



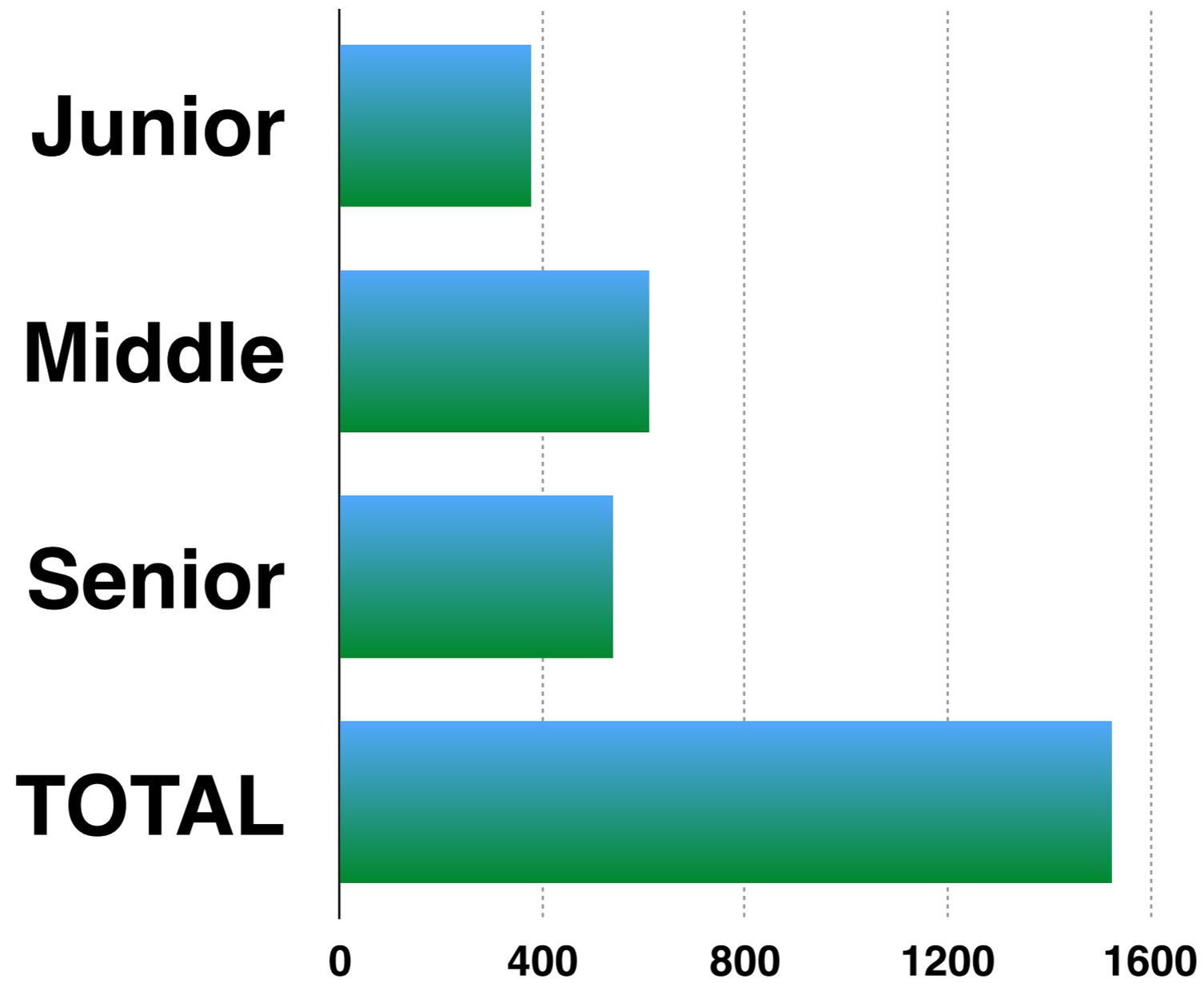
Alison Hewett

The new relevancy

The evolution of the School
Library in the digital age

Being relevant is not just appearing cool to students, it's when teachers and principals see the Librarian and Library as essential to the teaching and learning that goes on in every part of the school.

School Roll 2015



Curriculum

Kindergarten to Year 6
IBO - PYP

NZ Curriculum

Middle School Years 7 -10
IBO - MYP

Middle School Years 7 -10
NCEA - L1+ selected students

Senior School Years 11-13
IBO - DP

Senior School Years 11-13
NCEA - L1-3



4706 devices on network



1200 used concurrently

Our LIC - Opened 2004





teacher | librarian

THE JOURNAL FOR SCHOOL LIBRARY PROFESSIONALS

april 2012



The Best of the Best

8 *TEACHER LIBRARIAN* RECOGNIZES
VISIONARY LEADERS OF THE LEARNING
COMMONS CONCEPT

14 THE CRESWELL EDGEWOOD
EXPERIENTIAL LAB AND LEARNING
COMMONS FOR THE 21ST-CENTURY
LEARNER

35 THE BEST SOURCES OF INFORMATION FOR COMMON CORE
STANDARDS, MARCH 2012

38 BEST, NOTABLE, AND RECOMMENDED BOOKS, 2012

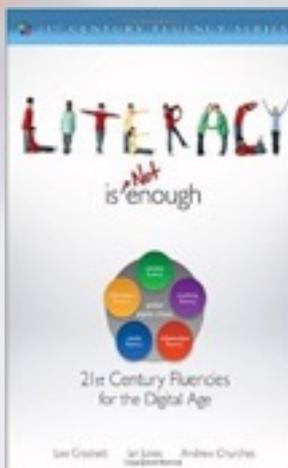
The 21st Century Fluencies



The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler

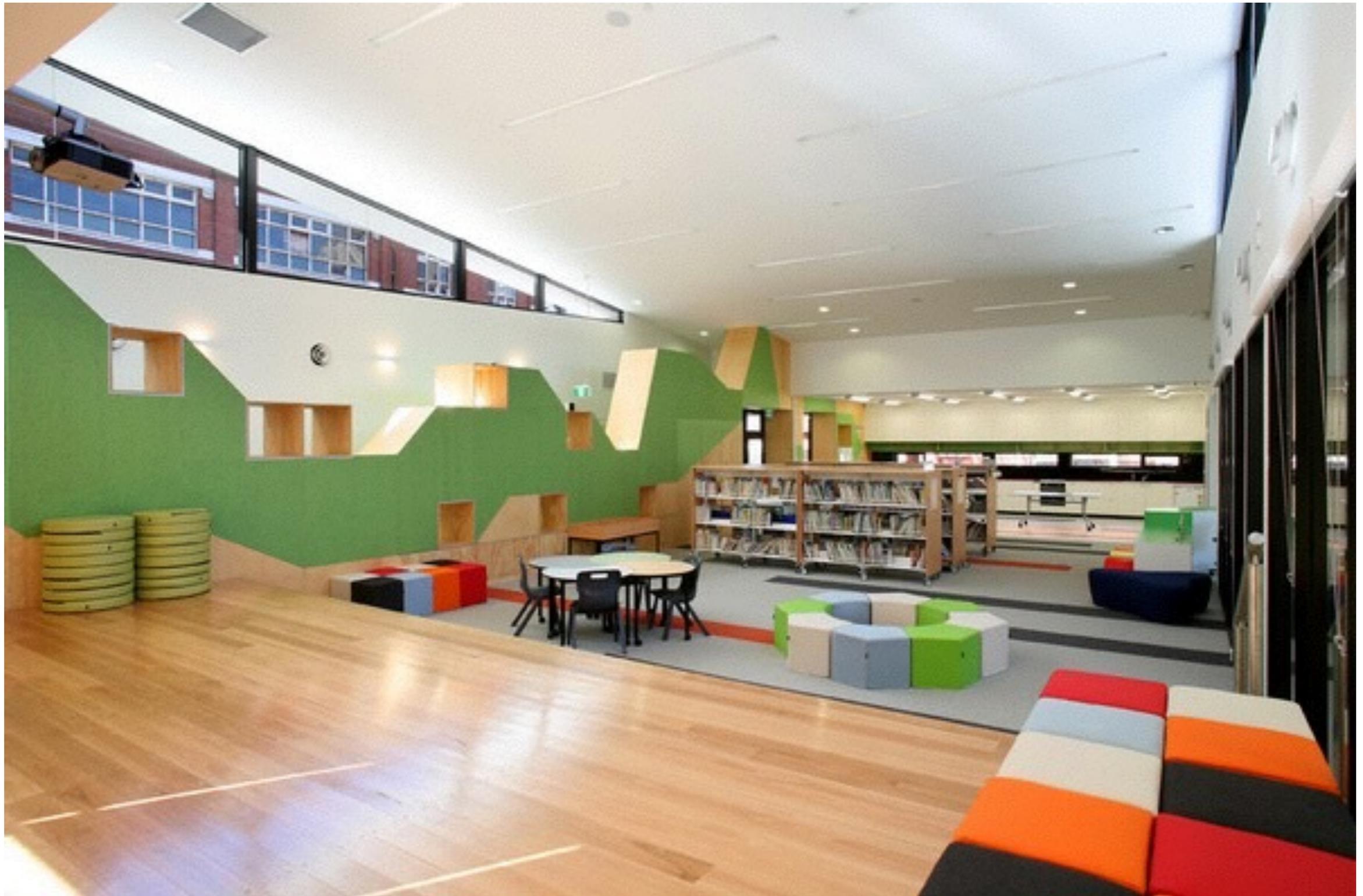
Literacy Is NOT Enough: 21st Century Fluencies for the Digital Age (The 21st Century Fluency Series)
by Lee Crockett, Ian Jukes and Andrew Churches, 2011.



