

SLANZA MAGAZINE

COLLECTED

23

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ISSUE 23/2018 EDITORIAL

Welcome once again to the latest issue of *Collected*. Our theme for this Issue is encouraging readers and there are some excellent articles to add skills to your daily practice. Please check out our Business Member submissions. They have some of the latest library technology and opinions on the digital world to share with us. The support of our Business members is important to the success of *Collected*.

As I write this, I am coming down from the high of conference 2018. I will not speak here of the organisation, but it was great to catch up with everybody and put some faces to the names of people I've communicated with over the years. Great workshops, great guests and some great presenters all added up to a great conference. It was nice to meet with all our trade supporters as well.

As part of the conference organising committee I know how hard everyone worked, but that was returned tenfold by the response and feedback from you all. However, I'm glad it's all over and it is time for us to put our feet up!

This will be my last issue as editor of *Collected*. I took over from Lisa Salter some time ago and have produced 8 issues over the years. Every issue I am amazed by the amount of knowledge that our membership has and how willing many of them are to share that knowledge

I haven't done it all alone, so there are quite a few people I have to thank for their

aid and support. Firstly thanks to my proofreaders Jackie Phillips, Liz Jones and Rosalba Finnerty who have come through for every issue I've produced. Thanks also to Miriam Tuohy for her unenviable task of checking the issue in its final stages. Bridget Schaumann has wrangled reviews for most issues, and has written many for publication. Big thanks also to Kate Johnson our designer who makes us all look good every issue. Thanks to the Otago committee, who have been really supportive, and the NE who have done the same. The NE's input and feedback over the years has been invaluable.

Lastly, I would like to thank everybody who has submitted work for *Collected*. I have been inspired and learnt from so many of you. Thanks for being willing to share your expertise with your peers.

I would like to remind members that this is your magazine. Your input is important. This magazine should be the online versions of all those conversations that we have at meetings and conferences where we share our thoughts and opinions. Don't underestimate your skills, make a submission, talk about your experience, transfer your excitement about a book by writing a review. Every librarian and library is different that's what makes it worth sharing your views.

I am going to hand over now to Melanie McVeigh our new editor. Good luck Melanie!

Greig Daniels

MELANIE'S EDITORIAL

I would like to extend a big thank you to Greig and his team for the amazing work that they have put in to *Collected* over the last four years. The resource that you have created is so valuable, and I for one have loved reading every copy. You should be proud of what you have achieved.

My love affair with libraries started way back in primary. As a school librarian, I would browse the card catalogue for hours and rush off to find gems hidden around the library. I also raised my hand to be a school librarian both at intermediate and high school. After finishing university with a Bachelor of Teaching, I took on what I thought was a temporary job as a librarian at a public library. From there, I moved on to a school library, and now I am working for SLANZA and haven't looked back.

Having the opportunity to be editor of *Collected* is very exciting, and I look forward to working with you all, putting together some exciting issues.

*Melanie McVeigh
Editor, Collected Magazine*

CO-PRESIDENTS' COLUMN

COLLECTED 23

We would like to acknowledge the phenomenal effort that went into organising and running the SLANZA Otago Regional Conference. The Conference Committee ensured that, even though Otago is a smaller region, the calibre of professional development on offer was exceptional while the fellowship was marvellous. Our sincere gratitude goes to the Otago team who made this event possible.

It was announced at the conference that, next year, we will hold another regional conference, this time organised by the Waikato/Bay of Plenty region and based in Cambridge. Add the event to your budget and note it on your calendar, Friday 27 September to Sunday 29 September 2019.

National Executive would like to welcome two new members to our team. Long-standing representative, Auckland's Trish Webster has made way for Sharon Jackson and Sasha Eastwood-Bennitt has replaced Central's Steph Gibbons. The fluidity of movement into and out of the NE is a natural response to member needs. On one hand, we are saddened by the loss of the knowledge and skills leaving our team, yet, we feel empowered by the views and energy that new representatives bring in. We are fortunate to harness knowledge and experience from a wide range of members, and we would like to acknowledge and thank Bridget Schaumann and Rosalba Finnerty in particular for their continuing guidance and support.

As a National Executive, we are always working on improving our systems and practices. We greatly appreciated your input in forming our updated Vision and Mission Statements - these are important to focus our work and guide us forward. We have also been developing policies relating to Te Tiriti o Waitangi and Equity. Other projects undertaken include a revamp of our SLANZA awards, refreshing the SLANZA website, updating publisher's permissions for cover images and simplifying the member registration process.

We are supporting NZEI with their pay equity claim for school librarians and library assistants. Achieving pay equity with similar non-female dominant professions will not be a quick or simple task, however, the information gained from the Google+ Community Pay Equity PD, where members collaborated to create a comprehensive database of skills, roles and responsibilities, will assist our cause.

We are inspired hearing of the amazing things our members do to develop and encourage a love of reading, to support learning, to teach information literacy, to ensure you and the school library are invaluable to the school learning community. It is a pleasure to support you through SLANZA NE.

Kirsty Adam and Julia Smith
SLANZA Co-Presidents

ENCOURAGING OUR TEENS TO READ

MANDY DITZEL – GARIN COLLEGE

The object is to create a life-time reader, not a school-time reader. That goal will never be reached if a student thinks reading is always associated with work or sweat. (Jim Trelease, used with permission)

I have been a school librarian for 16 years – and I love it! I have been an avid reader from a very young age; my mother used to bring home boxes of books from Palmerston North library, and in the pre-computer days was one of the first people they used to ask to have a hunt at home when they had an amnesty on overdue books. So this job combines two of my favourite things; books and children.

I am very fortunate in that I work at a school with a roll of about 500 students, because it means I get to know most students by name. The library here is right in the middle of the school, and is not seen as geeky by the students who hang out here in large numbers at breaks. The other way I am lucky is that my role here is seen as reading focused – although I can and do talk to students about research, referencing and time management, literacy is highly valued and my role as the book expert is valued too.

Reading for pleasure naturally drops off as students hit their teens, with the greater demands that school, sports, work and their social life place on their time, but we are trying to encourage them to recognise the pleasure that they can get from reading so that it becomes a life-long habit, as well as passing the ever-important NCEA standards of course!

So what does that look like at Garin?

- We have a well-resourced library featuring books the students want to read. Management provide a reasonable budget for book buying, and I am a trained librarian working all school hours. The library books need to look attractive, and be the latest books available in stores. I weed regularly!
- We start with an expectation that students will read. A few years ago our English faculty instituted every junior English class having 20 minutes of silent reading at the start of every period. This has had a flow-on effect as those students move through the school.

- The value of the human factor connecting students and books cannot be overstated. Many students will wander around aimlessly until I go and talk to them about what they want to read. I know our collection well, read as many as I can, and get to know our students. *"That book you gave me is real good – if I picked it up myself I would go "Nah" and put it back, but it's really good!" (2015)*
- I am always looking for ways to engage with our students so that I know them a bit when they need help with finding a book. This includes helping with school events outside of the library like Athletics Day, Fun Runs, House Sports, etc.
- I have a good working relationship with English and other faculties. I buy books they suggest, work closely with students choosing books for English standards, request books from National Library as required and welcome students to drop in during class if they need a new book.
- I put items into our weekly newsletter for parents when we have events on, and before the holidays to remind parents about why we encourage reading.

So that underpins my work, but there are three big events I put a lot of time and energy into:

- I try to maintain a high profile in the school. I have a recurring spot in our weekly assembly called 'The 60-second Bookshelf' where I show the covers of approximately 16 new books and share one sentence about them, as well as other library news. (Somewhat ironically, I actually take 2 minutes, but it doesn't have the same ring to it...) I frequently have students racing to be the first to get to the library after assembly to get a particular book that has been featured.

- Reading Challenge is a three week period in Term 2 when we encourage all students to record the number of pages they read to contribute to house points. Reading Challenge is an opportunity for our students who are voracious readers to be recognised, and a chance for us to encourage all students to pick up a book for enjoyment. *"My son isn't a reader. He worked away at his book to earn house points, then when he finished he put it down with a sigh and said "That was the best book ever." (2014)*
- Over the summer holidays we have a Summer Reading Programme. Every English class is brought over to the library, I talk to them about 'the summer slide' and how reading over that period will help keep their skills sharp, and then they are expected to get books out (this is not enforced but encouraged). We no longer require parents to complete permission slips, and the return rate over the last two years is 100%. Feedback is overwhelmingly positive *"It was good to be able to get books out over summer because I wouldn't be motivated to go to town and get books out of the library and having them at home made me read them." (2017)*

Some students are voracious readers, and I just need to keep them supplied and extended, others define themselves as non-readers. But time and effort can result in success stories, like the Year 10 student last week, who after reading nothing but magazines all last year came back five days after being talked into taking out "Crossover", a verse novel about basketball by Kwame Alexander, and triumphantly declared, "I read that book," as he got out another fictional book about playing basketball. Reading opens our students' minds and worlds, and I will do everything in my power to make sure that a student leaving our school doesn't think they hate reading!

"Books can enrich children's lives beyond measure. Exposure to other people and cultures, whether directly or indirectly, does extraordinary things to children. It opens their heads and crams wonderful things inside. It relaxes their hearts, softens their emotional boundaries, and enriches their minds with alternative ways of thinking and being... In a world that so often teeters on intolerance and segregation, it's vital for children to be exposed to different ways of thinking and being. It is also vital that this exposure happens at a young age and stretches across many and varied multicultural experiences; before time, world-weariness, and bias have a chance to take root." Tania McCartney, from Connections Issue 97 (used with permission).

