

SLANZA MAGAZINE

COLLECTED

25

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AND COMMUNITY

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Photo MontageISSUE 25/2019
EDITORIAL

Kia ora koutou katoa. Once again, I am blown away by all the content that I have been sent to read. It has been wonderful receiving articles from across the country, hearing about all the different things that our members and business partners are getting up to. While reading through, one particular quote stood out to me: "Every child deserves leadership that relentlessly shoots for the stars". It is a reminder to me that the main reason that I am in this profession is to make sure that the tamariki of Aotearoa are given the very best opportunities. With our issue focussing on the recent conference, professional development and community, I have found that reading it from cover to cover has been an incredible learning opportunity for me, finding new ways that I can upskill. As librarians, by continuing to grow through continually learning, we will be able to support our children in the best possible way we can.

Here at SLANZA we've had a massive year. At our AGM, Kirsty Adam and Julia Smith stepped down as co-presidents. They have spent an exceptional two and a half years steering the ship, establishing initiatives that will serve SLANZA well in the future. Thank you, Julia and Kirsty! We have been

incredibly lucky to be able to welcome Glenys Bichan to the presidential seat. Her big ideas and absolute passion for the school library profession will be a positive guiding light for SLANZA as we move forward into the new year.

September/October of this year saw the Waikato / Bay of Plenty region host an incredibly successful regional conference, River of Knowledge. The entire weekend was packed full of fun, food, information, collegiality, contemplation, questioning and learning. It was everything I hoped for and more. I would like to extend a large thank you to the team who tirelessly worked to present this conference at the very highest standard.

Due to our Google+ community closing down, we have had to find a new way to deliver our online conversations. As I write this, we have just started our Facebook professional development session. So far, it is going great. We look forward to hearing your feedback at the end of the course.

And lastly - make sure to save the date for the upcoming national conference in Wellington next year. The dates have been set for the 27th - 30th September 2020.

As this will mark SLANZA's 20th year, expect a big celebration!

All the best for the end of your year. We look forward to seeing you all in the new year, refreshed and ready to go.

Happy holidays,

Melanie McVeigh
Editor, *Collected Magazine*



PRESIDENT'S COLUMN COLLECTED 25

It is an honour to write my first President's report for *Collected*.

Like many of you I have come into librarianship without any prior training or any real knowledge. I remember when I was in Year 13 writing to the Alexander Turnbull Library (still my dream job) asking what I needed to do to work there. They told me to get a degree in New Zealand history and write back to them afterwards. I went to Wellington, started my history degree, fell in love with a Forest Ranger who got posted to Kaingaroa Forest. The dream ended with the pine trees and then the kids. Thankfully I found my way back into libraries via Teacher Aiding and Board of Trustees experiences. I remember my first day, walking into the school library and walking around in circles, thinking I would never conquer the knowledge needed to enable the library to flourish. I had no training, just passion and a teenage dream to see into fruition. Now 10 years later I write to you as SLANZA's President, and I sit here twirling my seat in circles thinking how I can work with you all to keep our libraries in schools in Aotearoa flourishing. The challenge remains for us all. We don't need a library degree. We don't need to memorise the Dewey system. We need passion, a heart for our students, a belief in the power of libraries and books and a determination to make our libraries indispensable in our schools. Whatever you need to give you the skills for those goals – pursue it relentlessly.

I hope that over my tenure as President I can be a voice for those grassroot librarians that work hard with students, staff and the school community. I come not with fancy qualifications but with sheer determination to grasp all I can to make our library the very best it can be. This includes doing all the SLANZA online courses I can, attending all the training available, being connected with the online world of SLANZA, doing National Library courses and reading professionally. It has meant talking, listening, allowing my practice to be challenged and knowing this job is not a hobby, it is not just convenient, it is not about a lifestyle choice – no, my job is one that changes lives. It enables students to flourish academically, socially and holistically, it supports staff with resources, knowledge and care. Our jobs as school librarians matter and the space in our school called “the library” matters.

I am very excited to work with you all to enable us as a collective and you as individuals, to continually grow in librarianship so that people that invade our space called a library declare with us strongly, that what we do, who we are and what our spaces offers matter!