Modern Learning Environments



Image source: <https://youtu.be/cO1e-xqy8iA>



St Joseph School, Collingwood, Melbourne

<http://www.greenstylegallery.com/colorful-cozy-school-library-designing-in-melbourne/>

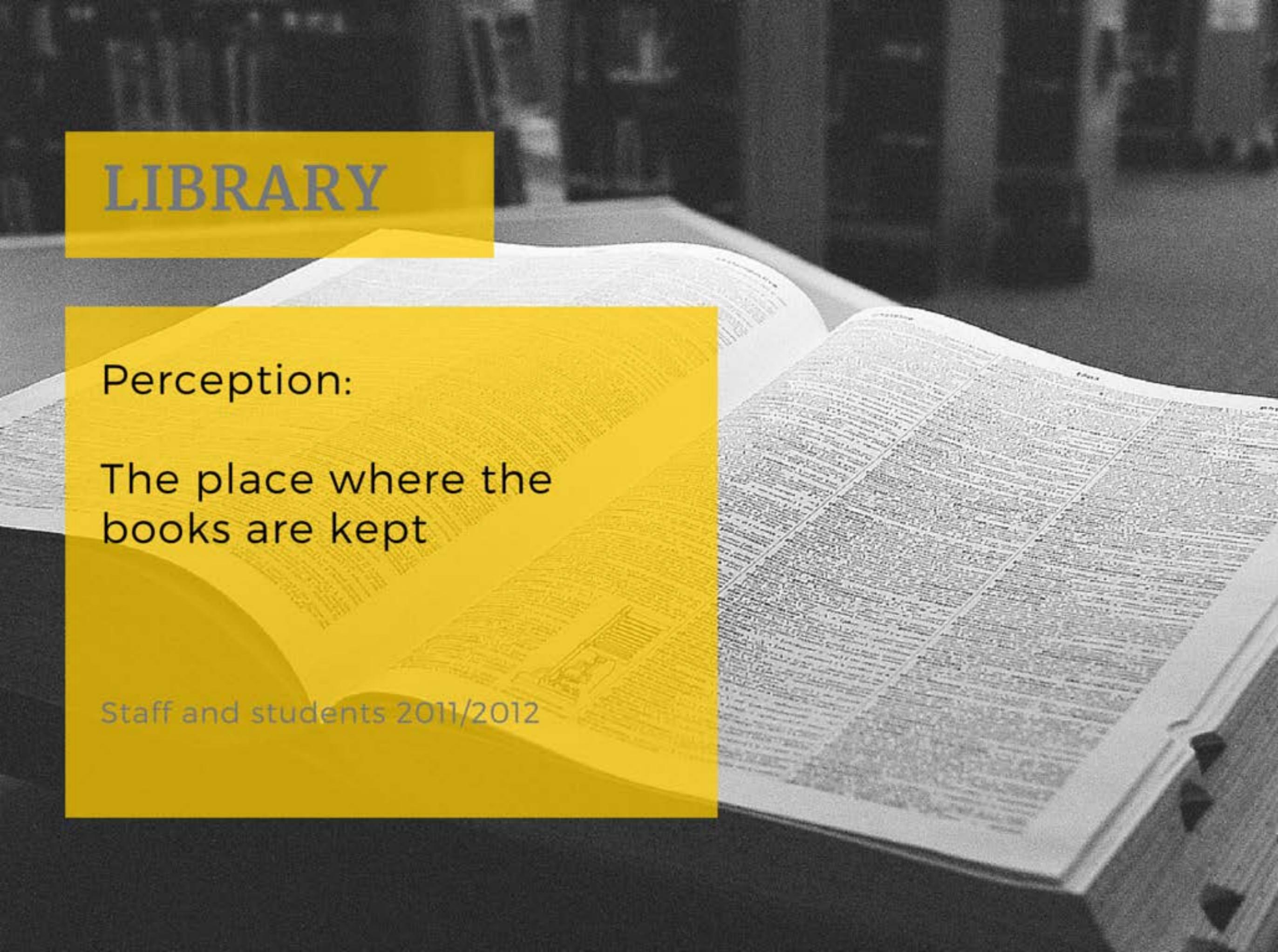


A yellow speech bubble with a pointed tail at the bottom left. Inside the bubble, the text "Everything I will ever need...fits on my phone" is written in a white, cursive font.

*Everything I will
ever need...fits
on my phone*



LIBRARY

The background of the slide is a grayscale photograph of an open book. The book is laid flat, showing two pages. The right page is filled with dense, small text, possibly a dictionary or a reference work. The left page is partially obscured by a yellow overlay. The overall lighting is soft, and the focus is on the text of the book.

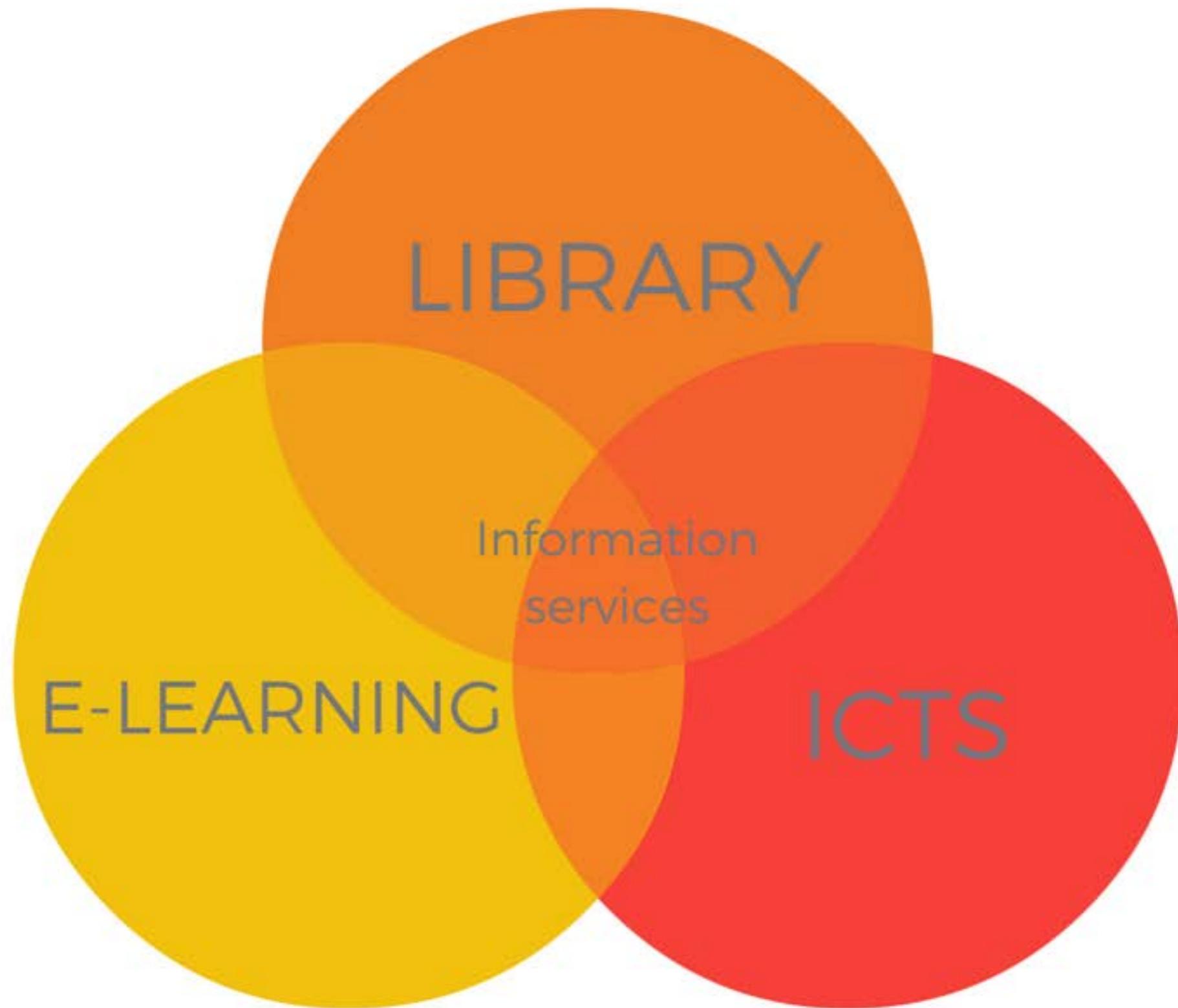
Perception:

The place where the
books are kept

Staff and students 2011/2012

Changing direction





ion

Challenging
Picture Books

Picture Books

Fiction



500 - 589
590 - 627

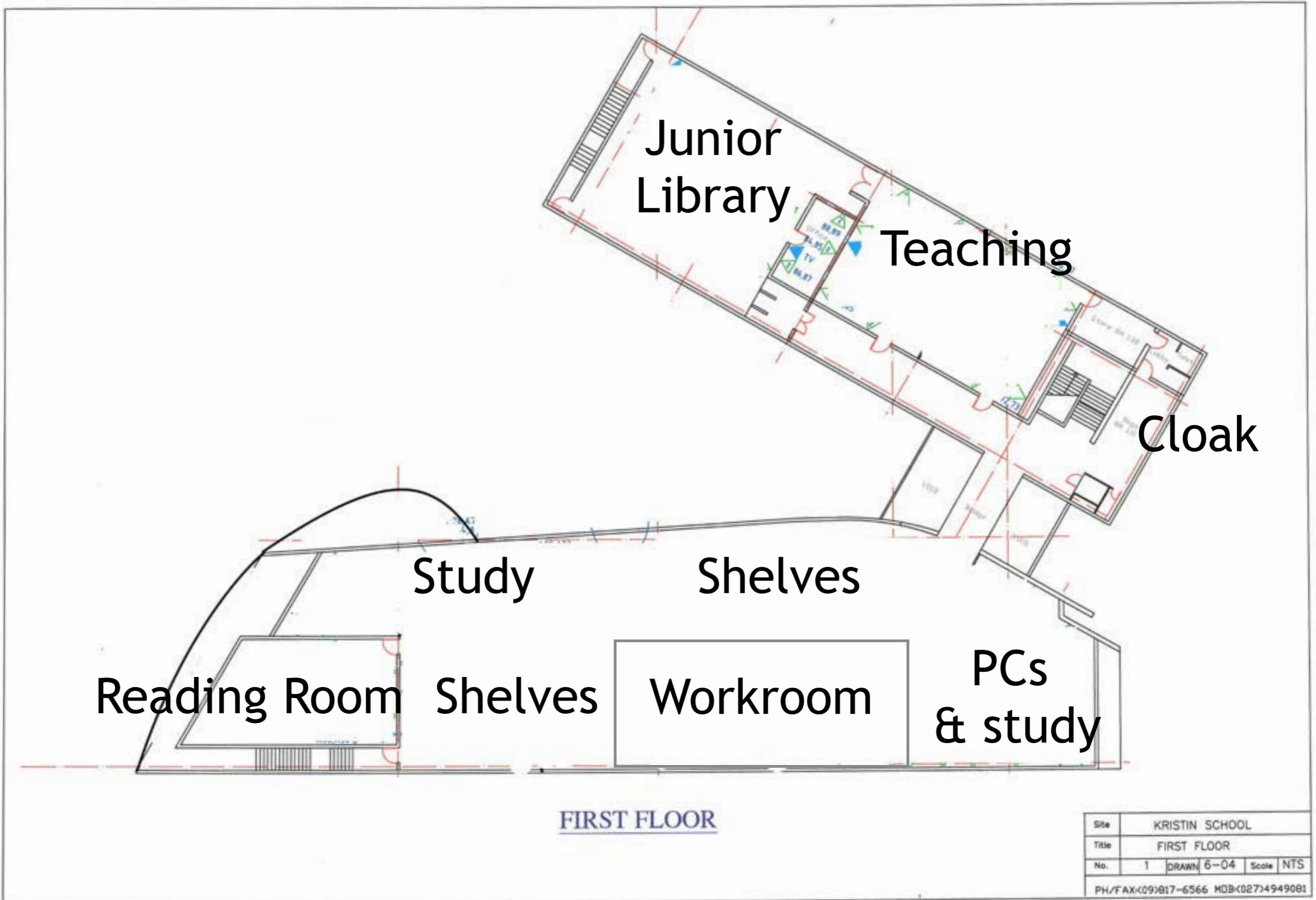
628 - 699
700 - 799

A - C

D



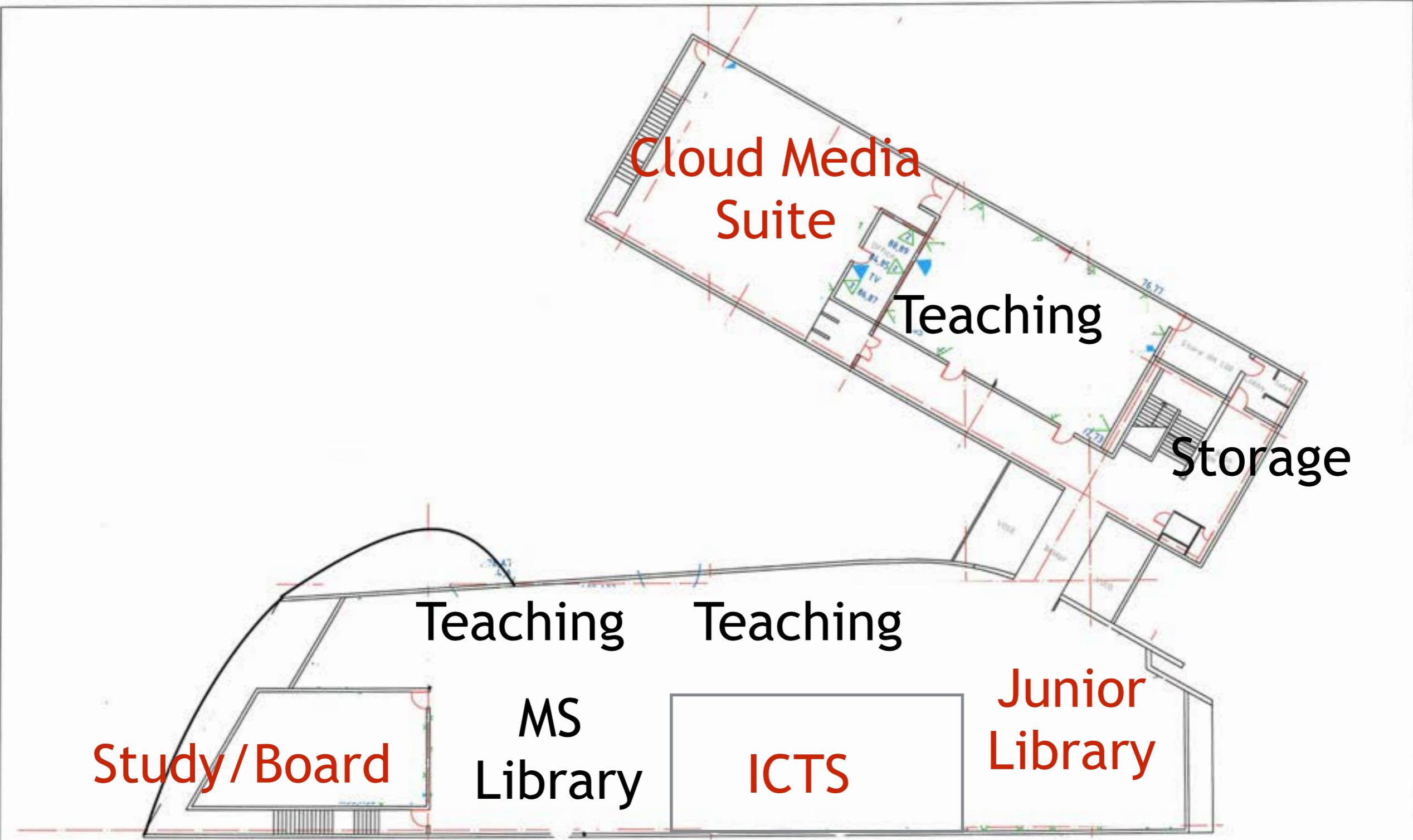
LIC 2004-2011



FIRST FLOOR

Site	KRISTIN SCHOOL				
Title	FIRST FLOOR				
No.	1	DRAWN	6-04	Scale	NTS
PH/FAX:(09)817-6566 MOB:(027)4949081					

LIC 2012-2105



FIRST FLOOR

Site	KRISTIN SCHOOL				
Title	FIRST FLOOR				
No.	1	DRAWN	6-04	Scale	NTS
PH/FAX(09)817-6566 MDB(027)4949081					

ion

Challenging
Picture Books

Picture Books

Fiction



500 - 589
590 - 627

628 - 699
700 - 799

A - C

D









The Hive

Junior Library



New Books

Reference

Non Fiction

Fiction

CCCCC

CONGRATULATIONS



the port

the port

summit

summit

nest

treetops

the port
help zone

"The role of Librarians now centers on the creation of knowledge, not the storage and retrieval of knowledge as has been our mission for the last century".

David Lankes (2011), Atlas of the new librarianship.

