

SLANZA MAGAZINE

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ISSUE 14/2014

EDITORIAL

Welcome to the last issue of *Collected* for 2014. Summer is approaching, and so we chose to focus this issue on Summer Reading, both for your clients in Summer Reading Programmes and also to talk about the issues behind Summer Reading Programmes. The issue has a school librarian focus as well as input from other library stake holders.

We also have a selection of other articles of interest, and local news and events.

As Editor I would like to take this opportunity to re-iterate one fact. This is your magazine. It should represent the views of all of you. We encourage you to submit articles, reviews, accounts of local events and best practice. Sharing and collaboration should be the focus of *Collected*. Don't just think about writing something....please do it. If you're not sure you can always sound me out at greig@tokohigh.school. We will give you all the assistance we can.

Once again I'd like to remind you about next year's SLANZA Conference. The Aoraki region is working hard to provide a great range of speakers and workshops, and there is information elsewhere in this issue. It is not too early to be marking this date on your calendar or to be applying for funding. Conferences can be great experiences, re-affirming your professionalism, and keeping up to date with cutting edge thought and developments in our chosen field.

As the year winds down we are all busily involved in end of year processes, stocktaking, getting in overdues, and thinking about 2015. It's important that you all enjoy the break, and do things that you enjoy. Hopefully you will have a summer reading programme of your own. Mine sits beside my bed and is a mix of young adult fiction, graphic novels, detective novels and some history and biography! I am looking forward to dipping into that!

I also want to take the opportunity to say thank you to all those who have submitted articles to *Collected* this year and to our team of proof readers and our designer. The fact that *Collected* is a great magazine is a tribute to their skills.

I hope you all have a relaxing break, a Merry Christmas and *Collected* will be back with you in early 2015.

Greig Daniels
Editor

PRESIDENT'S COLUMN

COLLECTED 14

Summer Reading – it is a scary new world for some of the old school traditionalists. For years I've gathered my books in at the end of the year. Repairing the broken, chucking out the unrepairable, and stocktaking the remainder. Wanting all my books gathered into the library and on the shelves for the summer, ready to start loaning them out. Then I figured it out, if I issued books to my avid readers over summer I wouldn't have to stocktake them, my books would fit onto the shelves and they would bring them back at the end of summer because they would be desperate for more books. Three years ago I started doing that – even for leaving Year 13s now – and the sky hasn't fallen, the stats look even better than they did and my students (and their parents and teachers) are delighted. This year I have 25 (and the number is growing) boys who have filled in a form saying what they want, what they don't want – it is always romance – and that they promise to bring them back at the beginning of the year. Perfect. This coming week I will make up bags of books for them, with hopefully not too many books that they have already read, and a bookmark, and off they will go. My only trick is that I'm not giving them to them until the second last day of school, avoiding the 'Miss I don't want that one' drama.

I think a huge advantage is that I'll get a bunch of books out in circulation which get ignored because of new shiny books arriving in constantly and the old ones being ignored. Watch out Clive Cussler and Scott Westerfeld, your resurgence in popularity is imminent – and you will justify your shelf space again. If you haven't tried summer reading in some form or other I think you should just do it. Your books are sitting uselessly on your shelves otherwise and to be honest I lose less by lending out to the students than by having great books languishing here tempting the staff to walk out with them unissued! Get into it. This issue of Collected will give you lots of great examples of how to get started. Or you can be like me and just change the end date for your students to 15th January!

SLANZA NATIONAL EXEC

We are a busy team! A few people getting quite a lot of work done for you, the members. We have quite a few projects on the go at the moment, your National Executive representative will be reporting back to you about the things which are going on, but here is a little list.

We are in the process of updating our Memorandum of Understanding with LIANZA. New ways of working together have been discussed and as soon as the National Executive and the LIANZA Board have ratified the Memorandum, we will bring you up to speed with what has been agreed. Rest assured, it is all good news. We are spending time working on the relationships we have with other organisations we work with or have commonality with as well. We are working to formalise these relationships and find new ways of jointly offering good things to our members.

We have recently been involved in discussions with the new New Zealand Book Awards, trying to find a way for schools to be more involved in the Children's Choice part of the awards. Kyle Mewburn is driving this, and you can expect things to be very different next year. It is currently a work in progress.

We have created a brochure for members to use to promote the things that school librarians do and why they are important. This also promotes membership and we are very pleased with the look and feel of it. It was a big job to organise this and several members of the NE worked very hard to make it happen. The brochure has been shared with your rep and the printing of it will be arranged next year.

Work will begin next week on arranging content in the new online community for SLANZA on Google+. We hope that this will give members access to members only content and some tools for advocacy and marketing and some ideas we have been playing with for some time.

The Online PD course is up for a revamp, this too is being worked on over the next week or two. You can expect a few changes there as we explore new tools and work with the changing face of school librarianship, keeping things current.

Our SLANZA study grants have been announced for the year and we are pleased to be able to assist those working on papers which will benefit their practice in schools.

Two members of the National Exec, Greig – from Otago and myself presented at the South Island Children's Conference earlier this month. Our presentations were well received and it was great to talk to a wider audience.

We have lots of new people on the National Exec. Nick Vincent joins us from Waikato/Bay of Plenty, Julia Smith comes in from Te Tai Tokerau and Kirsty Adam is the new Southland rep. Just prior to these people coming on we gained Sandi Faulconbridge representing Central and Cathy Kennedy from Aoraki. So lots of new and enthusiastic people who will be stepping up and taking on some of the roles on the NE.

So, I believe SLANZA is in good heart. We believe we are offering good value to our members and we look forward to providing you with new tools and skills over the years to come.

And don't forget to budget for Conference! It is going to be splendid!

Bridget Schaumann
SLANZA President

WHY DO SUMMER READING? BECAUSE IT MAKES A DIFFERENCE!

CAROLE GARDINER - QUEEN'S HIGH SCHOOL

There are lots of reasons why running a summer reading programme might seem like a bad idea: you're too busy, it takes lots of time, you have no budget for it, you might lose lots of books, it's hard work and at the end of the day will anyone even notice or care? But to counter this there are plenty of positives, some of them not immediately obvious, that make summer reading programmes something that all school librarians should consider. From the three years that I've run summer reading at Queen's High School, I've found that it does make a difference, a huge difference in fact, and my only regret is that I didn't set one up earlier.

So why should you give a summer reading programme a go? We've all heard about the summer reading slump and that reading over the holidays will improve or maintain students' reading abilities, but what are the other advantages? Here are some of the advantages that I've identified through running a summer reading programme at Queen's.

A summer reading programme is a great way to promote your library (and its staff) within the school and wider community. By promoting summer reading around the school, in newsletters and online, you are making the library and the things you do more visible. It is also a perfect opportunity to collect some evidence showing how successful your programme is, and to share that with your parents, staff and Board of Trustees. For instance if you have positive feedback from students, you are showing how well you know both your students and your books as well as promoting yourself as the school's reading expert. Evidence will also illustrate how the library can make a difference to student achievement.

Having a summer reading programme is an excellent way to build relationships with your students. It gives you the perfect opportunity to have conversations with them about books, and makes students feel valued because someone cares and is interested in them. Students can see that you are working for them and that you know your books. And if you can successfully match the students to the right books for them, you will earn their trust and respect. Once that trust is established you are guaranteed lots of return visits and requests for your expert opinion. This is a great way to create life-long readers and learners!