Ken Kilpin, Professional Learning Facilitator and Senior Tutor,
Massey University

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TOHATOHA. HELPING KIWIS CREATE, SHARE AND INNOVATE

BRENDAN BOUGHEN – TOHATOHA

Tohatoha offers Copyright and Creative Commons' licensing workshops for New Zealand Schools and Libraries

Greetings from Tohatoha! We are the group formerly known as Creative Commons Aotearoa NZ, and we advocate for open access and open licensing across a range of sectors in New Zealand – including education, government, science, arts and entertainment.

Tohatoha is the Maori word for 'sharing' – and that's what we are about; sharing information so that every New Zealander has access to knowledge and stories, whether they get that access through the internet, by listening to the elders of their communities, or in their local library.

Today, every two days humans create as much data as we did from the beginning of time until the year 2000.* With this ever-growing wealth of information at our fingertips – and the widening variety of devices available to access it – it's never been easier to share and re-use the material we find online.

For New Zealand teachers, there's enormous potential to save time and make better quality resources by building on the work of others. But since most online content is copyrighted with 'All Rights Reserved', you need to ask permission before you can reuse it. What's more, teachers looking to share the resources they create usually can't, since the copyright for their work is held by their employer, the school's Board of Trustees.

It's our firm belief that teachers, students, and school librarians need easy-to-understand resources on open licensing. So, Tohatoha is offering workshops that will help ensure every Kiwi teacher and student understands the key concepts and practical examples of Creative Commons' licensing and encourage Boards of Trustees to support the adoption of Creative Commons' policies in their schools.

In these workshops, Mandy Henk - long-time librarian and CEO of Tohatoha - discusses how Creative Commons' licences can be used to encourage sharing, adapting and reusing of materials by New Zealand teachers and students - whether you want share teaching resources or encourage digital storytelling by students.

After discussing the current role of copyright in the classroom, Mandy introduces and explains the various Creative Commons' licences and demonstrates how to search for the millions of works already available under a Creative Commons' licence.

She also discusses the journey that led to her organisation being renamed Tohatoha, and what it means for growing a 'Kiwi Commons'. The importance of open licensing to digital citizenship and why it's important that students have a clear understanding of copyright and how to reuse and share legally are also discussed.

The sessions also include a chance to ask questions about Creative Commons, share classroom experiences and learn about how to best introduce Creative Commons' licensing into schools. Getting copyright right for the digital era is important and Mandy helps make that journey thoughtful, student-focused, and fun.

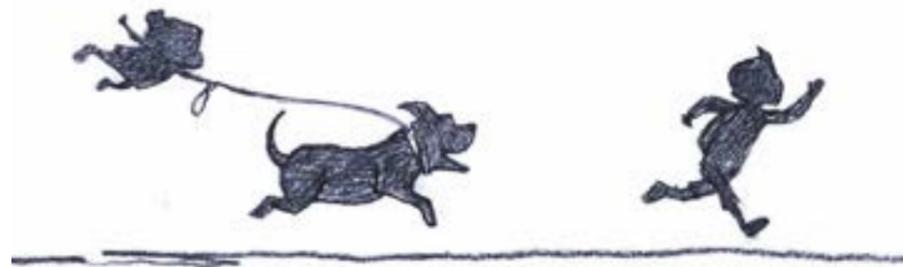
The workshop series is being developed over the next two years and will include special workshops with Māori/Pasifika units on understanding licensing around cultural taonga.



So, if you would like more information on booking a Creative Commons' Licensing workshop for your school or library with Tohatoha, get in contact with Dione Joseph at dione@tohatoha.nz or phone 022 574 7100.

* <https://www.bernardmarr.com/default.asp?contentID=766>

Brendan Boughen, Tohatoha



DRAGON DEFENDERS

JAMES RUSSELL – DRAGON BROTHERS BOOKS LTD.

BEST-SELLING KIWI JUNIOR NOVELS NOW WITH RESOURCE ACTIVITY SHEETS

The Dragon Defenders, the best-selling children’s junior novel from Kiwi author James Russell, now comes with a set of six resource activities’ sheets which are freely downloadable.

The Dragon Defenders was launched last May and was the number one junior novel by a Kiwi author on the Neilson Bestsellers’ List for four weeks. It’s currently the number one junior novel (along with The Dragon Defenders - Book Two: The Pitbull Returns and The Dragon Defenders - Book Three: An Unfamiliar Place) by a Kiwi author on the Whitcoulls’ Kids Top 50 list.

In Term Three of the 2017 primary school year, the New Zealand Read Aloud group chose The Dragon Defenders as their book of the term.

NZ Read Aloud is a ‘connected literacy’ initiative that began in 2015 and is part of a global Read Aloud organisation. Participating teachers and classes connect with each other about the book they’re reading via Edmodo, Twitter, Skype, blogs, or any other platform that suits them and the age of their students. The idea is to share ideas and learnings and further enrich the experience of reading and studying the book.

Lead teacher Crystal Hewett said The Dragon Defenders was an easy choice for the Year 3 & 4 NZ Read Aloud. “Adventure, kick-butt heroes, a terrifying baddie, beautiful dragons, engaging language features and challenging vocabulary choices.

“The children loved using the app and were always asking when the next interactive part would be. It really helped the story to come to life in a different way. This was great for engaging our tamariki who were switched off to literacy.”



“During the NZ Read Aloud, teachers do a great deal of word, sentence and text level work around our chosen text. We allow children to explore personal lines of inquiry and give freedom to respond to text. The Dragon Defenders ticked all the boxes for a model text that we could pick elements from to examine through the teaching resources.”

The teaching resource sheets designed by the NZ Read Aloud team were then made available to author James Russell, who was so impressed he pooled them together and has made them freely downloadable for any teachers keen to get their students into fun, practical and adventurous school work. Each worksheet is based on three chapters of the book and designed to be completed during the course of a week.

The free resources are downloadable at <http://bit.ly/2BFvV3a>

MORE ABOUT THE DRAGON DEFENDERS:

The Dragon Defenders follows the adventures of Flynn and Paddy, two brothers who live with their family on an island. They’re completely self-sufficient and survive on what they can grow, harvest and catch. But their idyllic lifestyle is threatened when evil boss The Pitbull discovers that dragons exist on the island and decides to capture one for himself. It’s up to the boys to stop him.

The book involves themes of sustainability, environmentalism, conservation, ingenuity, loyalty, teamwork and tenacity.

The best-selling The Dragon Defenders – Book Two: The Pitbull Returns is the follow-up to The Dragon Defenders, which was launched last November. The third book was released in June this year.

MORE ABOUT THE AUTHOR:

James Russell is a bestselling children’s writer. The author of the self-published Dragon Brothers trilogy of picture books: The Dragon Hunters (2012), The Dragon Tamers (2013) and The Dragon Riders (2014), Russell has also recently published The Dragon Defenders (2017) and The Dragon Defenders - Book Two: The Pitbull Returns (2017). An innovator and augmented reality (AR) enthusiast, Russell’s books use AR technology to bring three-dimensional ‘magic’ to his books.

For over twelve years, Russell worked as a journalist, columnist and editor, including for the New Zealand Herald Element. He is now a full-time Auckland-based writer, and father of two sons. Russell is also a book reviewer on the Jesse Mulligan Afternoons on National Radio.

James Russell, Dragon Brothers Books Ltd.



SLANZA OTAGO CONFERENCE 2018

CHRISTINE HURST – MACLEANS COLLEGE

The inaugural SLANZA Regional Conference in Otago was a wonderful experience. The conference opener, guest speaker Kyle Mewburn, was amazing. What a journey she has been on and what an inspiration! Her talk made me think about LBGTO+ students in my own school, and how I might connect with them in my library. The unconference followed, and if you've never experienced one of these, it is a great opportunity to not only share your own little gems, but to collect other gems too.

A social dinner that night gave me an opportunity to meet other librarians that I had 'spoken' to on the listserv and we had some great (and fun) discussions over dinner.

The six conference keynote speakers were as fascinating and inspiring, as they were varied. From the first keynote Moata Taimara's entertaining session on the opening of a new Christchurch library packed full of technology that we all 'ooh and ah' over, to the final keynote where author/illustrator David Elliot enlisted the help of some librarians to hilariously act out his picture book. There was something for everyone amongst the keynotes.

With the fabulous variety of workshops offered it was hard to choose which ones to attend. Learning about collection development helped me to fine-tune and challenge some of my own practices. *Where the Teens Are Online* with Adele Walsh was eye opening, and reinforced what I was doing well and inspired me to do better. I came away from the school libraries display session with loads of ideas - one of which I implemented the first day back at school. The Sunday session *Creative and Engaging Ways To Interact With Your Users* was another session that made me challenge whether I knew my community, and it inspired aplenty with more display ideas. The final workshop

I attended, *We Need to Talk about Gendering Books* was the perfect discussion on challenging your thinking. I had to dig deep and ask myself if there was a subconscious bias running through my book choices, how I presented and talked about books, and whom I talked to about them. Turns out, I'm not as unbiased as I thought! It made me think a lot about my own writing, and how I represented and spoke to genders when I created characters. I especially enjoyed the passionate digression into genrifying collections discussion!