Ma te wa

Glenys Bichan
SLANZA President



Glenys Bichan

REGIONAL REPORTS

AORAKI

Term 2 was Aoraki's regular full PD day - this year it was an “Unconference to Inspire and Invigorate”.

The idea behind this was to really have the chance to network and to learn from each other. So we shared a ‘Smackdown’ presentation and then followed with an unconference of those pesky issues that always seem to crop up, everything from student librarians, information literacy lessons, to what new YA books are suitable for years 7/8.

We then had 2 presentations. The first was to introduce the book, *Earlybird*, which was commissioned by The Champion Centre, written by Julie Burgess-Manning and illustrated by Jenny Cooper. The director of the Champion Centre (providers of multi-disciplinary early intervention services to infants and young children with significant disabilities and their families in Canterbury) Dr. Patricia Champion and writer Julie talked about the process of creating *Earlybird*. *Earlybird* was written to give children born early (and their families) a story about their early days.

I found this to be especially poignant as my eldest was born early at 24wks gestation.

Then it was on to lunch with more networking and the Aoraki AGM.

After lunch we got to listen to the amazing Fleur Beale, who talked to us about her books and where she got her ideas from. Fleur is a big proponent of being mean and nasty to your protagonist as that makes for an interesting story.

After the official part of the day was done, more networking continued at a local bar/eatery.



Fleur Beale with Aoraki committee member Dayle Campbell

Ashburton evening

Thanks to Delia Achten (Ashburton College) and Jan Boustead (National Library/Aoraki committee member) for organising an event in Ashburton. About 30 members from South Canterbury and Christchurch met at Ashburton College for afternoon tea and to meet the Aoraki committee. We got to hear what was happening in everyone's school/library. Then we moved to a buying opportunity at Whitcoulls Ashburton with the wonderfully knowledgeable Joan from Joan's Picks who informed and entertained us. Then it was off to dinner at a local restaurant with lots of mingling and chatting. It was a great occasion and from the committee's point of view, it was fantastic to meet members from outside Christchurch and find out what their wants/needs from SLANZA are, as they are often not attendees of events in Christchurch.

Now we are looking ahead to our end of year function which is focussed on getting together and having fun after the usual chaos that is Term 4.

Maree Silver-Hessey - aoraki@slanza.org.nz
NE representative for SLANZA Aoraki

AUCKLAND

Kia Ora from Auckland

One word describes this year in our Region – Awesome! Our events and activities in the last few months have been both numerous and popular.

We began term two with a truly fascinating tour of the Auckland Museum Research Library. Not only did we get to see and learn about the historic collections, often originating from a gifted private collection or purchased at auction, we were also privy to the behind the scenes resources and workspaces. The Pou Maumahara Memorial Discovery Centre is a must do if you're in Auckland. Following our formal tour, we wandered free range around the museum and some of us headed off for coffee at the museum café.

At our AGM in July, we were delighted to add Liz Hamilton to our Auckland committee, which remains stable at thirteen members. The AGM was well attended and was followed by a presentation from the founders of One Tree House publishing firm who spoke about their focus on supporting the New Zealand market and introduced us to their upcoming and in progress publications by New Zealand authors. They bought with them two guest authors, Tim Tipene and Tania Batt. Both were extremely entertaining. Tania treated us to a delightful rendering of her beautifully illustrated picture book, *The time of your life*, accompanied by her partner on guitar. Tim's presentation on the heroes that sparked his two books, *Mrs Battleship*, and *Plums for Miss*, was heartfelt and inspiring.

Term three kicked off with a visit to the National Library exhibition of He Tohu Tāmaki and the rich resources put together around the exhibition both in physical form and online. Highlights included a virtual tour of the Wellington exhibition and the opportunity to visit different 'stations'. We experienced hands on interaction with the resources, apps and videos, supported by National Library staff, who were very generous in giving their time and expertise. The room itself, decorated with quotes and large-scale posters drawn from various New Zealand archives and collections such as the Alexander Turnbull library, is a fascinating walk through New Zealand history. The exhibition is open until the end of 2020.