A summer reading programme is also fun. What better way to encourage students to read than to make it enjoyable and something that they all want to do. I started out with 37 girls in our summer reading programme in Dec 2012, and this year we will have 73 students taking part. Why? Because they enjoy it! A programme like this goes a long way towards making the library a cool place to be, full of energy and enthusiasm and lots of talk about good books. And because you can cater to all reading abilities and interests, it is also inclusive of all your student population. No one needs to miss out.

Parents may not have a lot of contact with a school library, but a summer reading programme gives them a connection. Most parents, even those who don't read themselves, recognise the value in encouraging children to read. A school librarian is in the unique

position of knowing both the books and the children well, and can therefore often find the perfect match.

You can also build relationships with the wider community, for example with local businesses and the public library, when you approach them for support. Be professional in your approach and share some of your feedback when you write your thank you letters. It's amazing how powerful word of mouth is. Before you know it, the library will be contributing to your school's positive image by showing how you go the extra mile for your students.

Because there are so many ways a summer reading programme can operate, you can find a way to get the books off your shelves and into student's hands in a way that best fits with your budget and the time you have available. (For some ideas please see Successful Summer Reading Programmes at <http://reading.slanza.org.nz/summer-reading.html>). Regardless of the format you choose, you will be providing access to reading material, possibly for students who have no books in their own homes. Isn't this a much better outcome than having library books sitting on shelves, untouched, for six weeks?

And finally, the personal satisfaction that comes from seeing excited students collect their summer reading bags cannot be underestimated. Our girls have described their summer book bags as being a bit like Christmas presents, and the pleasure I get from selecting books for each girl is certainly similar to the joy of giving someone the perfect gift. I am always trying to provide students with the right book at the right time and hopefully making them life-long readers. A summer reading programme is the perfect opportunity to do just that on a large scale. In short, it makes a difference.

Carole Gardiner, Librarian, Queen's High School Information Centre

Evidence to collect to show that your summer reading programme makes a difference for your students:

- Collect some statistics (how many students took part, how many books were issued,)
- Ask students for feedback (create a survey, record their comments, record how many books they read, ask them what they thought of the programme)
- Compare students' reading abilities before and after the summer reading programme (e.g. using asTTle data or running records)
- Take photos
- Create and share blog posts
- Record any word of mouth feedback from parents, staff and others in the community

BREAKING THE POVERTY CYCLE

ASSOCIATION OF PUBLIC LIBRARY MANAGERS

BREAKING THE POVERTY CYCLE

There's little debate that reading matters. Success at school and in the workplace depends on being able to read and write.

Without this basic skill, learning and knowledge can become all but unobtainable. Basic writing and reading skills are also the key foundation for digital literacy which is vital for getting jobs, and taking part in society.

The importance of being able read and write may be beyond debate but a growing number of kids are suffering from the loss of reading and learning standards over the summer break.

Many children go from regular reading on a daily basis while at school to reading almost nothing over the summer break.

This dip in reading levels sees reading levels take a hit. Research has shown that this can set children back by an average of one month from before the summer break.

Even more alarming research has shown that kids who don't read over summer can fall 1 to 2 years behind their peers. This can have a huge impact on future academic achievements including NCEA.

Low income families are most affected by the summer slide. This is often due to a lack of access to books and learning materials. This means students who can least afford to fall behind are often the ones affected the most.

This continues a cycle of poverty whereby less qualified school leavers are unable to secure well paid jobs. Lower incomes means there's less money to spend on books for their children who fall victim to the summer slide and under-perform at school. The cycle continues.

COMBATING THE SUMMER SLIDE

As serious as the summer slide is, halting it can be as simple as making sure kids read five books over the summer break.

Summer reading programmes may sound like an elegant solution to a terrible problem. The reality is often far more difficult.

Children in homes without books face the near insurmountable challenge of trying to keep up with affluent classmates with access to reading materials at home.

Public and school libraries up and down New Zealand are combating the summer slide by opening up to kids with the aim of opening their minds to the world over the summer break. Summer reading programmes run by libraries help ensure every child gets the reading they need to thrive.

By engaging children in reading over summer, libraries welcome kids to enjoy books in vibrant and supportive spaces. These programmes also provide a way to keep children ahead over the summer break, fostering a life-long love of reading. Libraries offer a space for kids to discover new worlds through books, e-books, access to the online world as well as knowledge gained with the help of librarians.

Most summer reading programmes target primary school children, but a growing number of libraries are also reaching out to teens who can take part through e-book reading and writing book reviews.

THE BENEFITS ARE HUGE

Keeping kids engaged with reading over the summer break pays big dividends. Not only are children ready to learn when they get back to school, but they're also able to keep up with school work. This means when kids leave school, they're better equipped to move into jobs, or to seek further education and training.

Beating the summer slide isn't just a chance for kids to leap ahead; it's vital to breaking the poverty cycle.

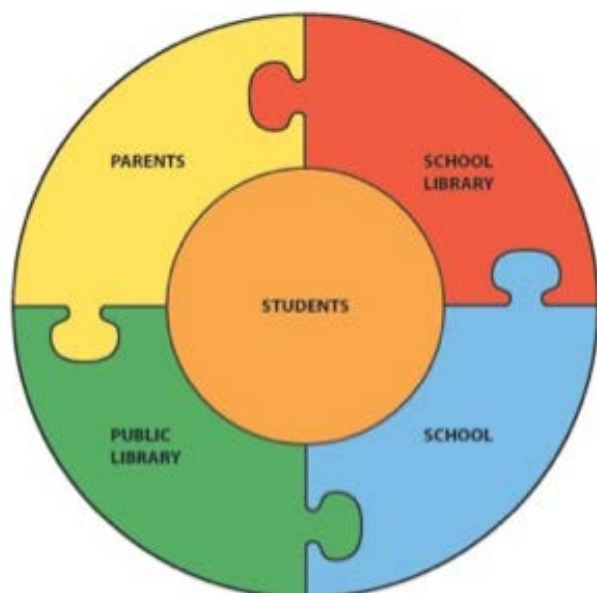
SAIL INTO SUMMER READING ' LET'S GET ALL ABOARD!

JEANNIE SKINNER - NATIONAL LIBRARY SERVICES TO SCHOOLS

For those of us who like to read, and we're talking to a SLANZA Collected audience, so feel confident in nods of recognition and agreement here, the long summer days of December and January provide plenty of opportunity to indulge in that enjoyable pastime. Whether it is relaxing with an undemanding beach / boat / bach paperback or time to tackle *The Luminaries*, our summer holidays are a case of "summer time and the reading is easy..."

However, for children and teens who do not have easy access to reading material, have little encouragement or few reading role models, the summer holidays are a different story – the lack of reading time while they're away from school can lead to a dramatic fall back in reading achievement – a cumulative, punitive, and avoidable learning loss.

The research (<http://schools.natlib.govt.nz/creating-readers/summer-reading/summer-slide-and-summer-reading-research>) is clear about summer reading loss, but we know a solution : having a consistent, collaborative approach between schools, libraries and families to put the right books into hands and homes, and providing motivation, strategies and skills to encourage reading for pleasure.