There were some great vendor stands in the school hall, and I participated in shameless pen and lolly grabbing, while meeting new vendors and reacquainting myself with old ones.

The stunning venue of Otago Girls' High School and the great Dunedin weather made for a fantastic weekend. However, most of all the Otago Conference will go down as a success for me because I was able to meet librarians that I've never met at previous conferences. As an Aucklander who rarely gets so far south, it was lovely to meet people I'd only ever known on the listserv. It was a great weekend and the Otago team should be very proud.

Christine Hurst, Macleans College



Dale Tiffin and Donovan Bixley



Co-President Kirsty Adam



Joan Mackenzie from Whitcoulls



Keynote Speaker Adele Walsh



Opening Keynote Speaker Moata Tamaira



Helen Muxlow, Kristy Wilson, Glenys Bichan, Clare Forrest



SLANZA OTAGO CONFERENCE 2018

KRISTY WILSON – PORIRUA COLLEGE & THE ADVENTURE SCHOOL

WHY DID YOU WANT TO ATTEND CONFERENCE?

Last year in Auckland was the first SLANZA Conference I've been to. Despite not really knowing anyone I enjoyed myself, learnt so much and came back invigorated.

My main reasons for wanting to go the 2018 Otago Regional Conference in Dunedin were:

- To network with other passionate and motivated librarians.
- To keep increasing my knowledge.
- To find solutions so I would be more effective and efficient in the library.
- To find student-centred library ideas to implement.

WHAT WERE YOU MOST LOOKING FORWARD TO?

I knew Kyle Mewburn's talk was going to be fascinating so made sure I got an early flight from Wellington, so I didn't miss hearing what was a very personal account of her life. What stuck most with me was Kyle saying that 'nobody would choose this way of life, this is just who she is'.

The other thing I was most looking forward to is the unexpected learnings!

I was pumped for Megan Davidson's practical workshops on Collection Development and Student Librarians, Adele Walsh's Teen and Technology focused talks and hearing from Joan from Whitcoulls. But for me it's also about the random workshop or speaker that you have totally discounted and are then blown away by some great insights. I mean who knew that I'd been missing out on ASMR YouTube videos all my life! Thanks Adele Walsh ;)

WHAT WAS YOUR BEST HIGHLIGHT?

So many things, the chance to be immersed and recharged with like-minded librarians, to continue building relationships, the scrumptious food that I didn't have to cook, the constant flow of information and percolating and tweaking of ideas of how I can make it work for my library communities.

The conference committee did an amazing job. It was total value for money with the amount of ideas and inspiration I have collected.

My absolute favourite highlight though was meeting a lovely librarian at the airport on the way home. I hadn't had a chance to talk to her before and when we got talking realised we shared a similar problem that can't be solved by the collective wisdom of the list-serv. That serendipitous conversation resulted in exchanging details and the start of a supportive friendship.

WHAT WAS YOUR BEST TAKEAWAY?

For me I'm so excited about the student librarian workshop learnings. Megan Davidson was so amazing to share all her resources and information which will be so helpful in structuring my programme more.

Oh and I loved the quote that Bonnie Barr shared with us:

"If we teach a child to read but fail to develop a desire to read, we will have created a skilled non-reader, a literate illiterate. And no high test score will ever undo that damage."

KYLENE BEERS

WHAT WAS YOUR BIGGEST REGRET?

That I didn't go to all the vendors at the trade exhibition. I missed out on some great free loot!

And that I hardly took any photos!

Kristy Wilson, Porirua College and the Adventure School



JEANNIE SKINNER RECEIVES STORYLINES AWARD

JULIA SMITH – SLANZA NE REPRESENTATIVE FOR TE TAI TOKERAU

We wish to acknowledge and congratulate SLANZA Life Member Jeannie Skinner for recently being awarded the 2018 Storylines Betty Gilderdale Award for Outstanding Service to Children's Literature.

Jeannie has dedicated three decades to promoting books, reading and literacy, both in her role with National Library's Services to Schools and as a passionate and knowledgeable advocate for school libraries and school librarians.

Some of the book-related events she has organised and promoted include Storylines and New Zealand Book Council author tours throughout Northland, Northland Kids' Lit Quiz, Northland Readers' Cup, Storylines' Family Festival in Kerikeri. As well as helping to develop an award for school librarians, there will be many other things I am unaware of.

As an expert in children's books, Jeannie was appointed convenor of the judging panel for the 2018 New Zealand Children's Book Awards. She says this of the experience:

"As a judge, I had to read beyond my usual personal preferences and read more critically and thoughtfully. There was also the pleasure of discovering new authors and having lots of bookish conversations with my wonderful fellow judges. Please do consider sharing your enthusiasm for, and expertise in, children's and YA literature and apply to be a judge. I thoroughly recommend the experience!"

Jeannie was awarded her SLANZA Life Membership Award in 2013 for her invaluable contribution and indefatigable support of school libraries across Te Tai Tokerau.

I have been fortunate to work with Jeannie over twelve years now and her passion and advocacy of reading and literacy are truly inspiring. I can't imagine a more deserving recipient for this award.

Julia Smith, SLANZA NE Representative for Te Tai Tokerau

DEEPENING LITERACY: ENGAGEMENT EQUALS EFFECT

ANNA NEYLAND – ACCESSIT LIBRARY

It's undeniable that there's a correlation between good readers and educational success. But far more important than educational success is the positive effect reading has on children's ability to empathise with the experiences of others, and the ongoing impact reading has on their general mental wellbeing. In fact most recently, the Mental wellbeing, reading and writing (2018) report conducted by the National Literacy Trust in the United Kingdom proved that "children who are the most engaged with reading and writing (i.e. those who enjoy it, do it daily and have positive attitudes towards it) are three times more likely to have higher levels of mental wellbeing than children who don't." The Director of the National Literacy Trust, Jonathan Douglas concludes, "Not only does a love of reading and writing enable children to flourish at school, but we now also know it can play a vital role in supporting children to lead happy and healthy lives."

Of course, that's well and good for those readers who are already eager and engaged, but as Accessit Representative Bonnie Barr suggests, "it's much easier to keep a reader than create one."

In researching the topic of reading engagement, I started to think about my own learning and engagement habits when I was a child. It's true to say that anything I was forced to do, I despised. The areas I thrived in were, without exception, those that I discovered on my own. I noticed this idea coming up time and time again in my research on reading engagement.

OWNING THE LEARNING EXPERIENCE

There seems to be a common fear amongst parents that children who show no interest in reading should be worried about and given extra tuition. Similarly, there's a fear that children who learn to read later will somehow miss out on important lessons or lose the chance to achieve literary greatness later in life. In a study conducted by psychologist Dr. Peter Gray (2010) around children teaching themselves to read, Gray found that when children are motivated to read, they will read. In other words, "Children learn to read when reading becomes, to them, a means to some valued end or ends". A great example of this was one young girl who didn't learn to read well until she was age 11. Her mother recounts, "One of the best things that came out of allowing her to read at her own pace and on her own initiative was that she owned the experience, and through owning that experience she came to realise that if she could do that, she could learn anything. We have never pressured her to learn anything at all, ever, and because of that, her ability to learn has remained intact. She is bright and inquisitive and interested in the world around her."

There are two lessons here: first, children will learn when there is a motivation to understand. Everyone wants to be "in on the joke" or be as advanced as those around them. Second, in allowing the impetus to come from the child, you won't risk draining their enthusiasm and desire to explore and learn.

In traditional schooling, the ability to read becomes the precursor to the ability to learn almost anything else. However, learning to read alone is not enough. As Kylene Beers says, "If we teach a child to read but fail to develop a desire to read, we will have created a skilled non-reader, a literate illiterate. And no high test score will ever undo that damage." For this reason we need to use every tool in our toolkit to help create this desire to read.



"If we teach a child to read but fail to develop a desire to read, we will have created a skilled non-reader, a literate illiterate. And no high test score will ever undo that damage."

DEEPENING LITERACY: ENGAGEMENT EQUALS EFFECT CONT...

ANNA NEYLAND – ACCESSIT LIBRARY

GETTING "IN ON THE JOKE"

The motivation to be "in on the joke" could be one of your greatest tools for engagement. The great Russian developmental psychologist Lev Vygotsky (as quoted in Gray, 2010), suggested that "children develop new skills first socially, through joint participation with more skilled others, and then later begin to use the new skills privately, for their own purposes." That general principle can easily be applied to reading engagement. Don't underestimate the power of peer-to-peer or teacher-to-student book recommendations, book reviews and book clubs to encourage discussions and debate. With the Accessit Web App Circulation tool, you can become an itinerant librarian, visiting classes, reading extracts, encouraging discussion, and even getting involved with specific class projects.

Librarian and Accessit user Michelle Simms (2018) says, "As a librarian, I feel that a big part of my job is helping facilitate all these book discussions, and providing students with access to literature that captivates them and makes them want to talk about what they are reading. They're not always going to be attracted to high quality literature, and I'm fine with that. If I can send a child through to High School with a love of reading then I think I'm giving their new librarian a gift."