Our next PD at Dilworth School focussed on all things Pāsifika. Over 30 members attended this event and were welcomed by Annie's delightful student librarian choir singing a Tongan hymn and a Samoan farewell. They were so good that an encore was called for and they happily obliged. David Riley author, teacher and reading warrior spoke about his experiences working with Pāsifika students. David teaches drama at Tangaroa College in Ōtara where many of the students come from Pāsifika communities. He talked about the importance of building relationships with students, how he got into writing, initially for his own students as there were no resources reflecting their identity or experiences. He also iterated how he values librarians' input on what people and topics our students need resources for. Copies of his books and those of Pāsifika suppliers SSAB, were on hand for purchase. Phillippa McKenzie rounded off the evening taking us through resources available through the National Library.

The Auckland committee, thanks to our Book Protection grant, was able to sponsor two of our members, Veronica Dionisio (McAuley High School) and Natalie Sutton (Howick Intermediate School) to the fabulous Waikato/BOP River of Knowledge this year. Look out for Veronica and Natalie sharing their experiences at one of our 2020 sessions.

And what's happening for the rest of the year? It's time to party! Or relax and unwind... We celebrated with an end of year party at St Cuthbert's Senior Library (Frances Compton Library) on November 20th. We were entertained by special guest Crissi Blair in conversation with author/illustrator/cartoonist Toby Morris.

Sharon Jackson - auckland@slanza.org.nz
Auckland Regional NE Representative



CENTRAL

Kia ora from Central,

Our membership currently sits at 43 which is a few less than this time last year but we are delighted to have new members to Central, so a big welcome to those people.

As a large region with members spread from Hawke's Bay to Taranaki and all the areas in between, we continue to focus on more locally based events. Since our report in the May *Collected* magazine, we have held the following events:

- Our AGM was held at Palmerston North Girls' High School on Saturday 14th September. We were excited to host Fifi Colston as our speaker talk about *Dogged Persistence! A warm-hearted talk about the measure of self-belief*. Fifi shared her journey to becoming an award-winning WOW artist and author. Her talk was enlightening, funny and inspirational. At the AGM we thanked Karen Carswell for her role as interim Chair. Sasha has now taken on this responsibility. We gained a new committee member and are delighted to have Katie McMillan from Palmerston North Girls' High School join us. We discussed how we best offer our Central members valuable support as well as networking and professional development events. We are always happy to receive ideas and suggestions from our members.



- On the 21st September, members of SLANZA in Hawke's Bay toured three libraries in Havelock North, and although each library was completely different and distinctive in its own right, each had something to showcase. We started at Havelock High School library where Sharon Hayes has made very effective use of the Accessit Web App, using it to create links to many different resources and websites for students. Next, we

moved on to Hereworth School, which has a lovely, colourful and comfortable library with many attractive features suitable for primary and intermediate school students. Ali Kersten, Hereworth's librarian, kindly organised tea for us in the staff room. Finally, we moved on to Iona College where Lisa Smith gave us a guided tour of the very impressive new library. This is housed in a new building which makes a significant architectural statement on the Iona campus and would not be out of place in a university setting. Everyone agreed that it had been a very useful and collegial morning and a great way to get new ideas about our own libraries.

- Nibbles & Natter, our end of year event was held on Friday 22nd November at Cafe Royale in Palmerston North, where we celebrated our school library year.
- Our Hawkes Bay members also hosted a social get together this term.

We would love to hear from our Central members 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:

- Sasha Eastwood-Bennitt - Central Chair & NE Rep (Feilding/Manawatu) central@slanza.org.nz
- Suzette Stephens - Treasurer (Marton/Rangitikei) stephensuzette@ngatawa.school.nz
- Karen Carswell - (Havelock North) karen.carswell@woodford.school.nz
- Bev Harrison (Hastings) harrison.b.a@lindisfarne.school.nz
- Ngaio Blackwood (Napier) nblackwood@nbhs.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. Meetings are mostly online and occasionally face-to-face. I look forward to hearing from you.

Sasha Eastwood-Bennitt - central@slanza.org.nz
Central Representative to the SLANZA National Executive

OTAGO

Kia ora from Otago.