Such partnerships and programmes to address summer reading loss are gaining momentum in schools and libraries around the country, but many students are still missing out – often those who need it most.

Take this quick quiz and rate how your school is doing in getting students – and teachers – reading for pleasure over summer.

1. **DOES THE PRINCIPAL PROVIDE LEADERSHIP AND SUPPORT FOR A SCHOOL-WIDE SUMMER READING PROGRAMME?**
 - a. Yes, the Principal has made this a priority and is a high profile advocate with students, staff and families about holiday reading – face to face, online, through school communications and at events.
 - b. Sort of – the Principal is aware of summer reading loss and supportive of programmes, but is not actively involved.
 - c. No, we haven't discussed it as a school and it isn't on the Principal's radar.
2. **DOES THE SCHOOL LIBRARY ISSUE BOOKS TO STUDENTS DURING THE HOLIDAYS?**
 - a. Yes, our library offers books over the summer to all students and staff. We promote holiday reading and help all students find something to read. We have arrangements with local high schools that primary / intermediate school leavers can return books there at the start of the school year.
 - b. Some students are allowed books over the summer by arrangement, or if enthusiastic, or part of a targeted programme, but it isn't a whole school approach.
 - c. No, our library is closed for summer and the fear of losing some books outweighs any potential benefits of lending books to students.
3. **DO ALL TEACHERS TAKE TIME IN TERM 4 (AND BEFORE EACH HOLIDAY THROUGH THE YEAR) TO SCAFFOLD STUDENTS FOR HOLIDAY READING SUCCESS, TEACHING SPECIFIC STRATEGIES TO FIND AND READ "JUST RIGHT" BOOKS AND WHAT TO DO IF STUCK?**
 - a. Yes, we've discussed summer reading / holiday reading as a staff and all teachers make sure they set the students up for success with the resources and skills needed, providing classroom time for preparation, promotion and practice.
 - b. Some teachers do, some teachers don't – it's up to them.
 - c. No, the end of the year gets busy with so much happening that this falls off the agenda.
4. **ARE STUDENTS AWARE OF THE SUMMER SLIDE AND ITS EFFECT ON THEIR OWN LEARNING?**
 - a. Yes, we share the research in an appropriate way with students so they know about the difference it makes if they keep up with reading practice and other benefits of reading for pleasure. We tell them that if they read six books over the summer they won't lose ground, and if they read 10 – 15 they'll probably gain ground!
 - b. We talk generally about why it is important and fun to read, but not specifically about the summer slide.

- c. The connection with reading practice in the holidays and academic achievement is not emphasised with students.

5. DOES THE SCHOOL HAVE STRATEGIES IN PLACE TO COMMUNICATE WITH PARENTS / WHĀNAU SPECIFICALLY ABOUT HOW THEY CAN SUPPORT THEIR CHILDREN'S SUMMER READING MILEAGE AND ENJOYMENT?

- a. Yes, the school takes every opportunity to give this information to parents / families over the term, with specific advice, encouragement, support and the resources themselves. Information is shared along with school reports, at prize giving, on the school website, in the foyer, in the newsletter, in the local newspaper, in a take home "reading kit"... we sure get the message out there!
- b. Some of our teachers address this with parents and we put something in the newsletter once or twice during the term.
- c. No, there isn't an annual and strategic approach to sharing summer reading messages with families – it is a bit ad hoc and up to individual teachers.

6. DOES THE SCHOOL LIAISE WITH THE LOCAL PUBLIC LIBRARY TO PROMOTE PUBLIC LIBRARY MEMBERSHIP AND PARTICIPATION IN SUMMER READING PROGRAMMES?

- a. Yes, we work closely with the public library – we visit them, they visit us, we know how many students are members and we actively encourage students to use the library and we celebrate their participation in public library programmes.
- b. Sometimes – some students and teachers use the public library and we encourage library use generally.
- c. No, we don't have much to do with the public library at the moment.

7. DOES THE SCHOOL MEASURE THE IMPACT OF ITS SUMMER READING APPROACH SO THAT IT CAN KNOW WHAT MAKES A DIFFERENCE, REFINE PROGRAMMES, SHARE RESULTS AND CELEBRATE SUCCESSES?

- a. Yes, we take an evidence-based practice approach and review our programme each year to improve and extend what we do.
- b. We know from observation and anecdote that summer reading is beneficial for students, but we take a fairly informal approach to documenting, investigating outcomes and reporting.
- c. No, we just do what we do and hope it makes a difference for students.

8. DOES THE SCHOOL ENCOURAGE / CHALLENGE ALL TEACHERS TO READ CHILDREN'S / YA BOOKS OVER THE SUMMER?

- a. Ah, teacher reading – how can we engender a love of reading if we don't read ourselves and know books / talk about / share our reading with students?! At our school all teachers are strongly encouraged to take an armful of great kids' books from the school library home over the summer to read and enjoy, and we share our favourite reads as a staff and with our students early in the new year.

- b. Some teachers are mad keen readers, but others not – it isn't something actively expected of teachers so it is up to the individual. Some teachers might read, but the library / Principal / school leaders don't promote it.
- c. No, we don't talk about children's books in our staff room – end of term and we're out of here!

SO, HOW DID YOU DO? HOW IS YOUR SCHOOL GOING WITH SUMMER READING?

Mostly (a): Congratulations! You and your school are doing a fantastic job and you'll be seeing the rewards in your student literacy levels and the positive reading culture of your school. Keep up the good work, and perhaps think of one more thing you could do?



Mostly (b): Well done, you're underway, with plenty of scope for building on some existing good practice and some useful allies in the staff. What are your next steps to extend and consolidate what is happening? Perhaps start by reading the information and ideas in the summer reading section (<http://bit.ly/1CsFJU8>) on the Services to Schools' website for affirmation and inspiration.

Mostly (c): Hmm, early days, isn't it... time to tackle this important topic. First steps: gather the information about why it matters, decide who to approach to get the conversation going, consider how you can provide leadership and initiative, and start this important journey. By the time you read this, Term 4 and the school year will be drawing to a close, but it isn't too late to help make the reading connection for students and teachers before everyone goes.

Read more about summer reading in the Services to Schools' Summer Reading Guide (<http://bit.ly/1CsFJU8>) with relevant pages for teachers, librarians, parents and more...

Wishing you all plenty of warm summer breezy books to gently fill the sails of your own reading ship, afloat on waves of words, a sea of stories!

Jeannie Skinner, Programme Advisor, National Library Services to Schools, Northland.

PLANNING FOR SUMMER READING IN SOUTHLAND SCHOOLS

KIRSTY ADAM - LIBRARIAN, JAMES HARGEST SCHOOL

A number of schools in Southland already encourage their students to read during the holidays by allowing them to issue books over the summer. We are all acutely aware of the summer reading slide and the benefits of Summer Reading Programmes. We are already very fortunate here in the South with the strength of the programmes run by the Invercargill Public and Southland District libraries. They offer fantastic Summer Reading Challenges for children and teens with much engagement and sought-after prizes, so much of our efforts in schools has been in encouraging participation in these programmes.