Library as a
defined
physical
space

**Library
without
walls**



Open 24 hours
7 days per week
365 days per year
accessible from anywhere,
anytime

LMS Upgraded to Oliver 5.0, available outside School

The image shows a screenshot of a school website's navigation bar. The bar is teal and contains several menu items: 'My Google', 'My Library', 'My ManageBac', 'My Helpdesk', and 'My MS Office'. The 'My Library' menu is open, showing a dropdown list of links. To the right of the navigation bar, there are three widget sections: 'UPCOMING EVENTS', 'COURSE CATEGORIES', and a calendar. The 'UPCOMING EVENTS' section shows 'There are no upcoming events'. The 'COURSE CATEGORIES' section lists 'Courses2014', 'Miscellaneous', 'Senior School', and 'Middle School'. The calendar on the right shows the current date as Sunday, with other dates like 6, 13, 20, and 27 visible.

Navigation Bar:

- My Google
- My Library
- My ManageBac
- My Helpdesk
- My MS Office

My Library Dropdown:

- EasyBib
- Search the Library Catalogue
- Login into My Library account
- Login into my OLLY (Junior School) account
- OverDrive eBooks & Audiobooks
- EBL eBooks
- ETV
- Knowledge Basket
- EPIC
- JSTOR
- MackinVIA eBooks & AudioBooks

UPCOMING EVENTS

There are no upcoming events

COURSE CATEGORIES

- Courses2014
- Miscellaneous
- Senior School
- Middle School

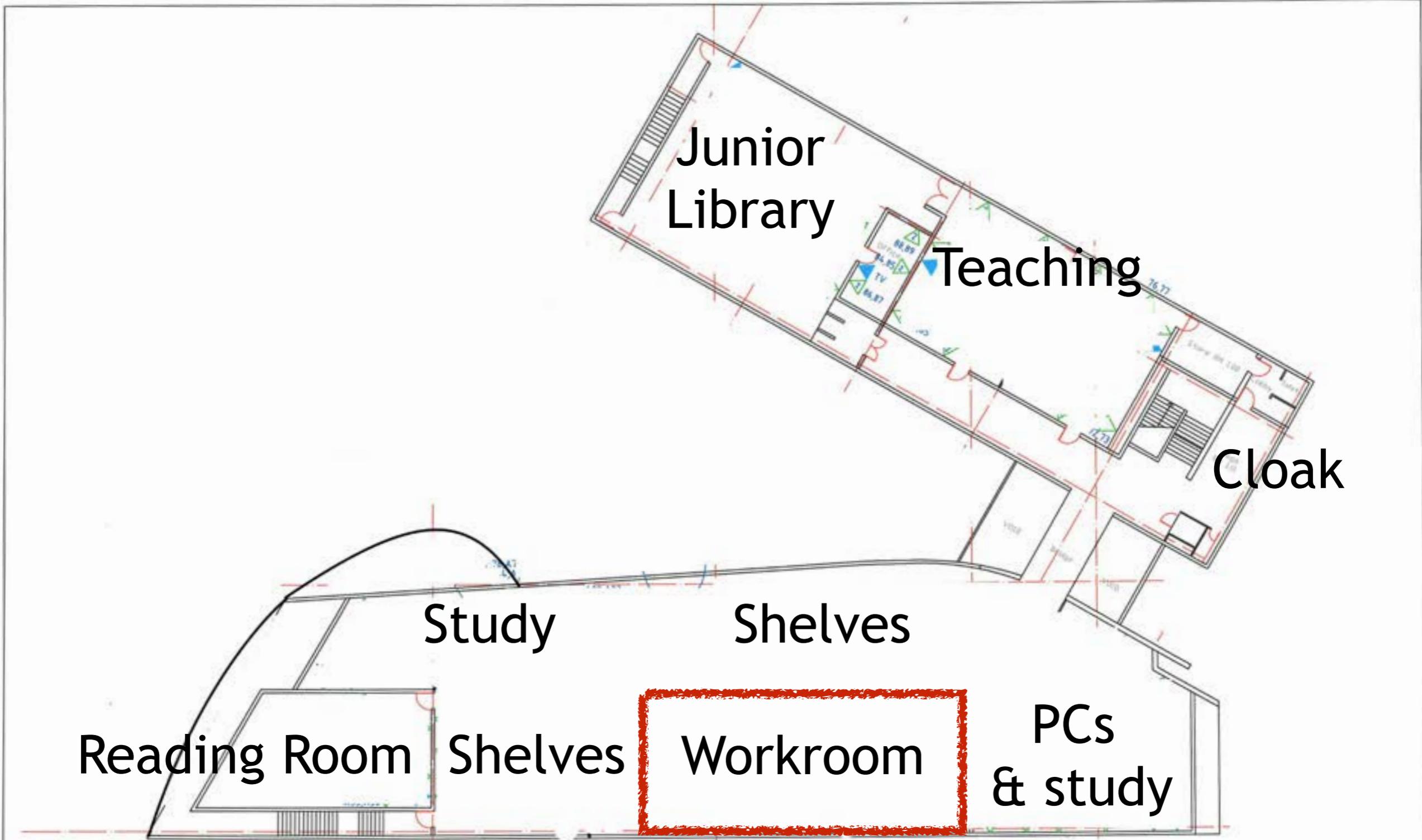
Calendar:

- Sun
- 6
- 13
- 20
- 27

Asset
management

**Enabling
Learning**

LIC 2004



FIRST FLOOR

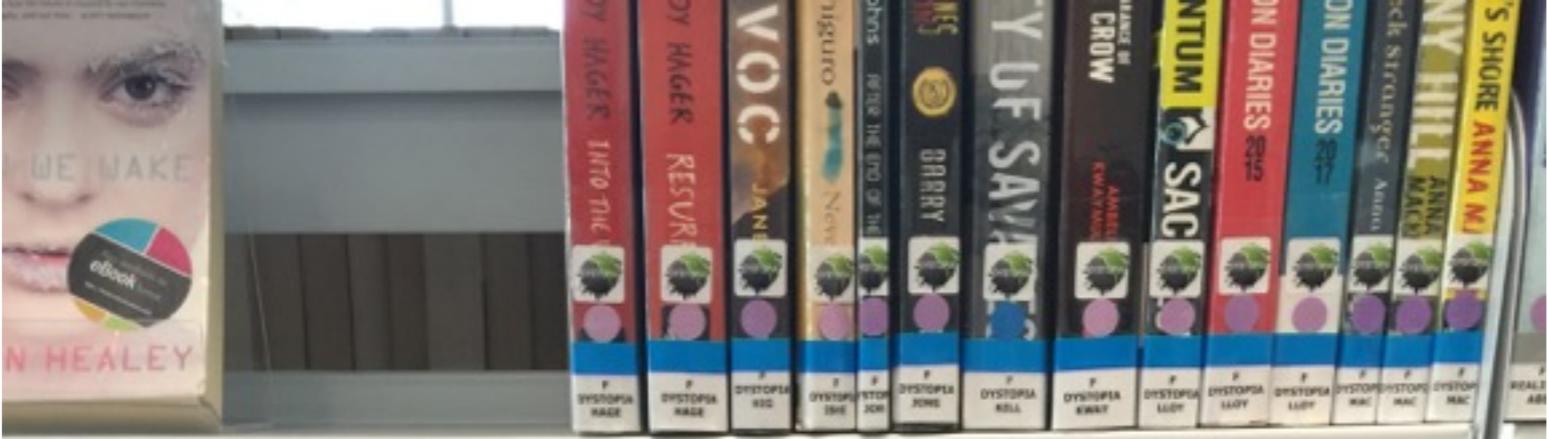
Site	KRISTIN SCHOOL				
Title	FIRST FLOOR				
No.	1	DRAWN	6-04	Scale	NTS
PH/FAX:(09)817-6566 MDB:(027)4949081					

The collection

- the appearance and arrangement of the physical collection reflects your teaching & learning philosophy
- it must be attractive, enticing, intuitive and easy to navigate

Genrefication

Makes a large fiction collection browsable...
more like a book store



Hacking Dewey

or at least tweaking... so that it's consistent, books that belong together are together (as needed in your school) and the collection is easier to navigate.

Buying less print non-fiction

Purchasing multi-user ebooks whenever possible

New content in 60:40 model

OverDrive

DOWNLOAD

eBooks, Audiobooks & more

Enjoy titles on your mobile device, iPod® or eBook reader.



Ebook Library
a ProQuest® business



**NATIONAL
GEOGRAPHIC
KIDS**

MackinVIA



PAKISTANI SOLDIERS STAND GUARD IN MINGORA.

Taliban leaders claimed they were trying to ensure a society in which women had a safe and dignified role. But critics insisted that the Taliban were misogynistic abusers of power. Most of the world's Muslims did not support the Taliban's interpretation of Islam in regards to women. The U.S. State Department stated that "Islam has a tradition of protecting the rights of women and children. In fact, Islam has specific provisions which define the rights of women in areas such as marriage, divorce, and property rights."

In Swat during the years after 9/11, the Taliban's influence grew stronger. Maulana Fazalullah, Sufi Muhammad Khan's son-in-law, set up at least thirty illegal radio stations to propagate his message. Girls' education and women's roles in society were opposed.