The year is nearly done, but for us in Otago, summer seems some way off. However, amidst the hail, thundery showers and cold blustery winds we recall some Otago SLANZA highlights from the past few months.

The term 2 event was held on Thursday 27th June at the John McGlashan College Library. Carole Gardiner gave a very interesting presentation on creating successful readers and what to do (and what not to do) to create a passion for reading in our students. Fourteen members attended. This was followed by a scrumptious afternoon tea.

The SLANZA Otago 2019 AGM was held on Thursday 22nd August, also at the John McGlashan College Library. Twelve members attended and a quorum was easily reached. We farewelled Lynn Vane from her position at Otago Boys' High School and from her role as the SLANZA NE Representative, although we are all delighted that she will be staying on as a committee member. We wish to pass on officially, our thanks for her hard work. She has really made a difference during her time on the NE and we wish her every success in her new role at the public library. The meeting was followed by drinks and nibbles and plenty of enthusiastic conversation about issues in our various libraries. People were able to help each other and talk through various scenarios. Issues like display ideas, censorship and student librarians were brought to the table.

We began Term 4 with an afternoon tea and trip to the Anne Frank exhibition which was hosted by Otago Girls' High School. We had fifteen members in attendance. The exhibition, *Let Me Be Myself*, was beautifully crafted, a mix of quotes, diagrams, artifacts, photos and written explanations. Our friendly chatter dissipated into silence as we moved around the displays. The exhibits were tragic and moving but not without hope as the experience ended with stories of six young people living in New Zealand today. Their stories encouraged us as readers to consider how prejudice and discrimination looks in our world and how we can tackle these issues. These thoughtful bio's reminded us of the lessons we need to learn from Anne Frank's story and gave us cause to consider how we might respond and how we guide our young people.

We were delighted to see many of our new SLANZA members at this event. We also formally welcomed Michelle Summerfield as our new NE representative.

Our final event for 2019 is currently being planned. It will be a session facilitated by our hard-working Bridget Schaumann on 'Things I wish I'd known when I became a school librarian'. We hope this will be a fun and enlightening event for all, but especially pertinent to our new members who have recently started in their school librarian roles.

Haere rā from Ōtepoti and Meri Kirihimete to all!

Michelle Summerfield - otago@slanza.org.nz
Otago Regional NE Representative

SOUTHLAND

In term 2 we held our AGM on the 20th May. There were no changes in our office bearers. We organised for Bonnie Barr from AccessIt to come to Invercargill, and at the conclusion of the AGM, she presented a keynote address on the topic of "Engaging Readers". As always, Bonnie is very inspiring, so our members in attendance left with lots of ideas to put into place in their libraries. The following week, 29th May, we had a session with Donald Cunningham from the Invercargill Public Library on manga comics which was very worthwhile as well. So much so in fact that I in particular have significantly increased my library manga collection.

Our term 3 PD was focused around makerspaces and lunchtime activities. We held this at the beginning of September with lots of discussion and sharing of ideas over a lovely meal at Buster Crabb.

Term 4 PD saw us collaborating with Maxine Ramsay, National Library Facilitator, for Otago/Southland for another Librarians Appreciation Day (the day last year was very well attended and extremely successful). This year the focus was on how the library can support the new Digital Technologies in The New Zealand Curriculum. As well, we will be once again, launching the Summer Reading Programme in partnership with our public and district library colleagues.



Our membership numbers have increased, which we are delighted about and we look forward to sustaining and building on that through relevant and innovative PD.

Thank you once again to Book Protection Products for their ongoing support which enables us to provide our PD events.

Jay Shaw - southland@slanza.org.nz
Southland Representative to the SLANZA National Executive

TE TAI TOKERAU

This year has been quieter than usual on the SLANZA front, I definitely don't have the star power of Julia Smith!

After a few false starts, we ran an amazing book-buying event at Whitcoulls during the school holidays of Term 1. This was really well attended with both SLANZA members and non-members. Drinks and yummy nibbles were kindly laid on by Jean (the Whitcoulls manager), along with goodie bags and some free books! We were lucky enough to have Joan Mackenzie, the main Whitcoulls book buyer come and share her very interesting talk with us. It was fascinating to hear about the relationship between bookstores and publishing companies. She also shared some of her 'Joan's Picks' books which were fantastic. Lots of books were purchased and Jean, our local Whitcoulls manager, was overwhelmed by the support for the event and her store. She is definitely keen to make this an annual event. After the event, we had a quick committee meeting over a shared drink and a bite to eat at Dickens Inn.