A SPACE FOR EVERYONE

Ultimately providing a friendly space for any student to feel comfortable exploring and sharing is crucial to the success of student engagement projects. Michelle Simms suggests that book clubs created huge engagement within her school. She writes, "One thing that I'm proud about is that both my book clubs have students in them that are dyslexic and/or struggling readers. They're often brought along by their more bookish friends, but they stay because they're comfortable in the club and are able to read and discuss books at the level that is right for them." Equally important is ensuring the library is more than just the physical space. If you are struggling to engage and interest your students in your physical space, take the library to them! Pop-up libraries are a great way to get noticed and get books moving off the shelf (or off the trolley!)

EMBRACING TECHNOLOGY

Accessit Library provides many fantastic tools to assist primary and secondary school librarians and teachers to engage both the eager and the reluctant readers. Don't underestimate the role an engaging web presence can play in attracting new readers. With the Accessit Web App, you can create dynamic book cover carousels; post videos, book trailers, and interviews with authors; embed Twitter feeds; and promote student work, book challenges and book clubs. Students can engage with what they are reading, "liking" items, and reading and writing reviews. Not only that, but the students themselves can drive their own library experience, managing their reserves, renewing books, and even registering different interests so they can be notified whenever new resources come in that they might find engaging.

Easy accessibility is key to reading engagement. The right reading material needs to reach the right person with the right motivation at the right time. No pressure! Accessit provides you one place for all your resources, allowing your students to access eBooks, audiobooks, and other online digital content which they can download directly onto their devices using QR codes at any time. The Accessit One Search tool expands their searches beyond your own library catalogue, reaching all your subscription providers with a single search. And with the ability to create comprehensive statistical reports on usage, you can prove to your Board how and why reading engagement levels are increasing, drumming up support for future projects.

If you're interested in finding out how Accessit can support your effort towards student reading engagement, visit our [website](#), or [contact us](#) to set up a free online demonstration.

"If I can send a child through to High School with a love of reading then I think I'm giving their new librarian a gift."

DEEPENING LITERACY: ENGAGEMENT EQUALS EFFECT CONT...

ANNA NEYLAND – ACCESSIT LIBRARY

RESOURCES

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Accessit

THE FUTURE IS NOW: A NEW ALLIANCE FOR DIGITAL INCLUSION

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

In 2015, LIANZA and Te Rōpū Whakahaui hosted a Summit in Wellington – *Taking Libraries to 2025: The Future of Libraries*. Technology and the role of libraries/librarians featured in discussions at the summit with two significant findings:

- For libraries to maintain relevance, they need to lead the way in digital literacy
- Librarians empower society, and in the future they'll continue to do so by bridging the digital divide by staying current with technological developments and helping communities navigate this new terrain

Three years on, the future is now!

- Over 120 public libraries and community organisations now offer regular digital literacy classes, or support through 'book a librarian';
- New Zealand has a government with the political will to solve 'digital divides' by the year 2020;
- The Government has established a group of digital champions to provide advice on the digital economy and digital inclusion (DEDIMAG);
- Dr Gregory Morgan, Head of Digital Solutions and Innovation for Auckland Libraries, is a member of the DEDIMAG sub-group on digital inclusion;
- The Digital Inclusion Research Group provided a framework for addressing digital inclusion in *Digital New Zealanders: the Pulse of our Nation*;
- The Department of Internal Affairs is preparing a *Digital Inclusion Blueprint*;
- InternetNZ has published a position paper with suggestions for solving digital divides;
- Spark Foundation is supporting a low cost internet service for families with children (Spark Jump);
- Digital Inclusion Alliance Aotearoa has been established.

WHY AN ALLIANCE?

The 2017 *Pulse of Our Nation* report, prepared for MBIE and DIA, suggested that it is time to move from projects to programmes if we are serious about solving 'digital divides'. While government is clearly a critical player in charting this course, it is not just a matter for government. What is required is a joined up whole-of-community response.

Sir Stephen Tindall highlighted this issue in an address he gave at Treasury in December 2016. He wasn't speaking specifically about digital inclusion, but rather about other major social challenges that New Zealand is facing. He reflected on something we are all very familiar with – community organisations drawing on resources from government, philanthropists and corporates to implement all sorts of 'good ideas' and deliver 'on-the-ground' responses to community needs. Sir Stephen was not critical of the high level of innovation and commitment from community organisations, but rather the lack of follow through by Government in scaling the successful ventures through policy development.

This needs to change! It is time for organisations involved in digital inclusion projects to join forces with a shared vision of a digitally-included New Zealand society, where everyone has equitable opportunities to engage in their communities. As the 2015 LIANZA summit concluded, libraries and librarians must demonstrate leadership - for students and their whānau, as well as for the wider community. We invite all libraries (school and public) to join the Alliance.

BECOMING AN ALLIANCE PARTNER OR ASSOCIATE

Organisations or individuals wishing to become a partner of the Alliance must complete an online [Application Form](#). Applications are considered at each meeting of Trustees and considered in accordance with agreed criteria. Applicants accepted as a Partner are added to the Alliance's Partner Register. Applicants accepted as an Associate are added to the Alliance's Associate Register.

To find out more go to our website: <https://diaa.nz>

FIVE THINGS YOU MAY NOT KNOW ABOUT OLIVER V5 AND SOFTLINK

1. FLEXIBLE INSTALLATION – CHOOSE THE SETUP THAT’S RIGHT FOR YOU

Oliver v5 is fully web based and cloud compatible, so you and your students can access Oliver v5 from any location, on any device, at any time of the day or night. No special software is required to run or access Oliver v5; a web browser is all you need.

When setting up Oliver v5 for the first time you can choose to host it yourself or have Softlink host it for you. If your circumstances change, it is very easy to move from one option to another at a later date, with no loss of data or complicated transfer process.

More information about Softlink’s flexible installation options is [available here](#). More information about Softlink’s cloud hosting service is [available here](#).

2. SEARCH INTERFACE FLEXIBILITY – YOUR CHOICE!

How your search interface looks is an important aspect of the user experience your library provides, and once again, with Oliver v5 you have choices. You can choose between Oliver v5’s Browse Lists page or a custom library home page as your main search interface and port of call for students and staff.

The Browse Lists page, with its clean and engaging design, generates reading recommendations based on New Items, Highly Rated, Popular, and Recently Returned, as well as unique options for logged-in users, such as Recommended For You, Matching Your Interests and Because You Borrowed. Alternatively, you may prefer to customise your school library home page with content of your choice, such as school news, curated resources, embedded links to other school systems and more.

Whichever page you choose as your ‘home’ search interface, users can easily access the alternative (Browse Lists or News) by clicking a tab. Both options allow you to showcase your school or library with your own header design, as described in this [case study from Oakhill College](#).

[Orbit junior interface](#) is a third option, which is popular with primary schools using Oliver v5 as it makes reading and research simpler and more engaging for junior school students. [Read what Orbit users have to say here](#).

3. CREATE TARGETED LEARNING PATHWAYS USING LEARNPATH

Softlink’s information curating tool, [LearnPath](#), allows you to curate, publish and promote an unlimited number of topic-specific, visually appealing learning guides to suit the unique needs of your school community and promote the use of library resources.

LearnPath comes with free access to the LearnPath Community Content Hub (LCCH), a collection of over 100 high quality, ready-made guides, with more being added each week. Experienced educators have developed the LCCH pages in line with curricula and popular topics. Use the guides as they are, or edit and tweak them according to your own requirements. To see how different schools are using LearnPath to meet their own needs, [watch this video](#) or read case studies from [Brighton Grammar School](#) and [European School RheinMain](#).



Image credit: SBS Insight, ‘Screens at school’, Tuesday 5 June 2018. <https://www.sbs.com.au/news/insight/>



FIVE THINGS YOU MAY NOT KNOW ABOUT OLIVER V5 AND SOFTLINK CONT...



4. CATALOGUE IN MULTIPLE LANGUAGES

Oliver v5 is fully Unicode compliant, which means it can handle cataloguing in over 50 languages. There is also a Translations functionality in Oliver v5, with translations currently available for French, Japanese, Romanian and Arabic. This feature allows international schools and schools offering language immersion programs to provide students with a full non-English library experience.

5. JOIN OUR GLOBAL SUPPORT COMMUNITY

As an Oliver v5 user, you benefit from access to the global Oliver v5 Community Portal where you can find a huge knowledge base of ‘how to’ and training resources, submit and view support tasks, and engage with, share and learn from Oliver v5 users around the world. Softlink’s support options include multiple free Training, User Group and New Features webinars, and friendly, efficient phone support. Read what Softlink [customers say about support here](#). The team also travels regularly to meet customers and deliver local user group events. Information and registration for Softlink’s free webinars can be found on the [Softlink Events page](#)

TO CONTACT SOFTLINK:

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e: communications@softlinkint.com

p: 0800 47 63 85 (Free call NZ)

Twitter: [@SoftlinkEdu](https://twitter.com/SoftlinkEdu)

SLANZA

Awards

2018

SLANZA encourages and rewards excellence in school libraries, recognising the success and achievement of those working in and with school libraries, with a series of annual awards.

These awards were presented at the SLANZA AGM, held during the SLANZA Otago Conference in late September.

Elizabeth Atkinson

SLANZA Certificate of Appreciation

For convening the 2017 SLANZA Auckland Conference.