In July 2007, Fazalullah urged his followers to launch *jihad* ("holy war") because the Pakistani military had carried out an operation in a mosque in the nation's capital of Islamabad. That month, Pakistani president Pervez Musharraf deployed troops to Swat to squelch the militants. The action led to armed conflict, and by late 2007 a reported 500,000 of Swat's 2 million people had fled.

Proquest EBL

EBL SML MED LGE Intro of 182 COPY PRINT PDF IMAGE DICTIONARY READ ALOUD

Library > EBL > Search > This Book

Interpretations
The Great Gatsby - F. Scott Fitzgerald
Infobase Publishing

Hide
Details
Contents
Search
Notes
Download

Help/Feedback

Contents

- ▶ Cover
- ▶ Contents
- ▶ Editor's Note
- ▶ Introduction
- ▶ Disembodied Voices and Narrating Bodies in The Great Gatsby
- ▶ Deceitful Traces of Power: An Analysis of the Decadence of Tom Buchanan in The Great Gatsby
- ▶ The Great Gatsby—The Text as Construct: Narrative Knots and Narrative Unfolding
- ▶ The Great Gatsby's Aesthetics of Non-Identity
- ▶ Pastoral Mode and Language in The Great Gatsby
- ▶ "...and the long secret extravaganza was played out": The Great Gatsby and Carnival in a Bakhtinian Perspective
- ▶ The Great Gatsby and The Obscene Word
- ▶ The American Carnival of The Great Gatsby
- ▶ The Trouble with Nick: Reading Gatsby Closely
- ▶ Chronology
- ▶ Contributors
- ▶ Bibliography

INTERPRETATIONS

AROLD BLOOM

F. Scott Fitzgerald's The Great Gatsby

NEW EDITION



Curating more digital
content for all ages



Core physical resources - single copy

Desk Loan

Librarians load curated material directly into teaching courses

LiveBinders

Search tab names

Sign Up Log In

Y8 T3 Humanities - Children in Crisis 2015
By: AngelaNeely

Children in Crisis - Unit Introduction and Kristin Resources | CASE STUDY:Child Labour in India | New Zealand - Children in Crisis | **Stolen Generations - Australia** | Child Soldiers - Africa

Slide show | Timeline - Snapshot | Anti-racism view | Action group - current day | **Y12 student's You-Tube video**

The Stolen Generations - 1 minute short video

http://www.youtube.com/v/KzpsBqwCQqE?version=3&f=videos&app=youtube_gdata



The Stolen generation

Short and to the point - it gives the viewer the jist of what went on, what impact it had on both children and families plus the impact on the culture of the aboriginals long term.

SUBJECTS

COLLECTIONS

LEVELS

Filter search by:

eBook

Audiobook

Show me... +

Format (5) +

Search within results... -

Refine

Looking for even more titles?

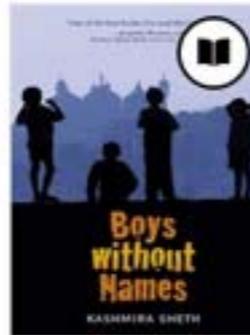
Find titles
you can
recommend.

Children in crisis

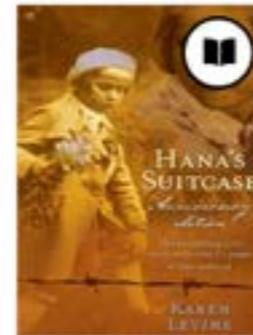
Sort: Added to Site

 Cover  List

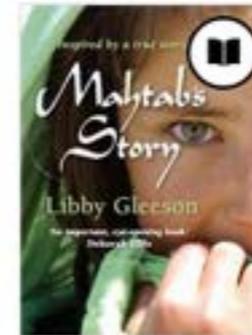
Page 1 of 3 



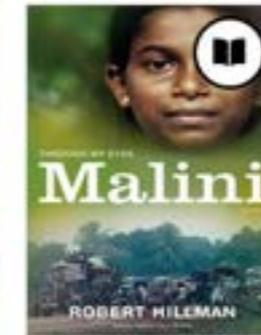
Boys without Names
Kashmira Sheth



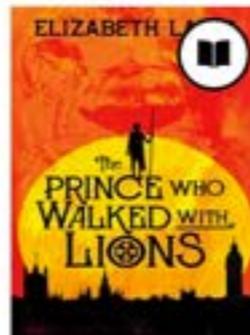
Hana's Suitcase
Karen Levine



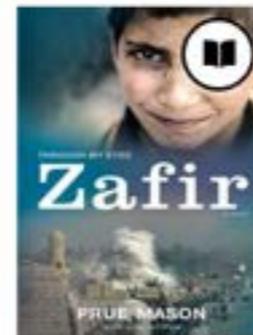
Mahtab's Story
Libby Gleeson



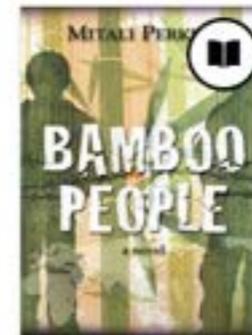
Malini
Robert Hillman



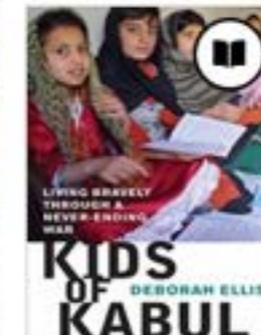
The Prince Who Walked with Lions
Elizabeth Laird



Zafir
Prue Mason



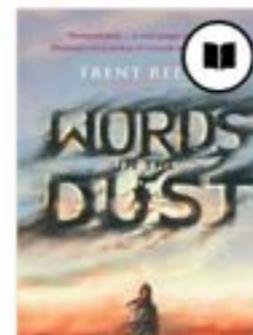
Bamboo People
Mitali Perkins



Kids of Kabul
Deborah Ellis



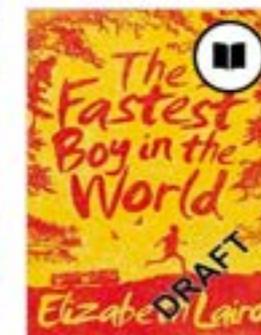
A Little Piece of Ground
Elizabeth Laird



Words in the Dust
Trent Reedy



Chains
Laurie Halse Anderson



The Fastest Boy in the World
Elizabeth Laird

Curated fiction to encourage wide reading around Inquiry topics

Librarian

Librarian
Educator
Facilitator
Curator
Learner
Partner
Advocate

I will let go of previous practices
if there is a better way to do
things now, even if
these practices once seemed so
great.

“Librarianship as we know it has changed.

It has changed as the mediums of information distribution have changed, it has changed as the speed of information growth has increased, it has changed as the access to online media has become increasingly ubiquitous.

Therefore the role of the librarian has to change”.

Andrew Churches

Ideas taken from Andrew Churches (in my words)

- Librarians should be visible and available
- Library space as a Learning Commons - with multiple learning spaces to meet a diverse range of needs [collaborative, social, quiet, creative]
- Circulation/reference desk is a barrier and the point of last contact
- Information Fluency [Ask, Acquire, Analyse, Apply and Assess] skills needed as part of 21st Fluencies.
- Reference sections are no longer needed as web based information more up to date/timely.

The “New Librarian”

Curator

+

Media expert

and

Ethicist

and

Scholar

Librarians can be isolated in a typical school



Making meaningful connections



Reactive

Proactive

Weekly PYP Collaborative planning - Junior School “embedded librarianship”

Period	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1	PYP: Y3	Maria Kindy Jnr	Sophie Kindy Trans	Kristy Kindy Trans	PYP : Y1	Angela Kindy Jnr	Jude Kindy Trans
2	LIC MEETING	PYP : Y5			Y6 : Literacy		Y5 : Literacy
Interval							
3	1H	PYP : Y4	6N	5A	6D		OH
4	6C	PYP: Y6	4M	Y4 : Literacy	PYP : Y2	6G	OS
Lunch							
5		3S	1G	4B	5B	4A	3L
6	1C	1S	2T	5M		2A	2P
After school							

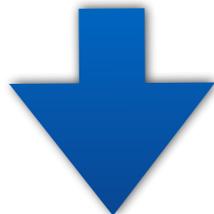
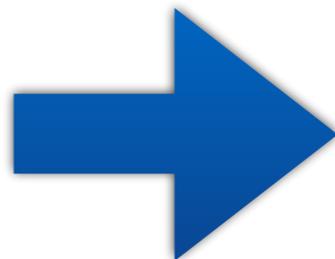
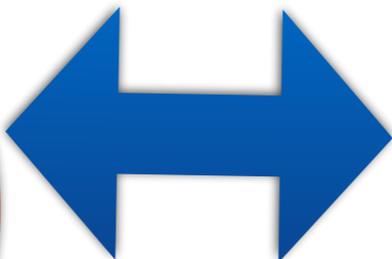
- All Year level teachers e.g. 4 Year 6 Teachers
- Enrichment and/or Learner Support teacher
- Librarian
- Deputy Principal - Pastoral Care
- Deputy Principal - PYP co-ordinator & Technology innovation
- Librarian has full access to planning documents

MYP Curriculum Meetings

- Curriculum managers [English, Humanities, Science, Maths, Languages, Technology, Dance, Drama, PE]
- Learning leaders for each year level
- MYP Co-ordinator
- GATE
- Learner Support
- Librarian attends some meetings (also meets with CMs and others individually).
- Librarian can access planning documents.