Three Southland schools attended the mid-year Otago weekend school and were very inspired after hearing the Summer Reading presentations, especially Pam Garry's description of John McGlashan College's SHRIMP packs where students take individually selected book packs filled with goodies home for the holidays.

As a result of the wonderful inspiration provided by our library colleagues in Dunedin, the Southland SLANZA committee has decided that collaborating with our public library colleagues would

be beneficial to all students in Southland. Planning meetings are already underway for a new approach for schools in 2015. We plan to collaborate with the public libraries on a programme that can be picked up and used in any school in our region. It is our intention that SLANZA Southland provide support around advertising, book bags, permission slips and treats so that schools are able to individualise the packs for their own school community as well as add their own books to them while also providing information about the public library programmes and opening hours. This Christmas, committee members are trialling providing bags of books for students to take home in the holidays to help with our plan to roll this out to all Southland schools next year.

Kirsty Adam, Librarian, James Hargest School

AVOIDING THE 'SUMMER SLIDE' IN READING SKILLS WITH SOFTLINK

Students who skip reading over the school holidays can suffer from the “summer slide” and teachers can spend up to 6 weeks of the new year re-teaching lost core reading skills.

But, by spending as little as 10 minutes a day reading, students can maintain or even improve their skills, placing them in a great position to restart the new year on the right foot.

Oliver v5 is equipped with a range of tools that can help school librarians promote active summer reading habits.

Softlink New Zealand Business Account Manager Lyn Walker said one such tool is eZRead for OverDrive, available with Oliver v5.

“eBooks are the perfect solution for summer holiday reading and eZRead gives students a simple way to find and download content to their devices. Librarians don’t need to worry about eBooks or audio books being lost or damaged and students can choose to take a dozen books with them on holidays without having to sacrifice on packing space in the suitcase.”

Oliver v5 and eZRead can keep students connected to the school library collection long after the last bell rings for the year. It’s completely web based so students can access the library’s eCollection, whether they are at home or on the beach, and borrow new eBooks if they run out of reading material over the break.

Oliver v5 also helps guide students in their choice of summer reading material.

“Teachers and librarians can collaborate on reading lists that are linked to next year’s curriculum or students can also build their own private reading lists on topics that interest them,” said Lyn. “The reading lists can be accessed from the Oliver homepage online which means that parents can also get involved and help students stay motivated to read during the break.”

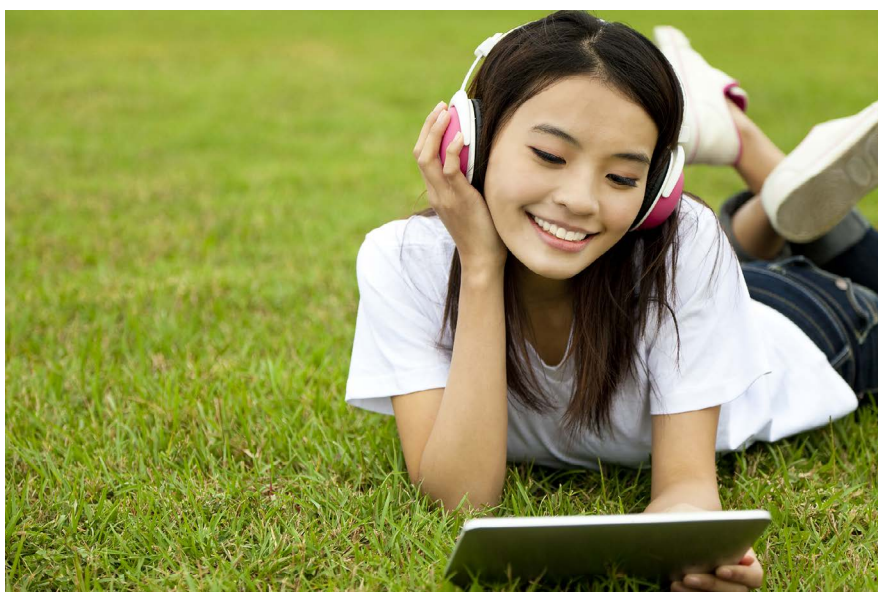
Animated book carousels on the Oliver v5 homepage can also be used to promote selected books to students.

“When the student logs on to Oliver they see the cover art of the books twirling around on the screen and it really encourages them to explore books they may never have considered otherwise.”

Oliver v5 also automatically builds up a profile of the student’s reading preferences by tracking their borrowing history. This profile is used to generate personalised reading recommendations which can keep students exploring the school library collection. This feature also shows students how many books they have borrowed over time which can give students a sense of achievement as their reading skills improve.

“Oliver v5 keeps the library running 24/7 even when the librarian is enjoying a well-earned break themselves! With constant access to reading resources and integrated tools inspiring and guiding them, students can avoid the summer slide regardless of where in the world the family is holidaying.”

To find out more visit www.softlinkint.com/oliver or speak to a Softlink representative. Email info@softlinkint.com or phone 09 415 7790 / toll free 0800 476 385.



The **30** year ^{short} story
[Read more >>>](#)



Communications Trust

BUSINESS MEMBERS

KIWI SKILLS: COMPUTER SKILLS FOR JOBSEEKERS

LAURENCE ZWIMPFER MNZM – 2020 COMMUNICATIONS TRUST

By the time you are reading this, 50,000 Year 13 school students will have “graduated” from the compulsory education system and be fully equipped to engage in the workforce or enter the tertiary education. True or false? Well, the first part is nearly true; Education Counts reports 47,582 Year 13 students in New Zealand schools in 2014¹, so by December 2014, it is fairly safe to assume that they will have exited the secondary education system.

But are they “fully equipped” to enter the workforce or tertiary education? What skills do they need to engage in a rapidly changing and increasingly digital society? What skills do prospective employers require? How many do not have these skills and will be making a beeline for the nearest Work and Income office to register for a Jobseeker unemployment benefit?

Government and business leaders are clear on their expectations. In February 2013, the Hon Nikki Kaye, in her role as Associate Minister of Education, wrote:

*“As we increasingly rely on information technology in our lives, it is important that our workforce is equipped with the skills it needs. Digital literacy is now an essential skill set.”*²

In December 2012, BusinessNZ Chief Executive Phil O’Reilly said digital capability is a key issue for jobs and the economy. He also emphasized that young New Zealanders must not be left behind in acquiring digital literacy skills.³

We often think of our young people as digital natives, marvelling at their dexterity in texting and 24/7 engagement with social media, yet there is increasing evidence that these are not the skills that employers want.

Like Minister Kaye and Phil O’Reilly, we believe that all students must have basic digital skills before they enter the workforce. This means that they should be proficient in using standard business software such as word processing and spreadsheets as well as have the confidence to work collaboratively (and safely) online.

With support from the Lottery Grants Board, the 2020 Trust has recently launched a new initiative called *Kiwi Skills: Computer Skills for Jobseekers* to help 7500 jobseekers over 3 years obtain entry level computer and online skills. The programme includes four basic modules – computer essentials, online essentials, word processing and spreadsheets. Participants study online (using any internet-connected computer) and when they are ready, they sit a practice test. Students receive instant results and comprehensive feedback on any incorrect answers. Students achieving 80% or higher are then encouraged to sit a certificate test under exam conditions in order to receive an internationally recognised qualification. The programme modules have been assessed at Level 2 on the New Zealand Qualifications’ Framework.