*Ann Rolinson, Chris Taylor,
Sharon Jackson, Pam Lilley, Lorie Pushon,
Trish Webster, Corinne Hinton,
Dale Tiffin, Karen Leahy, Lisa Allcott*

SLANZA Certificate of Appreciation

For planning, organising and running the 2017 SLANZA Auckland Conference.

Trish Webster

SLANZA Certificate of Appreciation

For serving SLANZA as Auckland's National Executive Representative.

Steph Gibbons

SLANZA Certificate of Appreciation

For serving SLANZA as Central's National Executive Representative and Regional Chairperson from January 2017 to September 2018.

Elizabeth Atkinson

SLANZA Certificate of Appreciation

For serving SLANZA as Auckland's Regional Chairperson from 2013 until 2018.

Steph Ellis

SLANZA Certificate of Recognition

Steph has been an invaluable member of SLANZA's online professional development Connected team, both as an author and facilitator since 2014. Her ability to support, inform and challenge library practice, as well as her generosity in sharing with others is evident in her significant contributions to Collected magazine, regional events, and presenting at National conferences.

Greig Daniels

SLANZA Certificate of Recognition

Greig has given selflessly of his time to SLANZA since 2011. He has had responsibility for the advocacy toolkit, sponsorship, business membership and editor of Collected magazine for four years which, because of his skillful editing and writing, has developed into a quality publication.

His inspirational passion for graphic novels and the sharing of his knowledge has been very much appreciated by school librarians throughout New Zealand.



CONTAINS GRAPHIC CONTENT

GRAPHIC NOVELS FOR YOUNGER READERS

The great thing about SLANZA conferences is that you learn things and encounter other perspectives. Zac McCallum is a librarian at Halswell Primary School in Christchurch and he presented a very entertaining and informative workshop on graphic novels for younger readers that I was lucky enough to attend. Since my main audience at Tokomairiro High School is Year 7 – 13 readers, there are many graphic novels for younger readers that I do not often encounter. Therefore, off I went out looking for some graphic novels and found three to review. Some of these are quite old now, but still I think worthy of inclusion in libraries.

BAD ISLAND // ISBN9780545314800

– BY DOUG TENNAPEL, SCHOLASTIC

A family (Lyle, Kate, Reese and Janie) head out on a small boat for a day at sea. The teenage son is reluctant to go but is drawn into the family event. After a few fits and starts, the journey begins. However, tragedy strikes and the ship capsizes in a storm and the family ends up stranded on an isolated island.

The island is not quite what it seems and there are many mysterious happenings. The family attempt to survive, but there are moments of tension and strife. The mum and dad try hard to cope, but it is sometimes too much and the strange creatures are hard to face down. As they explore the island, more mysteries are revealed and a strange insect like creature pursues them. The reader is given some background that the characters don't know. These parts in the story are in three short segments and the reader starts to realise why it is such a bad island!

Tennapel's art is childlike and cartoony and this belies his real artistic skill, and he is

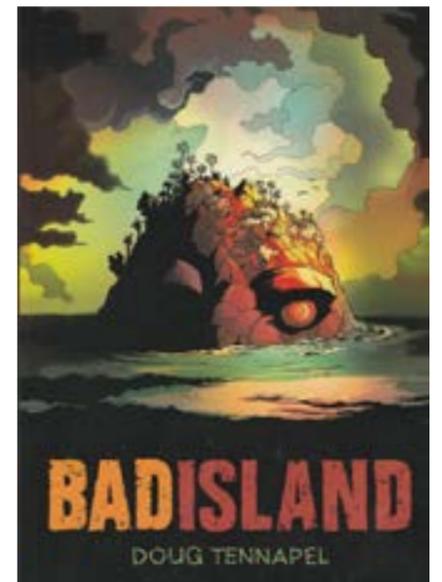
a talented storyteller. The story is told in large panels and is very direct. Tennapel is obviously a great observer of people and there are some well observed character moments in both picture and dialogue.

Reese, the teenage son, is the hero and his is quite a journey as he learns about himself and overcomes his fear. It is nice to note that Tennapel lets the parents observe and comment on this as the story progresses, and they appreciate Reese's skill as the denouement relies on them trusting his skills.

There are some humorous adventure moments and Doug shows us the love and trust in the family even while Reese and his little sister Janie fight.

It is a great story and I believe it would suit Year 5 – 8 students who like adventure stories and humour.

*Reviewed by
Greig Daniels, Tokomairiro High School*



MAGIC PICKLE // ISBN9780439879958

– BY SCOTT MORSE, SCHOLASTIC

Well, it is hard to explain just what “Magic Pickle” is all about, but cartoonist and author Scott Morse does a great job doing just that.

Jo Jo Wigman is not the most popular girl in school (that happens to be Lu Lu Deederly) but she has good friends and an active imagination.

Jo Jo’s house has been built above an abandoned Cold War scientific base.

One night she is visited by a flying Pickle, who has been frozen since the 1950s. He is the super-secret Weapon Kosher, an anti-Soviet super hero accidentally discovered by Dr. Jekyll Formaldehyde. Attempting to replicate Weapon Kosher experiments, other vegetables are tried out but the results turn them evil. Thus, they become the Brotherhood of Evil Produce. They too are revived at the same time as Weapon Kosher.

Jo Jo is keen to team up and be the hero’s sidekick, but Pickle is more intent on catching the villainous team, made up of the Romaine Gladiator, Pea Shooter, Phantom Carrot, Squish Squash and Chili Chili Bang Bang.

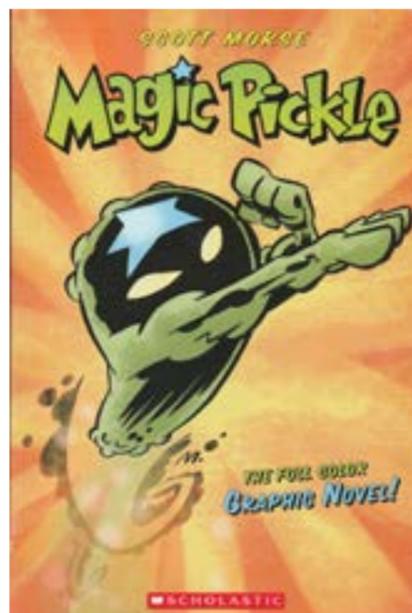
However, left to her own devices Jo Jo tries to help, but her adventures end in embarrassment; ending up after a night out attending school in “footsie” pajamas much to Lulu’s disgust, and in the biggest school food fight ever, as Pickle takes on the Brotherhood in the school lunchroom.

It is a fun little comic with lots of nice touches – food puns abound, jokes about lettuces and heads are all over the place. The vegetables’ dialogue is funny, especially juxtaposed against the Pickle’s 1950s superhero dialogue.

Scott Morse comes from a career in animation, and his drawings are fun and nicely designed. His animation sensibilities are added to some great layout and storytelling to make a fun story for younger readers. The school setting will help them identify and they will love the zany humour.

Recommended for Year 6 to 8

*Reviewed by
Greig Daniels, Tokomairiro High School*



TROY TRAILBLAZER AND THE HORDE QUEEN // ISBN 9781910200469

– BY ROBERT DEAS, DAVID FICKLING BOOKS

“The Phoenix” is a weekly comic published in the United Kingdom, for readers aged 6 – 12. The magazine has been published since 2012 and has been very successful. The Phoenix Weekly is made up of adventure, humour and non-fiction comic strips, and has built up a large following. A product of David Fickling Books, its most successful strips and characters have been published as graphic novel collections.

Troy Trailblazer is a science fiction story that mixes humour and action in a space setting.

The main characters are Troy, Barrus, Blip and Jess Jetrider who help stop evil in the space lanes. Troy is a reluctant and sometimes cynical hero but deep down he is a believer in fighting for the greater good. Barrus, a hard fighting alien, Blip, a computer intelligence, and Jess, a reformed bounty hunter, accompany Troy on his adventures. They do not always work well as a team and this often leads to humour and chaos, but they are able to overcome their enemies. There is a love/hate relationship between Jess and the occasionally immature Troy and their relationship is developed more in this story.

The team land on a deserted planet, in response to a distress call from a mining

company. Jess receives a mental summons too. Once there, they find the miners overtaken by alien parasites that use the miners as host bodies. After fighting their way out of some traps, the first part ends with Jess being taken over by the Queen of the Alien Horde, while Barrus and Troy escape, mourning their loss.

Part Two begins 15 years later with a battle-hardened Troy who has been fighting a losing battle with a triumphant Horde, who have overtaken many planets. He has a desperate plan to save Jess/theQueen and the universe.

That involves time travel and big risks. The second part is fast paced with a little bit of sentiment as Troy tries to save Jess and his past self.

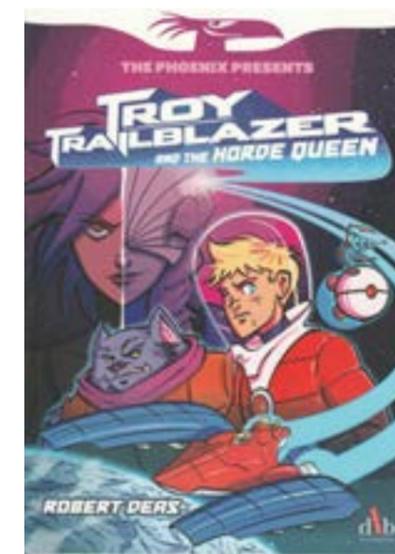
It is a fun and gripping science fiction tale that takes a darker turn in Part Two, but is always entertaining and action packed.