DP / NCEA

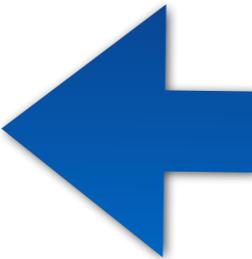
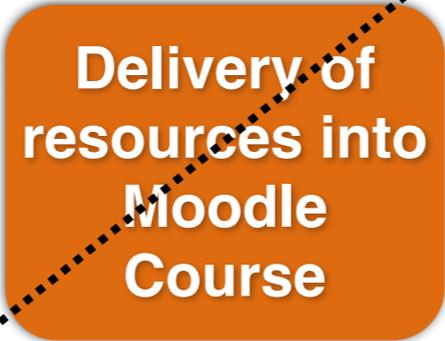
- Planning done by Faculties [Science, English, Maths, History, Languages etc] in conjunction with Curriculum Managers [Biology, Media studies, Spanish etc]
- Librarian briefed about Units of Work and asked to facilitate with curation, resourcing, planning and booking library and class visits
- Librarian is given copies of Unit Plans and can access planning documents online.



Term 1 - Water Matters

Water Matters - Unit Introduction:
Communities are responsible for exercising tl
source.

- Water Matters - Digital Resource
- MackinVIA e-books



UN Water Video

MackinVIA

The significance of water, and water places, for pe

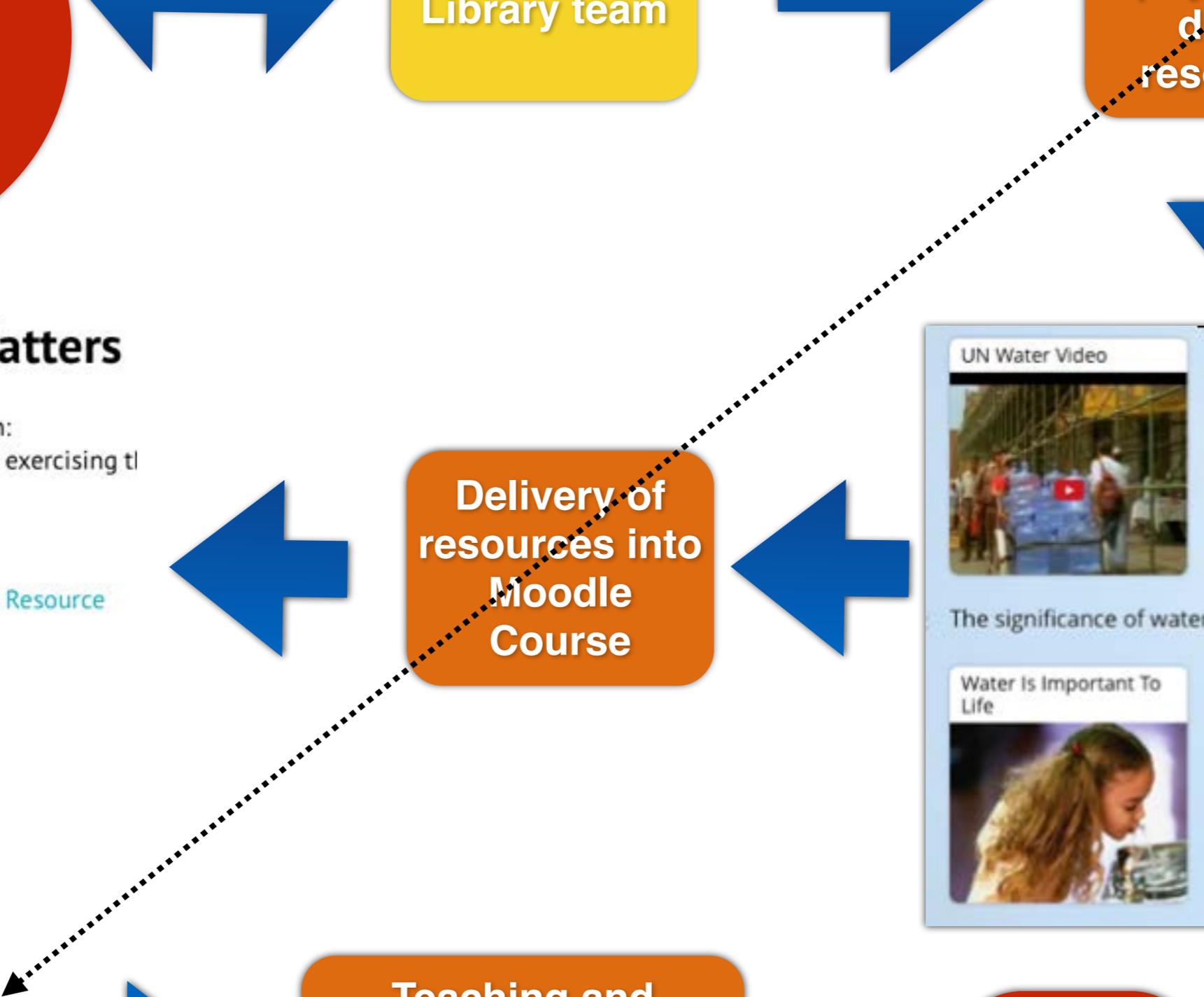
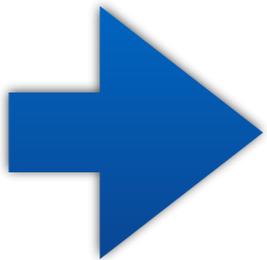
Water is Important To Life

Water is Life - Water stress

Figure 2. Distribution of the World's Water

All water

Freshwater



When librarians are part
of curriculum planning...
these things happen....

- Collaboration
- Just-in-time resourcing
- Differentiation & Learner support
- Deeper understanding of the curriculum/inquiry
- Better use and sharing of resources
- We learn more about our students, particularly pastoral care, behavioural and learning issues.
- We get to know our teachers better (as educators)

Teachers who work with Librarians

- Save time - work collaboratively instead of alone.
- Learn about resources as they are exposed to them.
- Are better prepared to meet the needs of students and their parents.
- Knowledgeable about digital tools (which leads to enhanced collaboration with other teachers too)
- Are involved in decisions about future resources for the Library collection.

TRUST

Students with Librarian support in class

- Are given support through their whole unit of work with search and retrieval skills, citation creation, digital citizenship skills, academic honesty;
- Are supported through all stages of the inquiry process from provocation, formative and summative assessment tasks through to reflection;
- Learn to use digital tools to capture information as well as show their learning through the creation of new knowledge that they can share.