So what does all this have to do with school libraries?

A number of public libraries are starting to offer digital literacy training and support, including the 2020 Trust’s Stepping UP and ICDL modules.⁴ School leavers could participate in these community programmes, but we think school libraries should take the initiative and ensure all your students are equipped with basic digital literacy skills before they leave school.

¹Education Counts: http://www.educationcounts.govt.nz/statistics/schooling/july_school_roll_returns/6028 (accessed on 20 November 2014)

²Hon Nikki Kaye, Improving digital literacy for all New Zealanders, Ponsonby News, February 2013, p.25

³Phil O’Reilly, Digital learning essential for jobs and the economy, <http://www.businessnz.org.nz/news-and-media/media-releases/2012/digital-learning-essential-for-jobs-and-the-economy> (accessed on 20 November 2014)

⁴Stepping UP: <http://www.steppingup.org.nz> and ICDL: <http://www.icdl.org.nz>



SOUTH ISLAND CHILDREN'S AND YOUNG ADULT LIBRARIANS' CONFERENCE 2014

Over two days in Balclutha, the Clutha District Libraries hosted this year's event, and what an event it was. Exciting, transformative and engaging and it was some of the best professional development available, along with access to retailers, suppliers and publishers.

The two day event had been in the planning since early in the year and the Clutha District Libraries' staff certainly delivered the goods. Organisation, registration went smoothly and the locals were welcoming and enthusiastic.

The programme was full of interesting speakers and a wide variety of presentations to appeal to the large number of educators, and librarians (both public and school librarians) present. The Conference was officially opened by Clutha District Mayor, Bryan Cadogan.

The first keynote speaker was Julie Woods who spoke about the challenges she faced and overcame when she was declared legally blind. The last eighteen years are a testament to her credo of "why not" when facing new challenges. She has travelled the world, attending the bicentenary of Louis Braille's birth in France and visiting the seven Modern Wonders of the Modern World. Her speech was inspiring and her comments and attitude were really well received by the audience.

Tanya Batt presented next about "Talking Stories". Tanya is a story teller who has travelled the world collecting and telling stories from a variety of cultures. Tanya was an engaging and sparkling presenter and it was easy to see how she has become so popular. She had the audience in the palm of her hand, and even encouraged us to participate. No small task with hardened librarians!

Prior to lunch there were two breakout sessions. Marni Stone presented a fascinating survey of apps for encouraging literacy. There were some live demonstrations that helped us to see how they worked, and their functionality.

Brydee Strang presented a session on using New Zealand Sign Language in storytelling.

After lunch and much conversation, the audience returned to hear

Bridget Schaumann of Kings High School talking about "Boys - getting the buggers to read". Bridget spoke entertainingly on the tips and tricks she used to get her clients to read. Her warm and funny presentation was well received by the audience.

Parker Ormond presented Te Puna Maturanga, on using Te Reo. It was a fun and engaging presentation. His down to earth talk made us all take part and left us all with a smile on our faces.

Local award winning author Diana Noonan presented next, talking about her career as a children's author. She talked about her approaches to writing and the process she used in writing picture books for children. Her presentation was very interesting and led us into the mind of a children's writer.

The last presentation of the day was by Greig Daniels and he talked about developing a vocabulary for discussing graphic novels for senior students.

In the evening the conference dinner was held at Balclutha Town and Country Club, and Tanya Batt entertained in her inimitable fashion.

The second day of the conference started with a presentation by Nathan Mikaere-Wallis of the Brainwave Trust. His thoughtful speech about new theories of brain development and the early learning environment of children was masterfully presented and the audience learnt a great deal.

Robert Baigent of Any Questions then presented a session called the Fearless Librarian and talked about the services Any Questions offered and the ways librarians could use them. The session was very informative and showed us archived conversations between students and facilitators to show how the online reference interview takes place.

The next speaker was Dr Susan Sandretto who talked about the critical literacy process and how it can be used at every level to talk about the inclusiveness and bias of text. She gave us practical examples and posited different ways of talking critically about texts.

Next up were two break out workshops, one on “Story telling in a Digital World” presented by Susan Dodd, and one called “I’ve outgrown pre-school... what’s next?” presented by Megan Burns.

After a lovely lunch, we were enthused and informed by Bob Docherty who talked about the best picture books and young adult fiction. Bob reads widely among all that is available to find the best books published for young people. He then spreads the word through his blog, and powerhouse presentations like this one. I’m sure we all went away with a list of books that we want to check out for our clients.

Elaine Sides of the Christchurch City Library talked about their experience with pop up libraries. It was a great talk on how the Christchurch Libraries had to be flexible and responsive in providing library services for Christchurch residents. It was a tremendous response to the upsets and vagaries of life after earthquakes, as the libraries were set up in disused shops and other spaces and how the collection had to be moved around. It sounded like a tremendous challenge to face and it seems that the Christchurch Library system and its librarians responded well, maintaining their composure and serving their patrons well.

Fiona Knudson and Shirley Jones then talked about “Conversations with kids – reader advisory for children and young adults”. Fiona and Shirley talked about the dialogue between kids and librarians and how kids react to books and how to librarians can become a gateway to books for young people.

All throughout the events, Corin Haines, President of LIANZA served admirably as MC, smoothing over any upsets, getting laughs and even leading us in a spirited version of My Way! His jovial, relaxed manner managed to make everything run smoothly and made it a great community experience.

The organisers: Vicki Darling, Vicki Woodrow and Lorna Ross, looked after presenters, organised the tech side with their tech jockeys, made everyone feel comfortable and relaxed, and made sure everyone was where they should be. The venue, Balclutha City Impact Church, was top class, with a relaxed atmosphere, with some very nice spaces and a state of the art technical set up.

The success of the conference was testament to the skills of Clutha District Libraries’ staffs’ organisation, their professionalism and their cheerful manner.



Bridget Schaumann during her presentation

I’m sure all 105 attendees went away feeling that this had been a terrific experience and enthused to go back to their workplaces and try out all the new skills they had learned.

In 2016 the conference will be in Timaru and I’m sure those who attended in 2014 will be looking forward to this event.

CONTAINS GRAPHIC CONTENT

TECHJACKET VOL 1 - BY ROBERT KIRKMAN AND E J SU

IMAGE COMICS, 2006 // ISBN 9781582407715

Robert Kirkman is best known as a comics writer. He created the comic book series the *Walking Dead*, as well as the long running series *Invincible*. Because of the massive spin off from the *Walking Dead* TV series he is one of the more famous comic writers in the industry today. But that wasn't always the case. One of his earlier efforts was *Techjacket*, and this series is currently available as a trade paperback from Image Books.

Techjacket's premise is that a young man (Zack Thompson) saves a dying alien, who bequeaths to him an alien tech battle suit. It bonds to him creating a few problems at home and school. He has a normal home life, but discovers his dad has a secret. His father is in debt to the local mob, going to them to save his failing hardware stores. Just as this problem comes to light, the aliens come back to claim their technology and bring Zack to justice for killing the original owner of the suit. He then becomes involved in an intergalactic war, and is stranded far from home.