Writer artist Robert Deas has an assured drawing style that is both futuristic and charming. Dynamic colours, vibrant and eye-catching layouts and some anime-inspired character design all add to the story’s appeal. He has good grasp on the plot and the science fiction time travel parts are not too mind bending.

The characters are well formed and are given some good dialogue. The ending might come across as a tad contrived, but the story is all in good fun.

A fun, action packed graphic novel for readers in Year 7 – 10.

*Reviewed by
Greig Daniels, Tokomairiro High School*



BOOK REVIEWS

THE STRANGE FASCINATIONS OF NOAH HYPNOTIC – BY DAVID ARNOLD

Reviewed by Bridget Schaumann, King's High School

There are so many reasons to read this book!

Firstly, the writing: David Arnold completely nails current teen speak. It feels authentic and on point. It feels like you are inside Noah's mind with all the fixations and drama of being a teenager; using the internet to answer the big questions, being obsessed with books and music of particular artists especially Bowie, and comic book culture and movies. Remembering phrases from these and quoting from them all the time. There are so many quotable passages in this book, some that make you stop and ponder and want to write them down.

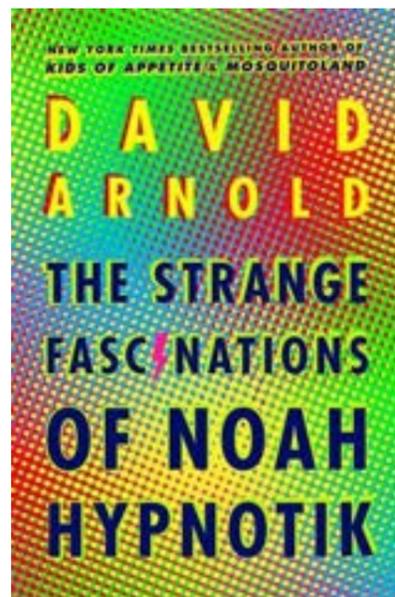
Secondly, the relationships: Noah, Alan and Val are such individuals, those of us who work in high schools know these kids. They stand out and are unafraid to be who they are. Noah's sister Penny is wonderful, a great anchor for the family life with the crazy uncle, the unusual parents and the whole back story of their lives.

Thirdly, the angst: I love how Noah's sporting life is handled, his injury and

the guilt it induces and how the lie is perpetuated despite the bad feelings.

Lastly, the goodness: This book has so much to offer in the way it deals with kindness and concern, not just for the people Noah knows but with the relationship he forms with an elderly man and his eventual understanding of the way his weird uncle behaves. Noah grows to become wise to how others feel and perceive him, and I really liked that personal growth.

Yes, this is thoroughly weird in some ways, but it is a novel which is so relatable and genuinely goodhearted, it made me smile often and it made me think. In young adult fiction that is what I'm after. I want to offer my kids books which are different and not cookie cutter and this book is certainly that. All the kids I've talked to about this book are keen to get their hands on it and that is a great sign. Give it to your John Green and Rainbow Rowell fans. Give it to those who want to read something real and unfettered. They'll thank you for it.

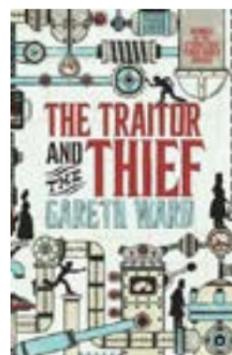


THE TRAITOR AND THE THIEF – BY GARETH WARD

Reviewed by Sue Calder, Greymouth High School

Sin is offered a way out of his life of crime and survival on the streets: Join the COG (Covert Operations Group) at the palace and become a spy. But there is a traitor in the mix and Sin needs to find out who it is, as well as find out who he, (himself) is.

Librarian's Review: Set in an early steampunk world, this is a suspenseful story. The protagonist reminds me of a mix of the characters: Oliver Twist and Alex rider. An enjoyable adventure set in a curious mechanical world.



WHAT IF IT'S US? – BY BECKY ALBERTALLI AND ADAM SILVERA

Reviewed by Bridget Schaumann, King's High School

You can see the Netflix series playing out in your mind as you read this rather lovely book. As it is also written by two of the rockstars of young adult literature, it is a good bet that you are in safe hands here!

Arthur is working for his mum in her law office in New York. The family have moved there for the summer and Arthur has an internship doing the filing. He has cool gossip workmates who are incredibly entertaining, they look out for him and make the job interesting and fun.

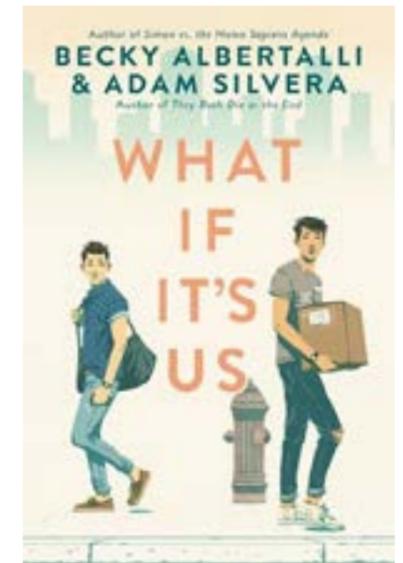
Ben is stuck in summer school, not his ideal way to spend the summer. He has broken up with his boyfriend. It is hard, and he is a bit broken. To make it worse the ex is also attending summer school so he has to see him all the time and that is sad and hard.

Arthur meets Ben at the Post Office in the midst of a flash mob. It is the cutest thing! Love at first sight but then they spend the next while trying to find each other. They don't have many clues, but this is love and they need to find each other. So investigations take place, they get everyone involved in the search and of course, when

all seems lost they find each other. Ohhhh my poor wee heart just went all goey! Now we have them working through all the stuff of the past, all that previous relationship stuff, thinking about the future and dealing with life as it plays out for them. This is the summer of dreams but sometimes it is the summer of angst. There are heaps of lovely references to gay culture, musicals, coffee shops that are amazing - though I've had plenty of coffee in New York and I'm skeptical about these - this is a New York story with a thoroughly New York state of mind.

The cuteness is just so lovely, the banter excellent, the families of the boys are so nice, so accepting of their interesting and complicated gay kids. I loved it when the two families had dinner together. Seriously, this is so nice! Like a romantic froth of powder blue tulle! Like puppies and kittens. Like my dog on Insta! It just needed a bit more substance. There are lots and lots of references to Dear Evan Hansen which local readers might not connect with yet, but I'm confident they will have YouTube'd that by the time they get to the end.

I think this will be a huge hit. I'm so pleased that books like this are becoming mainstream. And I love the way these authors have written it.



GHOST WALL – BY SARAH MOSS

Reviewed by Bridget Schaumann, King's High School

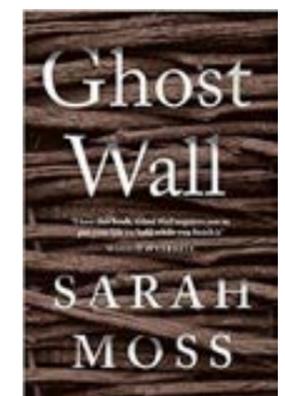
The beginning of this book is so thoroughly creepy, I was hooked from the first lines. A young girl tied to a stake about to be burned to death; everyone is watching and nobody is helping her. The tone changes immediately and now you realise that you have been reading the ending and spend your time wondering how those horrific scenes will come about. Creeping menace, lots and lots of it, abound in this book.

Sil's family are spending the summer in an experimental archeology exercise in Northumberland, England, close to the moors and near to the ruins of Hadrian's Wall. They are living life as it was in the bronze age. Wearing tunics, living in a primitive tent together, cooking over a fire and foraging for everything they eat. It is not fun at all. Sil's dad is a domineering, bully of a man. Her mum is meek and mouse

like. She is beaten and submissive to her husband. Sil has become used to doing exactly what her dad requires because it is easier and she is less likely to end up with bruises. The way that Sarah Moss has written him is so good, you really feel his simmering anger! Along with Sil and her family, there are three university students and their professor who are living the ancient lifestyle with them as part of their studies. One of the students is a young woman who becomes close to Sil and who, partly inadvertently, leads Sil astray and into danger.

This is a small book with a great big story. I thoroughly enjoyed it. It is a book which would appeal to reluctant secondary readers due to the instant entry into the action and the easy vocabulary. It is very well written and I'm going to be buying copies for school.

I would recommend it for junior high school age students. Although it is set in Britain near the ruins of Hadrian's Wall I think that young people anywhere would relate to it.



I HAD SUCH FRIENDS – BY MEG GATLAND-VENES

Reviewed by Bridget Schaumann, King's High School

This one is right up there for me. It is the kind of voice I love and I'd personally call this a cross-over novel, one that works for adults and YA. It is set in a small Australian town where people play footy, surf and the culture of bloke is at its peak. It is tough to stand out in this place. You fit or you don't. If you don't you'll be picked on, persecuted and made to pay. Hamish is a poor, skinny kid who has nothing cool about him. The story takes place over Hamish's last year of high school. His only friend, Martin, whom he really doesn't like - but you've got to talk to someone, is even more hideously uncool. Hamish has been stuck with him by default even though he can't stand him.

