the whanau and the disruptive attitude of the students themselves. Interestingly, it was the in class face-to-face relationships between the student and the teacher that was seen to have the most influence on Maori student achievement. This finding is very much in line with Hattie's (1999) thesis that 'it is the teacher that makes the difference.' Todd's (2003) research based on effective school libraries also supports the view that it is the relationships with the library team that effects student learning.

The Kauhau project adopted a growth in practice approach

"Growth in practice assumes that teaching is intellectual work and that professional development occurs when teachers have the opportunity to learn from theory and practice as part of their job"

(Lieberman & Miller, 1999. P59)

For the change in practice to be made and for constructive relationships supporting optimal conditions for learning to be developed there needed to be a focus on teacher's dispositions towards raising Maori students achievement levels. Three areas emerged from the data: Valuing Maori student culture, listening to Maori student views and caring about Maori student success. The process has not been easy and has been described at times as being turbulent, as it is with many changes of this nature. The results at this stage though are very encouraging, 91% of teacher involved now believing it possible to raise Maori student achievement and much improved teacher collegiality and collaboration.

The presentation was a quite a catalyst for an excellent lively group discussion session, which was centred on what school libraries could do for Maori students to help raise achievement levels. Some suggestions were:

- Develop the relationship with Maori students and teachers – ensure that the library is a culturally comfortable place to go in terms of interpersonal relationships as well as physical environment.
- Valuing Maori culture and ensuring cultural icons in relation to signage are appropriate and supportive.
- Providing an environment that supports a mix of learning styles from collaborative groups sharing a resource or enjoying a magazine to someone who wishes to work in a quiet area.
- Ensuring that there is a variety of media in the library supporting the range of learning styles.
- Seeking a sense of collaborative ownership of the library through welcoming involvement and consultation with all sections of the school

community, students teachers and with the wider school community particularly whanau.

- Valuing oral cultural traditions through for example story telling.
- Establishing practical relationships also through 'Homework Club' as well as links from the school library to the local community library.
- The library team must be welcoming and enthusiastic, actively seeking collaborative relationships between teachers and Maori students.

There is much evidence being gathered internationally on the educational benefits for students of school libraries and a school wide information literate approach. It is to be hoped that our Ministry of Education will seriously consider taking advantage of the potential a well staffed and equipped school library can play across all learning areas and levels in the school. The guidelines are already in place through the Ministry's collaborative publication with National Library 'The School Library and Learning in the Information Landscape: Guidelines for New Zealand schools (2002).'

School libraries do have an important role in developing positive collaborative relationship with Maori students across the whole school as well as supporting those teachers who are taking up the challenge of adapting their practice to cater for the needs of diverse students. It's about collaborating, working smarter so everyone achieves.

References:

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Teachers--transforming their world and their work. New York: Teachers College Press: Alexandria, Va.

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The school library and learning in the information landscape: Guidelines for New Zealand schools. Wellington: Learning Media.

Todd, R. (2003).

Student learning through Ohio school libraries: A summary of the Ohio research study. Retrieved May 10th 2004 from www.oelma.org/studentlearning.htm

Full reports and background details on these projects can be found at

http://www.tki.org.nz/r/maori_mainstream/index_e.php

We often talk about ourselves as a 'far flung region', so we were delighted when twenty-five members from as far away as Gisborne, Taupo, Whakatane and Rotorua attended our first meeting for the year on the 12th March, at Hamilton Boys High School. Pauline McCowan, a National Library Adviser and founding member of SLANZA in Auckland, spoke on 'Advocating for your School Library – how to be a pro-active librarian!' She showed us ways to increase our visibility and influence as school librarians, how to advocate for the needs of our libraries and staff in the face of shrinking budgets and difficult politics, and how to prove that a strong library service in our schools is critical to improved student learning.

After morning tea, Robin Martin from Raeco demonstrated new products and showed us ways to enhance the durability of our resources by clever processing and mending. We also saw a lot of new display and shelving items being added to their stock.

Our Regional AGM will be held 10.00 am, Saturday the 11th. June at Tauranga Intermediate School. We ask members in the meanwhile to think about standing for our Regional Committee...

Two of our members were awarded SLANZA study grants for 2005 and are well under way with their Open Polytechnic papers. Diana Morris from Hamilton is studying Information Access and Kim Spencer from Putaruru The Information Industry which, due to updating, has been transferred to semester two giving Kim time to do lots of background reading. Members with any questions can email me at gerri.judkins@southwell.school.nz.

Geri Judkins

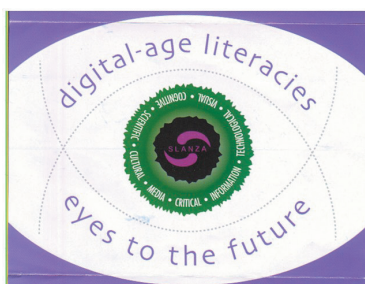
SLANZA AWARDS

The SLANZA Awards Committee met on May 7th to consider the applications for the 2005 awards.

The number of nominations and the caliber of the candidates were most impressive. The committee looks forward to the Conference where recipients will be presented with their awards.

SLANZA Conference 2005

The Langham Hotel – Auckland July 11 -13



Digital-age Literacies: Eyes to the future

This conference promises to provide wonderful opportunities for all of us connected with school libraries. It will help us to see our way more clearly as we advance further and further into our increasingly digital futures.

The keynote speakers, workshops and seminar presentations will provide glimpses and outlines of future information landscapes, ideas for tackling the tasks ahead, and reassurances that we are on the right path.

Register today and join us in Auckland for this exciting journey filled with future possibilities – you'll be glad you did!

Visit the Conference website and register on line

<http://www.conventions.co.nz/slanza2005/>