This year, Marlie Walker, Lynne Adam and I have been lucky enough to be awarded \$250.00 each for financial support to attend the River of Knowledge Conference, 27 September to 29 September. The grant is to cover the cost of the registration fee and a contribution towards travel costs. Thank you, Dee Brooker, for sorting all the sponsorship out, and thanks to Book Protection Services for their ongoing support and sponsorship.

Last year, Julia Smith stepped down from Chairperson due to the workload with all of her other commitments. I wish to acknowledge her amazing support, experience and commitment she brings to SLANZA. We wish her well with her cancer treatment, we are there with you in spirit Julia.

Special thanks to the wonderful Jeannie Skinner, she is always there with great ideas and a wonderful smile and enthusiastic support. We are so lucky to have you in Northland! Lynne Adam for carrying the treasurer torch and Marlie Walker and Dee Brooker for being general rockstars and always willing and able to step into the breach!

I would love to hand over the role of the chairperson as I feel I haven't been able to give the role the attention it deserves this year. I will, of course, stay on the committee and am more than willing to organise the Whitcoulls book buying event again next year. Turns out I am more comfortable being a solidier rather than a general! Until next year, continue the great work you are all doing.

Marama Keyte - ttt@slanza.org.nz
Te Tai Tokerau Representative to the SLANZA National Executive

WAIKATO/BAY OF PLENTY

Our region has been consumed this last 6 months with hosting the River of Knowledge SLANZA Regional conference. We are really proud of the effort all our team put in and are so thankful for our amazing Life Members - Linda McCullough and Gerri Judkins. Jan Matthews also did a power of work with the rest of the committee working hard in full support. Often events like this can strain committees, yet for us, I think it has made us stronger.

We wish to thank and farewell Kirsten Elliot and Leonie Grisgby, and are sad that due to circumstances that they cannot control they have both had to resign from our committee.

We welcome Lisa Hayward, who lowers our average age considerably, we look forward to the voice of youth in our committee!

Our last training day was in Katikati at the public library. Our guest speaker was Julia Edgecombe with the theme of *Making Connections: How can public libraries help school libraries?* Julia is the Children's and Teens' Library Services Librarian. She talked about their Teen Advisory Group and their Children's Services - and how they work with schools. It was a great event and the archives work was a real highlight for us to see.

A readers cup was purchased and presented in the last term of 2018. The event this year ran in May. Waikato/Bay of Plenty SLANZA thanks NE for their support in buying this. It was competed for again in June and was won by St Peters.

We are thrilled our membership has continued to grow this year and hope to keep that momentum going into 2020.

We celebrated with an end of year party/debrief for the year on November 17th, this was a chance to celebrate a wonderful 2019 and look forward to all 2020 has in store for us.

Glenys Bichan - waihop@slanza.org.nz
Waikato/Bay Of Plenty Representative to the SLANZA National Executive

WELLINGTON

In term 2 this year, the SLANZA Wellington committee tried to rally the troops to meet at and attend the 2019 Featherston Booktown festival, so we could enjoy the literary activities organised for young and old. Sadly, we were unable to offer any discounts for members and only a small group of keen book lovers made the trip over the hill. It was an enjoyable experience to have the whole town taken over by books, illustrators, authors and publishers and be able to wander from one event to another.

Our term 3 meeting took place at Girvan Library, Wellington College on a wet afternoon. Liz Mason made us feel very welcome and had arranged for us to use a room above the library. As always, we shared an excellent afternoon tea.

Our special guest was Fleur Beale. She spoke to us for an hour or so about her work. She talked about the things she has learnt about writing and gave examples from her work. We heard about her latest book and the background to its being written. Fleur also shared the proposed title she had chosen for the book, and that the publisher wanted something different. Fleur asked for our opinions and an interesting discussion ensued.