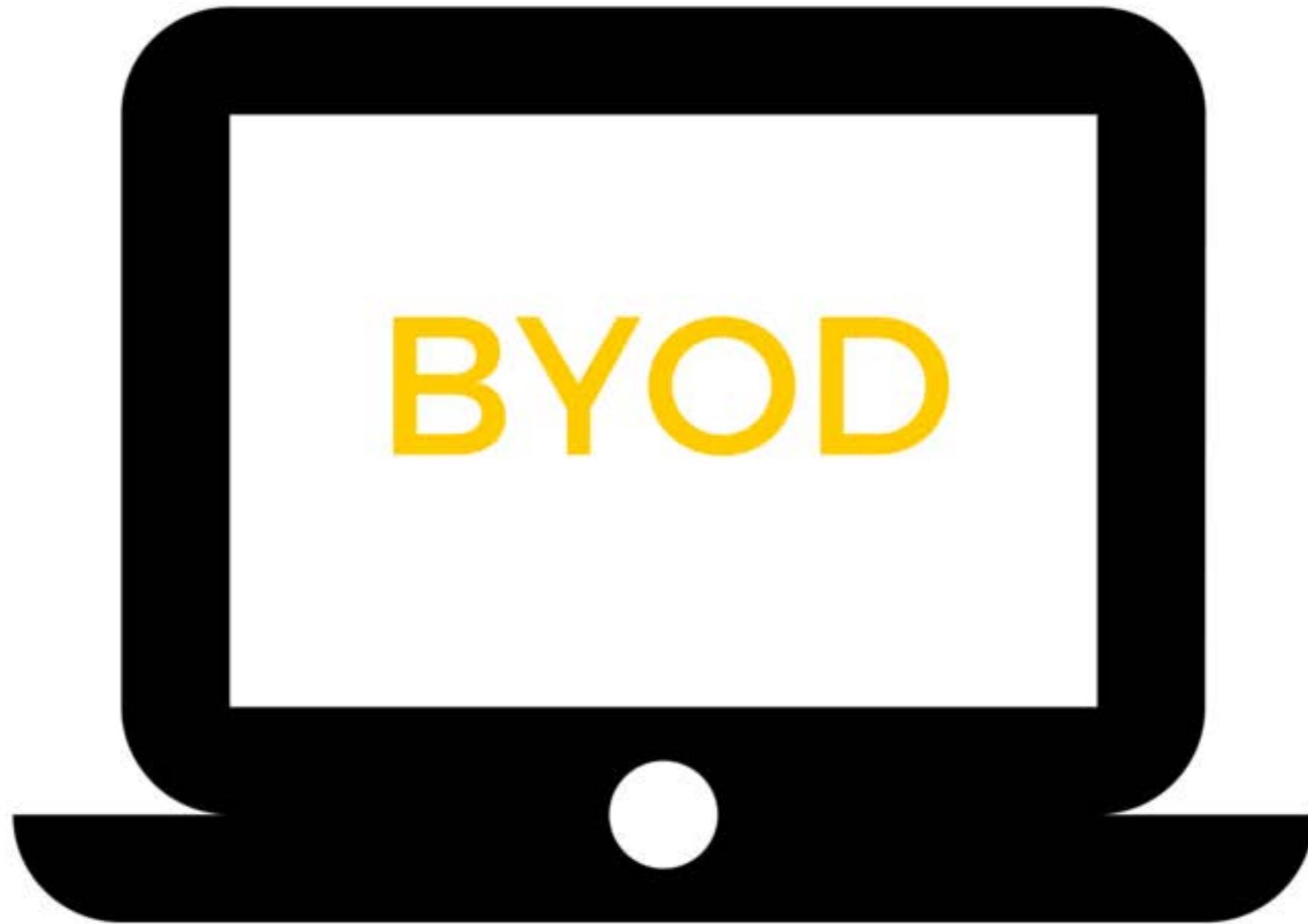
**LEARN SOMETHING
WHEN YOU NEED TO KNOW IT**

What this means for collection development

- Existing resources are continually assessed against current and future needs.
- Weeding and replacement is an ongoing process.
- Greater use of/and emphasis on digital curation and database use.
- Better use of audio, video and visual content to support all learners.
- Supplement our own collection with selected titles from Auckland Libraries and NLNZ.
- Introduce multi-user ebooks for informational texts wherever possible.
- This frees up our budget for physical books that inspire curiosity and creativity versus facts/curriculum support.
- We receive quality timely feedback about the resources during reflection on the units.

Benefits for the Library

- Brings teachers and classes back to the Library - they want to work with Librarians in the library space even though Librarians can work in classrooms.
- Students and teachers appreciate the physical resources more because they are 'cherry picked' and relevant.
- Library seen as a hub rather than an archive.



An opportunity not a threat

What will we be able to
do differently with tech?

SAMR

“SAMR is a model to help educators infuse technology into teaching and learning”

<http://www.schrockguide.net/samr.html>

SAMR

Integrating technology into the School & Library

Redefinition

Tech allows for creation of new tasks, previously inconceivable

Modification

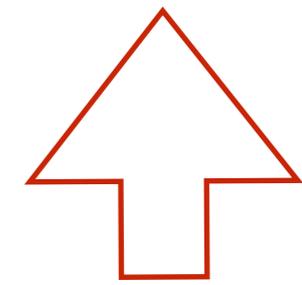
Tech allows for significant task redesign

Augmentation

Tech acts as a direct tool substitute with functional improvement

Substitution

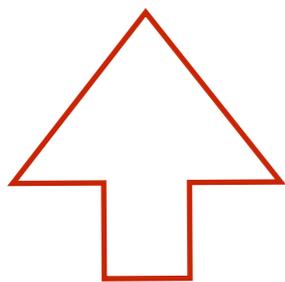
Tech acts as a direct tool substitute with no functional improvement



Transformation



Enhancement



SAMR example: Integrating technology into the Library

Redefinition

Student shares new knowledge with peers, family and friends via storytelling and visual apps

Modification

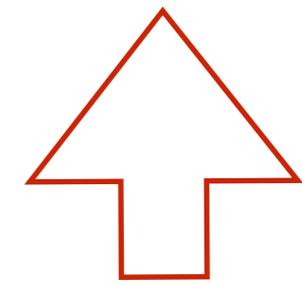
Using ebooks to gain understanding, presenting knowledge using digital storytelling

Augmentation

An ebook with text to speech, embedded video, note-taking and citation features

Substitution

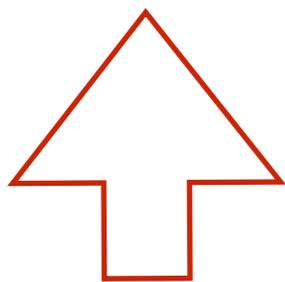
ebook version of a paper non-fiction book



Transformation



Enhancement



Consumption

Creation







A-Z All Resources

Groups

Categories

eBooks

Databases

Audiobooks

Videos

Links

Groups

Results/Page 30

1-16 of 16

English - ReadMe Programme	40 titles
Literature circles	28 titles
NCEA - History	27 titles
NCEA - Science	28 titles
Y00 : How the world works : The sun	7 titles
Y01 : How the world works : Melting and freezing	7 titles
Y01 : Sharing the planet : It's their world too	19 titles
Y02 : Who we are : I am a living thing	2 titles
Y03 : How the world works : Our changing earth	19 titles
Y04 : How the world works : Inventions	13 titles
Y05 : How we organise ourselves : Advertising	4 titles
Y07 : Humanities : Race to the pole	15 titles
Y07 : Science : Our earth	10 titles
Y08 : Humanities : Children in crisis	9 titles
Y09 : Humanities : Immigration	18 titles



A-Z All Resources

Groups

Categories

eBooks

Databases

Audiobooks

Videos

Links

Advanced Search

Author

Subject

Topic / Genre

Series

Number of Pages

Date of Publication

Interest Grade Level

Reading Grade Level

Language

More

Y01 : Sharing the planet : It's their world too

Results/Page 30

1-19 of 19

Sort By Resource A-Z

eBook



Being a sloth

McDonnell, Julia

Presents information on sloths, discussing their characteristics, behavior, and habitat. [More Info](#)

Rate this!

Open Now

Add To Favorites

Checkout

eBook



Cheetah : speed demon!

Lunis, Natalie.

Examines what makes the cheetah the fastest land animal on the planet and discusses how it uses its speed to capture prey. Details the factors contributing to cheetah's endangerment and reveals what is being done to protect them. [More Info](#)



Open Now

Add To Favorites

Checkout

eBook



Cheetahs

Gagne, Tammy.

Examines the features and habits of the cheetah, as well as how scientists are working to conserve this endangered species. Includes color photographs, a glossary, and further reading sources. [More Info](#)

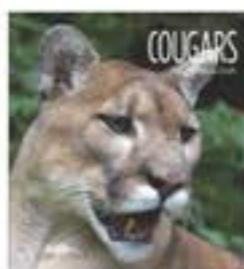


Open Now

Add To Favorites

Checkout

eBook



Cougars

Gish, Melissa.

Examines the behaviors, habitat, and biological features of cougars. [More Info](#)



Open Now

Add To Favorites

Checkout

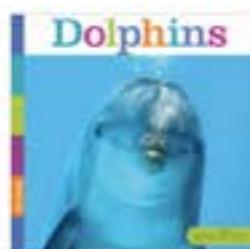
link

**DK FindOut : fun facts**

DK

[More Info](#)[Rate this!](#)[Open Now](#)[Add To Favorites](#)

eBook

**Dolphins**

Riggs, Kate.

Introduces dolphins including their growth process, their physical features, where they live, and their different behaviors. [More Info](#)

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database

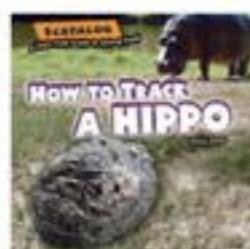
**Encyclopaedia Britannica**

Encyclopaedia Britannica

Online version of Encyclopedia Britannica. No password required. Information is offered in 3 levels; Primary, Middle School, and Senior School. Also includes video content and links to websites. [More Info](#)

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eBook

**How to track a hippo**

Owens, Henry

Describes the physical characteristics, behavior, and habitat of hippos. Discusses how to track them in the wild, what information scientists can gather from hippos' scat, and the hippo's conservation status. Includes color photographs and a glossary. [More Info](#)