It reads a little like a Robert Heinlein juvenile science fiction story from the 50s and 60s. The aliens turn out to be friendly, but engaged in a war with a less than friendly enemy. There are some scenes of high school back story, but most of the plot takes place "out there" as he earns to use his tech suit.

While the story is interesting and entertaining, the reader may realise that the basic concept is liberally borrowed from other media. The bequeathed weapon is a steal from the *Green Lantern* comic series, the battle suit from *Iron Man*, and the sci fi war tropes from hundreds of genre books

and movies. The space plot and the family plot sit uncomfortably together and while the resolution of the story and Zack's return to earth is reasonably well done, it does seem a little like "deus ex machina".

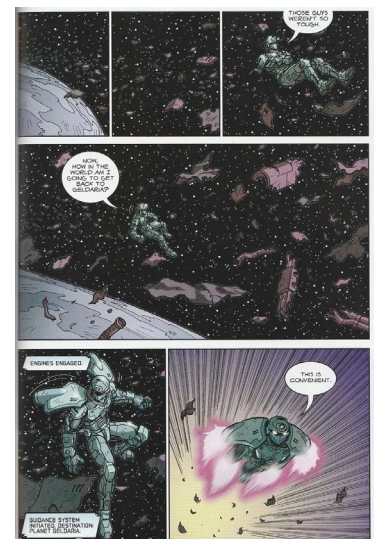
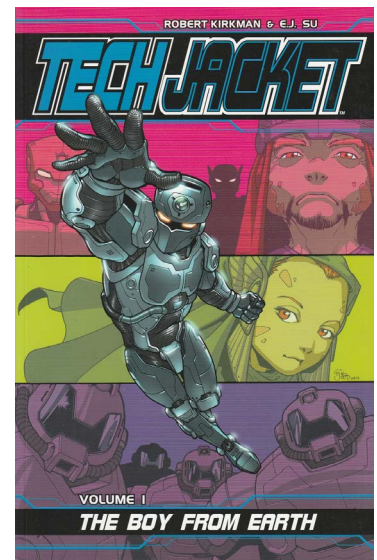
The basic idea of a weapon that solves problems seems too morally unsound to me, and sometimes Kirkman's writing and plot ideas seem to veer a little bit close to cliché. He has a tendency to hit the reader over the head with exposition and there are a few pages that are dialogue heavy, but there are things to like about this story.

Kirkman writes the kid well, and creates a believable family dynamic. When the boy receives the weapon, he has the nowise to talk to his dad and their relationship is well constructed. The characters are believable as are some of the consequences of the clash of two worlds.

E J Su is an artist who adds considerably to the story. His teens are believably drawn, with a slight nod to the anime style, and his artwork on the aliens, technology and space battles is arresting, and distinctive. His aliens look, well alien, and I'm sure the look of the deadly tech suit would appeal to male readers.

Techjacket is an entertaining action adventure story and would appeal to readers (especially male) up to Year 10.

Reviewed by
Greig Daniels, Tokomairiro High School



An epic space scene by E J Su

RASL - BY JEFF SMITH

PUBLISHER: CARTOON BOOKS 2013 // ISBN: 978-1888963373

Jeff Smith is the author/artist responsible for the best-selling *Bone* series of fantasy graphic novels available from Scholastic's Graphix imprint. Since the completion of *Bone* Smith has worked on other graphic projects, most notably *Shazam Monster Society of Evil* and his latest project *RASL*.

RASL is a "postmodern punk science fiction dimension hopping noir thriller" that was originally published as 14 black and white comics, but has now been released as a hardcover graphic novel.

The protagonist RASL (more on his name later) has the means to travel between dimensions. He uses this technology to steal art from parallel worlds and sell it on ours. However he suddenly realises that he is being followed, the significance of the little girl who seems to exist in every dimension and is always meeting him is troubling.

As the story progresses we find out more about the enigmatic RASL and his connections to the creators of a dimensional array and the lost journals of scientist Nikolai Tesla. There is a violent confrontation with the creature following him, and the shocking loss of people who he has contacted in the various parallel worlds.

The tale covers a lot of ground but the story is well told and full of action and incident. There is a duplicitous female, like all good noir thrillers and some nice twists and turns along the way. *RASL* is an ambiguous character with faults but Smith makes us like him through his inner moral code.

Art wise it is a tour de force. Smith's line is dark, stark and brutal, and his characters are appealingly drawn, with real humanity and vitality. The line work that seemed decidedly comic in *Bone* is used to darker effect here and the portrayal of action is really visceral. He uses shadows and light well and the landscapes the story inhabits are dark and forbidding.

RASL 's cover name is an acronym for Romance At the Speed of Light, and is coined from the bitter sweet relationship he has with one of the female characters.

The Collector's hardback has been coloured and I have one or two reservations about the colour palette used, but like *Bone* I was won over by the coloured version after thinking the black and white version would be superior.

This would probably be more suited to senior readers for the complexity of the story, and use of strong language.

Reviewed by
Greig Daniels, Tokomairiro High School



A tense face off between RASL and his nemesis.

BOOK REVIEWS

INNER FIRE - BY R.L. STEDMAN

Reviewed by Bridget Schaumann

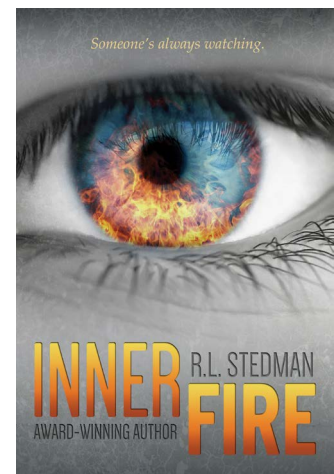
R.L. Stedman has taken a departure from the fantasy world with her new novel. *Inner Fire* is a contemporary young adult novel with plenty of tension and a fantastic premise.

Corinne Peterson, with a passion for fashion and desperate to do well in her fashion studies at school, has a genetic disorder, which means that she becomes full of raging heat and can, if sufficiently enraged or stressed, set things on fire! This disorder has been passed down to her from her rather fabulous and "bolshy" grandmother. She is basically a good kid but when a friend tries to drag her into being an accessory to a petty crime, all in aid of getting hold of the right fabric, it all goes horribly wrong.

The setting is London, where CCTV is all pervasive, where your every move is watched and where sometimes the people watching might not want the best for you.

Corrinne is spotted during an altercation in a shop and now it seems that she and her family are being spied upon by sinister men. Corrinne is removed to her grandmother's house, something she is less than pleased about, but the situation is improved by the fact that the rather gorgeous Rowan is there. Romance seems to be on the cards and this is new to Corrinne. But of course it is complicated, tension rises and suspicions are ever present.

I really enjoyed this book, read it in an afternoon and was fascinated by the disorder Malignant hyperpyrexia, and how difficult that would be to live with during the turbulent teenage years. Corrinne is an engaging character and Gran is someone I really wanted to meet. This book will appeal to teens, there is some swearing which could possibly have been left out and some sexy stuff going on, but not enough to be challenged I don't think. It feels current, the



language of the teenagers is spot on and the technology in the book is not going to date too quickly. Overall a really good read by an up and coming New Zealand writer.