At the start we are told that Charlie, one of the schools most popular guys has been killed in a car crash which also involved the utterly gorgeous Annie, the school sweetheart and most beautiful creature who ever walked the earth. Annie has survived and emerged sad and lonely. Hamish has worshiped her from afar but always known that he has no chance with her. She and Charlie were the school elite, but now Charlie is dead and everything is different. Change is on the way, one day Peter the school bad kid, gives Hamish a ride home from school and everything starts to happen. Peter and Hamish become the kind of friends who don't talk about anything

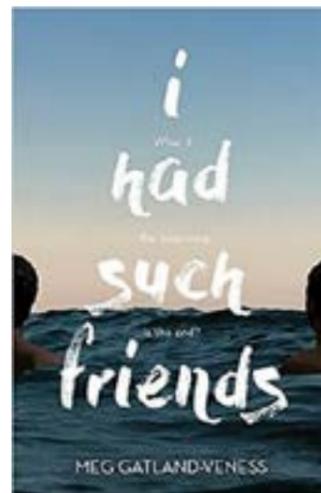
but spend time together and gradually they begin to build a relationship. At the same time Hamish and Annie are becoming girlfriend and boyfriend and Hamish has gone from untouchable to being in demand. But all is not what it seems.

This book is about relationships, attitudes, sexual tension and racism. You have so much in here! I loved Peter, I loved him so much more than Hamish and what happens to him is horrific. I loved so much about this book but I admit that it isn't perfect. There are some problems with the writing in places. And I really had a problem with Annie, she seems to be almost unnecessary to the story other than a bit of a player. I loved the relationship with Hamish and his parents and could totally see that playing out. I thought the sex was really well written too. There are problems but overall I thoroughly loved the story and the way that the scenes felt so realistic. I loved Hamish struggling to keep up with Peter at the beach, and with the way he pondered lying to his parents.

I'd love to see this book in lots of small town libraries and in every school library. It is shocking and I think quite realistic in the way the casual homophobia is visited upon teenagers. It is certainly not a hopeful book. The actions of the teenagers and their rage against Peter and Hamish is horrific to

read. It makes you understand why country Australians race to the big cities to reinvent themselves as gay people. I know this happens in every country! I read this at the time that I watched Hannah Gadsby and her Nannette show and possibly that is why this resonated so strongly with me. I'm going to be buying and recommending this book. If you are a fan of Jasper Jones and books by Scot Gardner then this book is going to work for you.

Thanks to Netgalley for access to this book.



REGION NEWS

AUCKLAND

It's been a busy time in the Auckland region over the last few months - filled with professional development opportunities and events for our members.

First up, in June we hosted an event at the National Library focussed on Promoting Reading. Our guest speakers were Jeremy Drummond from SPELD and Lisa Alcott and Jo Drummond from the National Library.

Jeremy gave us an overview of SPELD and an insight into specific learning difficulties (a term preferred to dyslexia as it includes a multitude of problems and everyone is different). She then moved on to give us invaluable, practical strategies on how we could support our learners with SLD. This included advice from a selection of resources - ebooks, audiobooks, graphic novels, reading software through to signage, fonts and personal interactions with students.

Lisa repeated her presentation from last year's conference '20 frozen chickens', a clever analogy to get us thinking about collection management, weeding and keeping our collections relevant.

Our final session by Jo focussed on connecting with students and connecting students with the right book. She peppered her talk with real life examples of where finding the right book at the right time for individual students made a real difference.

Our AGM was also held in June, at Freemans Bay Primary. Starting off with a glass of wine, nibbles and chat, we quickly settled down to business. The AGM was brief but significant due to two long standing members of the Auckland committee, Elizabeth and Trish, resigning from their roles as Convenor and NE representative respectively. Luckily for us, we won't miss out on their awesome contributions and bountiful knowledge, as they've agreed to stay on the committee. We have been extremely fortunate to have two such capable, skilled, passionate and dedicated people in these roles. Corrinne Hinton was elected as our new convenor and Sharon Jackson as our new NE representative. We also welcomed Michele Coombridge from Epsom Girls Grammar School as a new member on the committee.

Once the formal proceedings were over we relaxed and enjoyed a very entertaining talk from guest speaker, Madeleine Chapman. Madeleine ghost authored the new Steven Adams autobiography. A first time author and friend of Steven Adams, Madeleine kept us enthralled with fascinating insights into her relationship with Steven and with amusing anecdotes about her writing experience. How she came to write the book is a story in itself!

Term Three kicked off with Des O'Leary's book launch at Aorere College library in a lovely warm and inclusive community event. The evening started with soulful singing and elegant dancing by the students, which was a joy to watch and made the whole evening extra special. Continuing in that vein, after a short talk by Des and his publisher, the evening closed with a re-enactment from the book by students, and a reading by Anne Rolinson.

Our next professional development workshop was on Copyright and Creative Commons held at Carmel College in September. Sound dry? Far from it! Those who attended, and the group was large, all had a great time and increased our understanding tenfold. Paula Browning from Copyright Licensing NZ explained clearly and succinctly the complex issues around copyright and how they apply to school libraries. Dione Joseph from [Tohatoha Aotearoa Commons](https://www.tohatoha.govt.nz/) (previously Creative Commons NZ) introduced us to the world of Creative Commons licences which we practised applying by playing a hilarious game of Texas Hold-em poker, played with specially modified cards. Success was not just down to applying the licenses, knowledge of poker also came into play. Both speakers were extremely knowledgeable and patiently answered our many questions. We'd highly recommend this PD to other regions. For a full report see the [SLANZA website](https://www.slanza.org.nz/).

Looking forward - it's almost the end of the year, scary how few weeks there are left. Still we have our Christmas event and celebration to look forward to. A well-deserved chance to relax, eat, drink and share stories. Details coming soon.

*Sharon Jackson
Auckland Representative to the SLANZA National Executive*

OTAGO

Otago committee members were thrilled, and relieved, to end a busy Term 3 with the much awaited SLANZA Regional Conference here in Ōtepōti. Held at the beautiful Otago Girls' High School campus from the 28th-30th September, around 90 library workers from all over the country came and enjoyed a fabulous weekend of speakers, innovators, creators and 21 information industry leaders.

Delivered along with some fine southern hospitality, it took months and months of hard work by a crew of volunteers led by conference convenors Carole Gardiner and Bridget Schaumann.

While we were all exhausted by the end of the weekend, it was totally worth the effort seeing the enjoyment of attendees and hearing their positive feedback.

Thank you to all the people who presented at the conference, the wonderful companies who supported us as sponsors and stall holders, and most importantly, to all the library people who spent the start of their holiday with us in Dunedin. It was wonderful to see you and to share the conference with you and we hope you had an inspirational and enjoyable time with us.

*Lynn Vare
Otago Representative to the SLANZA National Executive*

TE TAI TOKERAU

SLANZA Te Tai Tokerau held our 2018 AGM and professional development event for Term Two at Whangarei Library on Saturday morning, 23 June and it was a stimulating, friendly, interesting morning.

First up was our AGM where we briefly discussed the SLANZA vision and mission statements, which had been shared with members a week earlier, and noted members' suggestions to feed into the overall review process. Changes in the election of the committee included myself (Julia Smith) stepping down as Chairperson after holding this position for five years, and Marama Keyte offering to take on the role, and we welcomed a new committee member, Marli Walker.

Next, Farah from Wheelers gave a great overview of the Wheelers ePlatform and options for schools for both ebooks and audiobooks. Current subscribers appreciated the opportunity to ask questions and give feedback with ideas for ways to make it easier for students to find the books they want. Persistent and innovative marketing is crucial for making ebooks visible and inviting for readers.

After that session we broke for morning tea and an artfully enticing and very popular blind raffle organised by our treasurer, Lynne Petty.

This was followed by the book talk queen, Megan Davidson from Westlake Girls High School, North Shore, demonstrating the art of book talking to engage readers. Earlier in the year, Megan had been selected to participate in the World Booktalk Championship competition so we knew we were going to learn a winning formula. She shared her practical strategies and variety of approaches, encouraging everyone to give it a go - plan, practice, promote.

Megan's energy and enthusiasm filled the room and it was an engaging and inspiring session relevant to all year levels.

In Term Three we held our first Northland Readers Cup for Year 9 students - nine schools participated and it was thoroughly enjoyable. Thank you to SLANZA for sponsorship of the cup which all the students ogled.



Farah presents Wheelers ePlatform

In Term 4 we have two events planned. The Storylines National Festival Story Tour is coming to the Far North and our four appointed authors and illustrators have kindly agreed to present a session after school in Kerikeri. Then, in late November, we have enticed Megan Davidson north once again, this time to present her SLANZA Otago Regional Conference session on student librarians, *Organising and Utilising an Army of Student Librarian Helpers*.

*Julia Smith
Te Tai Tokerau Representative to the SLANZA National Executive*

WAIKATO AND BAY OF PLENTY

I turned on my air conditioning in the library yesterday and it is May! It is hot up in the north, and it is hot in our library region. Whether you are beaching up in the Coromandel, puffing up The Mount, walking around the Tron, dodging the steam in Rotorua, being mesmerised by the lake in Taupo, following the mighty Waikato River on your bike to Tokorua, dining in cafes in Cambridge or jiggling on your trolley at Taumaranui, you will find us all hard at work in our school libraries.