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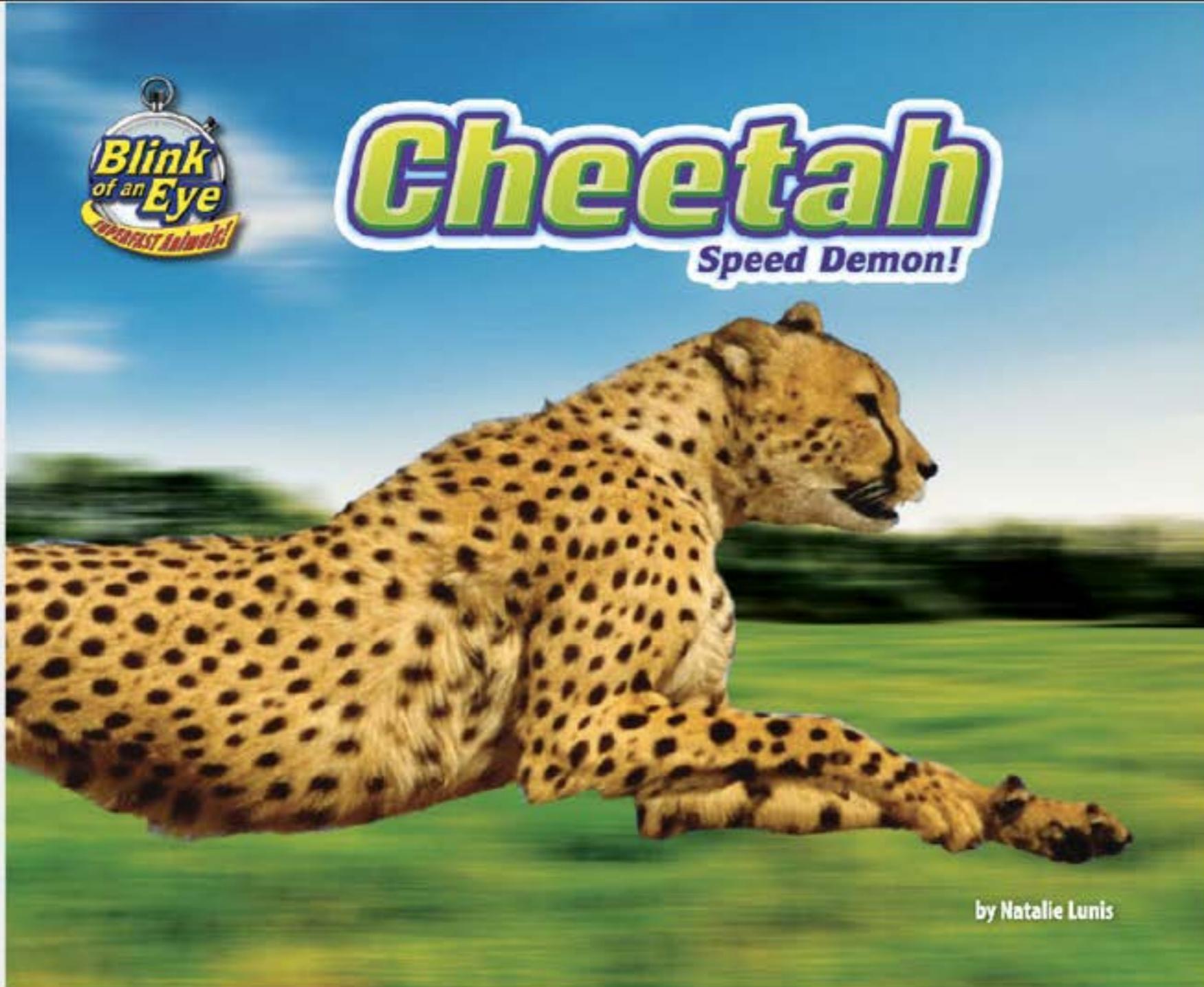
eBook

**How to track a leopard**

Zane, Dory

Describes the physical characteristics, behavior, and habitat of leopards. Discusses how to track them in the wild, what information scientists can

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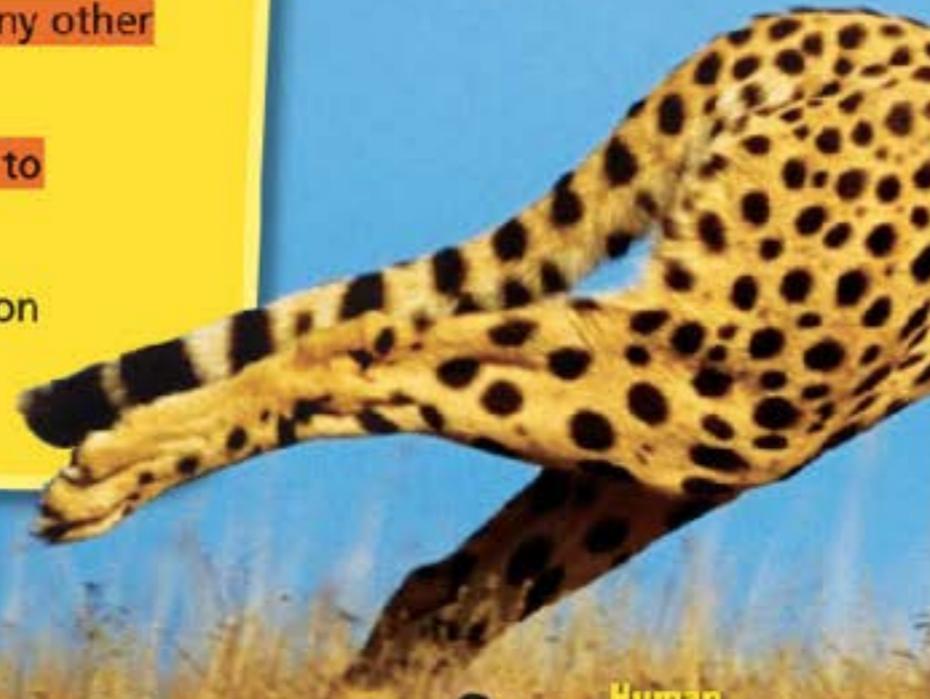
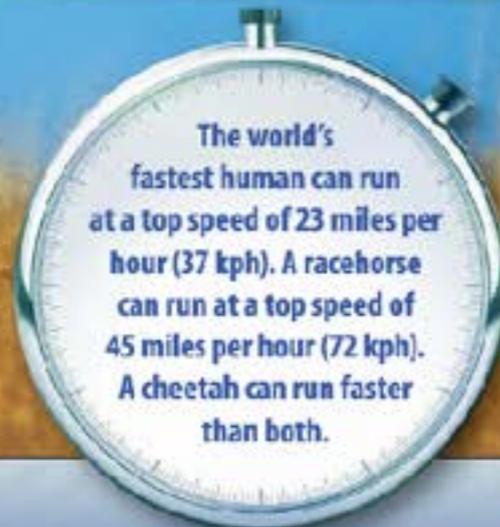
Highlighting and note taking NOT cut and paste

A Speedy Cat

The cheetah can run faster than any other animal in the world.

It can race along at a speed of up to 70 miles per hour (113 kph).

That's faster than the speed limit on many big highways.



Human
23 mph / 37 kph





Students should be able to access the resources they need without visiting the Library

- BYOD enables students to learn anywhere.
- Don't have BYOD? - teachers can access digital resources in class (ipad pods, laptop-projector, big screen TV).
- Distribution of resources to many at the same time.
- Digital curation and multi-user ebooks.
- Anywhere anytime access to databases without passwords.

We need to advocate on behalf of students and teachers

- Don't accept products that don't fully meet our needs...
- We should expect great functionality even when products and platforms are 'free'.
- Demand improvements and excellence from vendors.
- Advocate for a better price

What does collaboration look like?





INSPIRING EDUCATORS



Read more

A vocation not a job

Highly qualified

Recognised experts in best practice

Passionate and caring

Deeply interested in your child's learning

Prevailing sense of fun

Always there for you

SPECIALIST TEACHERS



Read more

eLearning and Technology
Resident children's author
Dedicated Junior School Librarians
Public speaking coaches
Performance experts
Gifted and Talented Extension
Creative artists

Chinese Language
Maori Language
Instrumental Music
Ethics and Philosophy
Physical Education and Sport
Learner Support and Reading Recovery
Second Language Learning (ESOL)

“Thank you so much to the Library Team for the outstanding level of thought and care that has gone into preparing resources for our Year 9 classes... this type of assessment can cause stress and angst for both students and parents...however with the resources provided we were able to access, each student was able to to complete quality, useful research...”

Head of Faculty - Science

“I am so impressed at how our library sessions not only challenge the students but challenge my own thinking as well”

Year 10 English & Humanities Teacher



The BIG
picture

We should look further than recent school library innovations – we need more blue sky thinking that takes its cue from what is happening in education, and the wider world.

Future learning

GOOD Magazine | Future Learning Short
Documentary

<https://vimeo.com/60687845>

Professor Sugata Mitra (School in the Cloud, SOLE,
see also TED talks)

Motivation, engagement,
collaboration,
exploration, creativity

Think about...

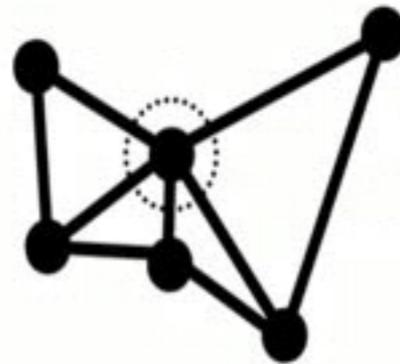
GAMIFICATION

Think more about the concept of self directed learning...

· **SOLE** ·



broadband



collaboration



*encouragement
and admiration*

<http://tedsole.tumblr.com/page/4>

“Reading comprehension is the most critical skill for a generation of students who are going to be reading off screens for the rest of their lives....”

...Information search and retrieval skills, recognising what a keyword is, knowing whether or not to follow a link are key skills...

...and if they have these skills - children then need to know when to believe”.

Sugata Mitra