COOPER BARTHOLOMEW IS DEAD - BY REBECCA JAMES

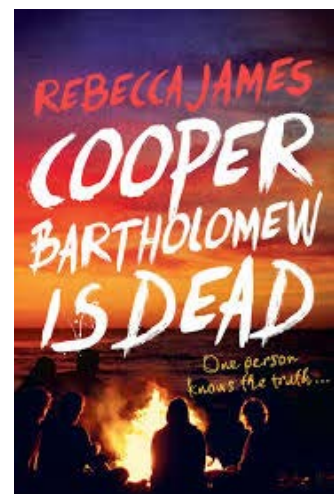
Reviewed by Bridget Schaumann

Australian author Rebecca James is one of those authors who can grab you with her opening sentences and hold on to you until you finish the book. I'm a bit of a fan! I love her contemporary young adult fiction, I like the fact that she is writing about a group of slightly older than high school people, and I like the way her characters interact.

Cooper Bartholomew is one of the cool guys, first year uni, and still vaguely hanging out with the people he went to high school with. When he is found dead at the bottom of a cliff it seems like he has committed suicide, but his girlfriend Libby just can't believe that would be true. He doesn't seem the type, he was happy, he had a job he loved, their relationship was great and he wouldn't have wanted to upset his Mum. It just doesn't seem right that he would

be a suicide victim. As Libby starts to ask questions, the people around her start to feel more and more uncomfortable.

This story is told from the perspectives of Cooper's friends both before his death and after. As the stories become more complicated, as events become more sinister, you are taken on a journey into the minds of these friends as they deal with his death and react to it, and also as they reflect on the time leading up to it. Libby and Cooper are in a grown up relationship, and thus there is some sex and quite a lot of drug taking from some of the characters and lessons learned from dodgy behaviour. It is all written in a way which is appropriate and which feels genuine. A great book for mature seniors.



RESOURCEFUL GIRL CHARACTERS! OPHELIA WILD DEADLY DETECTIVE - BY ELENA DE ROO, ILLUSTRATED BY TRACY DUNCAN

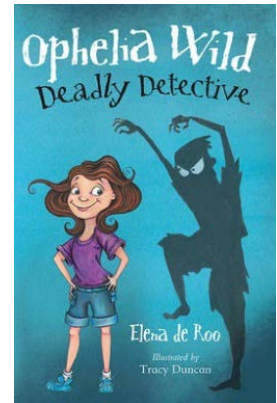
Reviewed by Angela Soutar

7-9 year olds need more books like this - in a series, and especially if they convey some New Zealand flavour. Unfortunately because authors these days have to focus on marketing to the rest of the world there is often not a great deal which reflects their own country. There are some small elements; a possum, a visual allusion to koru and a passing mention of rugby socks and the bush.

On the other hand the 3 stories are lively and fun in rhyme (at times very ingenious) which moves the stories along with a

generally well paced rhythm. Ophelia is the capable, mischievous and adventurous boss in a partnership with Albert as the Deadly Detectives - and the stories are a blend of the familiar and very slightly scary. They cover a mystery at school camp, a chickenpox outbreak, taking part in a zombie movie and helping a younger girl get rid of a monster under her bed.

Very enjoyable, with illustrations on almost every page which convey energy, emotion and humour.



DAPPLED ANNIE AND THE TIGRISH - BY MARY MCCALLUM ILLUSTRATED BY ANNIE HAYWARD

Reviewed by Angela Soutar

Now and again a beautiful and thoroughly satisfying story arrives to delight us and this is my favourite amongst New Zealand junior fiction this year. Mary McCallum is an award winning author for adults and a well regarded poet and this shows in her use of language and writing style. It is a well considered combination of short and original description, lovely similes, and great delicacy with the tension of a dangerous adventure. There are black and white illustrations at the beginning of each chapter and the richness of 4 colour plates, one of which set off some of the idea for the story. It is suitable for 9 year olds to read themselves and 7-8 year olds would enjoy it as a read aloud.

Annie is a resourceful and determined 9 year old with a vivid imagination and is often happy playing on her own outside. She has a 4 year old brother Robbie who she avoids when she can. He is full of action and pretend battles which proves to be a useful character type further on in the story. Her father works at the nearby lighthouse and her mother is at home but busy. The time period seems to be in the past before mums

went to work and there is no mention of cellphones and other domestic technology.

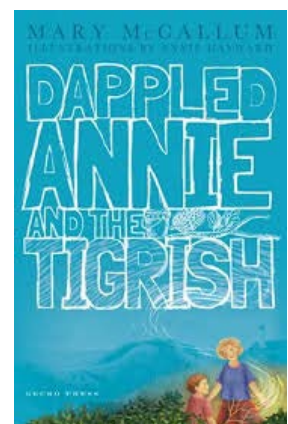
The story covers a short episode in Annie's life when there is an earthquake which sets off a wind. The nest of fantails which were settled amongst the arms/branches of Mr and Mrs Hedge (who have 'never lost one yet.') are blown away. A tigrish (a tiger with wings) arrives and offers to fly off with Annie and Robbie to find them.

Mr and Mrs Hedge uproot themselves for the first time ever and walk off slowly to help. After an anxious time they all end up at the lighthouse where Annie's dad has been working non stop while waiting for a new co-worker. They see the nest which is caught up on the lighthouse balcony and Annie and the tigrish climb up to rescue them, meanwhile finding Annie's dad out cold on the floor of the light room with a large kerosene container on its side and kerosene all over the floor. Annie knows what to do and manages to light the lamp. Her father regains consciousness largely unharmed. He tells her that he thinks that the tigrish is the guardian of the lighthouse and possibly that he set up the

disappearance of the fantails so that Annie would need to come to the lighthouse to help her father.

The next day is Annie's 10th birthday which is celebrated with great happiness.

You might think this story sounds simple and fairly straightforward but it is also entrancing, absorbing and magical and I hope that Mary McCallum is similarly inspired to write more for children.



REGION NEWS

AORAKI REGION UPDATE (CANTERBURY, WESTLAND, NELSON, MARLBOROUGH)

In Term 3 we were very pleased to welcome Paula Banks from EPIC to our region. Paula ran a workshop for our members on the EPIC databases and the changes that have come about with embedded password access enabling us to add direct links to our library catalogues. We would like to thank Paula for the work she does on behalf of schools ensuring we have access to research databases and enabling us to continue to raise the level of student digital literacy.

www.tki.org.nz/epic2

Coming up in November we will hold our end of year Christmas celebration with guest speaker, Felicity Price. Felicity has just published her eighth novel, *A Jolt to the Heart* and will speak about the changing face of publishing. Felicity has published many of her novels previously with Random House but has recently found that self-publishing has been her preference. A recent article in the Christchurch Press (18th October, The DIY Publisher) explored Felicity's choice and where the world of self-publishing is now heading.

The Aoraki Committee would like to thank all our wonderful members who have supported our events so well this year and please do contact us and let us know if you have any professional development ideas (www.slanza.org.nz/aoraki). We look forward to another busy year in 2015 and welcoming members from all over New Zealand to our region for conference. Merry Christmas and safe holidays!