Carson's Bookshop

We are part of "Chiefs" country and we work hard, play hard and as school librarians do all we can to promote our libraries as the learning and community hubs of our school.

SLANZA Waikato/BOP has worked hard this year to ensure that this continues for our members and are making sure that they are equipped to make it happen.

In Term one we planned and presented a large event with Steph Ellis and Michelle Simms entitled "What makes our library come alive". This was exceptionally well received.

Term two we ran a session on "Fake News" with Shem Banbury and Term three will see us visiting Thames for our "Café, Collections and Conversations". Term four will be the first of our "Living Library" tours visiting historical sites in the Waipa District.

We have 13 members on our committee who work hard to make it all happen!

We also have written to all school principals in the region offering our support and advice to those librarians who function in isolation, hoping to mentor and support them.

We are in a state of great excitement as we start to plan the regional conference for 2019. It will be called "Words of Knowledge". You can explore the wonders of our region mentioned above and journey with us as we continue to promote and nurture librarians in Aotearoa.

*Glenys Bichan
Waikato /BOP Representative to the SLANZA National Executive*

AORAKI

Aoraki SLANZA continues to be one of the larger groups of SLANZA members, with 114 members and a great committee based in Christchurch.

The big professional development event for Aoraki members each year is always our PD day where we pull together a great set of experiences for members along with a chance to meet up and chat – and a great lunch! This year the Digital Dynamism PD day delivered a great choice of experiences and learning with hands-on workshops run by members interspersed with treats from guest presenters. Website building, digital art, curation, creation – all were covered in 30 minute workshops where people had a go and shared with each other. Many of us could probably have spent a whole day just playing with the different apps and sites being introduced. Through the morning, Public Library staff talked to us about various online resources available through the Christchurch City Libraries' website. Susan Dodd is known to many school librarians through various conferences and workshops and she showed us the latest in interactive books. Best of both worlds really – the books providing a great story and pictures but with added extras through a phone or tablet. Truly astounding. Having creepy crawlies swooping around the room on an iPad definitely adds to the storyline! Probably the stand-out for a lot of people was our afternoon presentation by Dr Jackie Blunt from the Brainwave Trust. Her talk about brain development and the influences of different events and situations was riveting, and most people would happily have stayed for another hour if she'd kept talking. A session sharing ideas for online PD resources rounded off the day.

This session was great for people who were able to travel to Christchurch to attend. We do worry about SLANZA members situated further away, in our rather large region. To make sure these members were able to have a look at what was covered during the day, and have a go themselves, a site with links and information about the topics and resources covered through the day was put together and sent to our members.

Two bookshop evenings with publishing house, representatives telling about the latest new books and a social pub get-together have also been enjoyed by a number of our members.

Readers' Cup events have been held in two parts of Aoraki this year. Schools in Nelson, Marlborough and from the West Coast got together to run the first ever event of this type in our region. A few weeks later, another was run in Christchurch. Thoroughly enjoyed by all, the librarians from the schools involved went away looking forward to next year's Cup challenge and mulling over how to take the cup next time!

*Sally Stanley-Boden
Aoraki Representative to the SLANZA National Executive*

WELLINGTON

Wellington SLANZA combined its AGM in June (hosted at Tawa College) with the opportunity to hear from Sarah Forster, editor of the wonderful children's books website, The Sapling. Sarah has worked with publishers, authors, booksellers and the Book Council for many years and has amazing contacts in the book industry.

She explained the process she and co-editor Jane Arthur went through to set up The Sapling and the huge amount of work and commitment it takes to keep it going. It has become a wonderful resource for parents and school librarians alike.

Our event in Term Three was a PD morning held at Wellington Girls' College where we were treated to an exquisite talk from Kate de Goldi about the absolute need for good literature for children and how Annual and Annual 2 came about. Kate's ability to mesmerise with beautiful ideas and language never fails and we got the chance to buy copies of Annual 2 and the wonderful Common Household Biscuits & Slices of NZ tea towel, from the original drawing by Giselle Clarkson. Christmas shopping sorted!



Sarah Forster at Wellington's AGM

After a delicious morning tea we split into two groups; a cheerful and chatty bunch who shared their skills and tips about covering and mending books, and a number of us interested in learning more about Creative Commons and Copyright. Mandy Henk from Tohatoha Aotearoa Commons explained the ins and outs of what we can and can't do and told of the numerous useful resources that can make our jobs and the lives of our students easier.

We welcome two new members onto the Wellington committee: Kristy Wilson from Porirua College and Adventure School and Emma Kent from St Bernard's College. We really appreciate their willingness to be part of SLANZA Wellington.

Clare Forrest
Chairperson, Wellington Region Committee



Covering & mending workshop



Mandy Henk from Tohatoha Aotearoa Commons



Kate de Goldi

CENTRAL

Kia ora from Central,

There have been some recent changes to our committee roles with the lovely Stephanie Gibbons moving from New Plymouth Boys' High to a role as Senior Librarian at Puke Ariki. Very exciting for her but sad for us as we have lost a bubbly and enthusiastic committee member and supportive and industrious leader as our Chairperson and NE Rep. We will miss her passion for school libraries, and for working hard to bring our geographically widespread Central members together.

Karen Carswell (from Woodford House in Havelock North) has become the interim Chairperson and Sasha Eastwood-Bennitt (from Manchester Street School in Feilding) has kindly agreed to take on the important role of NE Rep.

As a large region with members spread from Hawkes Bay to Taranaki and all the areas in between, we have continued to focus on more locally based events.

During September:

- Ngaio Blackwood organised the 'Hawkes Bay SLANZA Mastermind session' which was attended by a mix of primary and secondary librarians. This hopefully will be the start of many such meetings.
- Judine Knowles organised a very successful 'What's new in books?'; an evening hosted by Paper Plus Palmerston North with publisher reps showcasing what is -shopping list to spend the last of their year's budget.
- Steph Gibbons held a 'Catch up over a Tipple' in New Plymouth where a group of local secondary school librarians met and discussed their year so far.

It is our goal to touch base with, and offer PD opportunities to as many of our Central members as possible. We would love to hear from you about how we can best meet your needs or if you would like to organise an event in your area. Please email a committee member and we'll do our best to support you.

Karen Carswell - Chairperson (Havelock North)

karen.carswell@woodford.school.nz

Judine Knowles - Treasurer (Palmerston North)

jknowles@pnins.school.nz

Sasha Eastwood-Bennitt - NE Rep (Feilding/Manawatu)

sasha@manchesterstreet.school.nz

Ngaio Blackwood (Napier) nblackwood@nbhs.school.nz

Bev Harrison (Hastings) harrison.b.a@lindisfarne.school.nz

Suzette Stephens (Marton/Rangitikei)

stephensuzette@ngatawa.school.nz

We need YOU!

Have you thought about joining us to take SLANZA Central forward? We need more passionate committee members to help offer our members relevant and dynamic professional development and local networking opportunities. Join us in being a voice advocating for our region's school libraries.

The support of Book Protection Products is once again greatly appreciated to help us with our PD events.

Hei konā mai,

Sasha Eastwood-Bennitt, Central Representative to the SLANZA National Executive

SOUTHLAND

In June, another very successful Readers Cup competition was, once again, wonderfully organised and run by Kirsty Adam from James Hargest College. This year we were able to host the Readers Cup in one of the function rooms at Ascot Park Hotel. The venue was perfect and we were very fortunate that the Invercargill Licensing Trust provided it free of charge. The winning Year 9 team (Central Southland College for the second year in a row) is to take part in the digital trial for the National Readers Cup Competition in November. We wish them luck as they represent Southland.

Over the winter months of July and August we partnered with the Invercargill Public Library, Gore District Libraries and the Southland District Library for "The Great Indoors" Winter Reading promotion. Central Southland College took out the secondary schools award for the most entries in the reading log competition.

A group of our Southland SLANZA members attended the recent Otago Regional Conference. They all thoroughly enjoyed this amazingly well organised and inspiring event. The world class keynote speakers and practical workshops were so worthwhile.

In the last week of Term 3 we held a professional development session for librarians and teachers. The presenter was Mandy Henk, CEO of Creative Commons and the topic was copyright and its implications. This was a very topical issue in this modern environment so lots of ideas were taken back to our schools and Senior Leadership Teams. Thanks to Senga White and Suzanne Muir from Southland Boys High School for organising and hosting it.

Our last PD day for the year will be in late November and is to be a "Librarian's Appreciation Day". The topics include a local bookseller highlighting what's coming in 2019, a local author Pauline Smith speaking about her book *Dawn Raid*, and a National Library presentation; "Fill your kete from our grab bag of reading ideas". The Invercargill Public Library is hosting us and the afternoon activities will involve their Harry Potter Escape Room, a walk through their newly renovated library spaces and a look at robots. The day will conclude with the launch of the Southland Summer Reading promotion. This is a joint initiative between SLANZA and the three Southland Public Libraries.

Our thanks go to Book Protection Products for their continuing support as it enables us to provide these professional development events.

Jay Shaw
Southland Representative to the SLANZA National Executive



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 The Book Protection Products 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, Accessit, All Books New Zealand Ltd

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
- Access to our collection of Professional Development eBooks
- Fee-free study opportunities with the Open Polytechnic

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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