Your Aoraki Committee

*Saskia Hill, Dayle Campbell, Jan Boustead, Liz Jones, Cathy Kennedy,
Anne Fahey, Johann Williams, Bridget Hayes*

AUCKLAND REGION UPDATE

On a lovely Saturday morning on the 8th November over 35 Auckland librarians met at Hobsonville Point Secondary School to hear two excellent presentations from Danielle Myburgh and Georgi de Stiger. Danielle gave us an overview of Twitter, enthusiastically explaining why Twitter is the best professional development tool you could ever use. She is the founder of the #edchatnz hashtag and recently ran a very successful conference for over 300 edchat participants. Her enthusiasm and clear explanation of how Twitter works made many of us consider - or re-consider - using it.

Georgi then challenged us to think about a future focused library. She showed us a TED talk by Simon Sinek '[How great leaders inspire action](#)'. Simon's main point was that people don't buy what you do, but why you do it. Georgi was encouraged to watch this talk when she began setting up their new library space, and it helped her to outline the focus of the services the library offers. This is to innovate, engage and inspire their students using a model of reflection, reiteration and refinement.

The sessions were inspiring, and both Danielle and Georgi modelled the teaching they use in their modern learning environment philosophy - all participants encouraged to be part of the circle, different seating options to choose from, and a very open environment. The library itself has almost all its furniture on wheels (including all the tables which have castors on two of their four legs) to allow different uses of the space, there are no walls, and the shelving is not in neat straight lines. If you would like to know more about this dynamic, flexible, personalized and connected library it is worth visiting [Georgi's website](#).

TE TAI TOKERAU REGION UPDATE

Northland's Term 3 event focused on Library support staff and volunteers. The idea was to provide professional development for those library folk who may be working, particularly in primary schools, without support, skills or confidence to make the most of their library hours.

Empowering Support Staff in the School Library was jointly run by Jeannie Skinner (National Library), Liz Christensen (Ohaeawai Primary), and Jenny Puckey (Kaitaia Primary). Neither Liz nor Jenny had presented a workshop before yet they stepped up and shared their knowledge, skills and enthusiasm with great success, ably assisted by our superb National Library Advisor Jeannie.



Karlene and Amy at morning tea, with Colleen from Dargaville catching up with Lisa Salter on the right.

They talked about roles and responsibilities, ideas for creating the right environment to entice students in, displays, labels and signage, processing books, book covering and repairs, National Library support, and building connections with other Library workers.

Held at Kaikohe Primary School, this session was very well attended by Northland standards, showing there was a real need in our community for empowering our library support staff.

Julia Smith, National Executive Representative, Kerikeri High School



Liz Christensen (in black) talking to Jo Kathryn and Delwyn in the background.

WELLINGTON REGION UPDATE

In Term 4 we had our last PD event for the year. A great turnout of fifty librarians made the journey to Coralie Walton's Heretaunga College Library. The gathering watched as Life Membership Awards were presented to Rosala Finnerty and Janet McFadden, with the Principals Award going to Michele Whiting.



The Teacher panel at PD event

The events theme was Collaboration. We were very fortunate to have three teachers involved from the Primary, Intermediate and Secondary sectors. They talked about their library backgrounds, how they use the library and what they need from a school library. Librarians know they cannot work in isolation. After they talked about their libraries we opened up the discussion to the librarians gathered there. A lively Q & A ensued where we discussed Modern Learning Environments, BYOD, books, reading literacy and how to attract teachers into your library.

A great time was had by all especially in the informal conversation over cupcakes after the panel discussion. We wished everyone well with their stocktake and hoped they had a lovely relaxing summer break.

Karen Clarke, Chair Wellington Region



Janet McFadden receiving her Life Membership Award.

OTAGO REGION UPDATE

Term 4's first meeting was the last official meeting for 2014. We had a "What's Hot and What's Not" session discussing which books had succeeded in our libraries this year and which books hadn't been that successful. We had our meeting at Kaikorai Valley College. There was much lively discussion about books and it was a relaxed and convivial meeting. Thank you to Jayne Downes for being our hostess.

Bridget Schaumann and Greig Daniels presented at the South Island Children's librarian conference and their presentations were well received. The conference had a great deal to offer and both Bridget and Greig confirmed that the event had been well run and worthwhile.

Our last function for 2014 will be our Christmas Function at Ombrello's on December 3. We will return in 2015 refreshed and renewed.

Greig Daniels, Otago Representative

SOUTHLAND REGION UPDATE

This term SLANZA Southland revived an old favourite and held a BLISS reunion meeting on 17th October at Southland Boys' High School.

BLISS (or Book Lovers and Information Specialists of Southland) meetings traditionally involved sharing favourite reads and useful resources as well as discussing issues from around the region and reports from relevant groups. SLANZA members always found the meetings to be valuable and encouraging especially in the days before the listserve. The group was initially organised by Cynthia Smith in her role with the National Library and, to keep in the BLISS style, she took the reins of our reunion meeting. We all shared popular

reads and it was fascinating to see the variety of 'favourite' books from schools and public libraries around the region. Senga White introduced us to the Slow Reading movement and the value of taking time in each day to appreciate a book rather than skimming through to get to the next – a side effect of the job that I'm sure we are all guilty of. The ensuing discussion on value of slow reading for students and the role of school libraries in promoting the movement suited the BLISS theme perfectly. The meeting was followed by a lovely meal at Jagz.

CENTRAL REGION UPDATE

On November 1st we held our Term 4 PD event at Wanganui Intermediate, with special guests Jan Watts and Debbie Roxburgh. It was good to connect with librarians from another part of our large region, and to spend some time together socially as well afterwards. The morning's learning covered several topics: weeding your library, promoting your library, and running a Summer Reading programme. Resources shared that morning are available via the Central region blog slanza.org.nz/central.



SLANZA is committed to providing quality professional development opportunities to its members, and we are very grateful for the ongoing sponsorship of professional development provided by Book Protection Products. This sponsorship is invaluable and greatly appreciated by the National Executive as it significantly broadens options for regional committees. The funding provided by Warick Ashton and his team goes to the regional committees so they can organise professional development sessions that will fulfill your personal learning needs. Please continue to support Book Protection Products as they are SLANZA's major sponsor, and if you have an idea or topic for professional development in your area, let your committee know!

BUSINESS MEMBERSHIP

Business members support the work of SLANZA.

Current members are:

Premier Professional Development sponsor -
Book Protection Products

Top Shelf Members - Hydestor Manufacturing Ltd,
Kowhai Media (NZ Geographic and Mana),
2020 Communications Trust,
Softlink Pacific, Syba Signs

Circulator Members - Library Plus
Echelon Productions

Reserved Member - Cengage

Periodical Members - Antac Open Source Solutions
E-Learning for Business and Education

WHY SHOULD YOU JOIN SLANZA

The benefits of membership include:

- Connection and networking with other school library staff locally
- Discounted conference and professional development registrations
- Support for school libraries at a national level
- Opportunities to gain skills and professional development from people who do what you do
- Opportunity to apply for the SLANZA awards
- Opportunity to apply for study grant assistance with library-related studies
- Permission to use the cover images of publications of major publishing houses
- Access to the LIANZA professional registration scheme

NEWS + CONTACT

If you're not sure who does what or who can help you, check out our [Contact page](#) on our website. It links to all region representatives.

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