Our AGM followed, during which we farewelled Christine Cross for her ten years' work on the Wellington Committee. After the meeting we went to Ozeki Restaurant for dinner. This was a cheerful time of networking and friendship and a very effective way of having a meeting.

Work continues on the National 2020 SLANZA Conference to be held at Samuel Marsden Collegiate School from 27 - 30 September 2020. For more information please go to the SLANZA 2020 Conference website: <https://innovators.eventsair.com/cmspreview/slanza-2020/>

Clare Forrest - wellington@slanza.org.nz
Wellington Regional NE Representative



Fleur Beale



Christine Cross - Farewell



HE WHAKAARO

LYNN VARE – DUNEDIN PUBLIC LIBRARY

Kia ora koutou!

The theme of *Community* in this issue of *Collected* was perfect for my whakaaro. Recently on the School Library mailing list there was a discussion about whether libraries had a separate 'Māori Section'. The list community provided great information from librarians who had separate Māori collections. Some included fiction, some non-fiction only. People mentioned that this collection meant a lot to their Māori students and teachers. There was also good advice on what to collect together and about asking the school community if people were not sure what to do.

All this made me think about the kaupapa behind such a collection in a school library. He aha te tikanga? Ko wai ngā kaitango o te whāhanga Māori? For me, it's not just for tangata whēnua, as much as we need to see ourselves on the shelves! Kei ōku nei whakaaro, regardless of how many Māori students or teachers you have, a school library needs a great collection of Māori resources – and school librarians need to know what is in them.

He aha ai? The government announcement for NZ hitori/history to be compulsory in all schools and kura by 2022 means access to such a collection is vital. School librarians will have an important role in leading all their students to the best resources and engaging them positively in learning about our history. Do you know who your local iwi and hapu are? What is the history of your area? If you attended the recent Waikato SLANZA regional hui I'm sure you are buzzing with thoughts about this already. A Māori collection allows many areas of te Ao Māori to be brought together rather than scattered by Dewey classifications. It promotes mana Māori in the school community – it's nation building – it's exciting!

The great support of Bridget Williams Books in getting quality NZ history resources to all schools means libraries will already have a core of quality resources to use. National Library also has advice on building such a collection <https://natlib.govt.nz/schools/school-libraries/collections-and-resources/building-an-inclusive-collection>.

A school collection should reflect the diversity of its community, engari, ko ngā tangata Māori ngā tangata tuatahi o tēnei whenua. Ahakoa Māori, ahakoa Pākehā, ahakoa Tau Iwi, me ako tātou i te hitori o Aotearoa me te Waipounamu. To do this, a separate Māori collection of resources, especially those from a Māori perspective, is important in all school libraries. He whakaaro tōku... kua rahi tēnei!!

Mauri ora,

Lynn Vare (Ngāpuhi/Ngāti Hine), Dunedin Public Library

NLNZ SERVICES TO SCHOOLS UPDATE - TERM 4 2019

A ROUND-UP OF NEWS AND UPDATES FROM NATIONAL LIBRARY'S SERVICES TO SCHOOLS

CONFERENCES

The school break between terms 3 and 4 is a busy time for education conferences in Aotearoa. Recently Services to Schools staff have attended and presented at 5 conferences, which have been great opportunities to network with colleagues in school libraries and the wider library sector, as well as with teachers and school leaders from around the country. Conferences are one way that we can share our knowledge, and raise awareness of the services that the National Library provides — particularly what we do in Services to Schools. For our staff it's also an opportunity to continue our own learning, which in turn becomes part of the services and support we provide for schools.

Here's where you can read about what we've shared at conferences recently:

- This issue of *Collected* has our *SLANZA Conference highlights* and Miriam Tuohy's workshop *Rethinking your library services*.
- A workshop session, *Spark curiosity, build understanding: connecting ākonga with culture and heritage*, was presented by Sam Beyer at LIANZA conference and at ULearn, and by Sandi Faulconbridge at SocCon.
- Also at LIANZA conference, Jo Buchan presented a session *It takes a community to raise a reader* and Miriam Tuohy ran a workshop, *Supporting young learners' lifelong journey – let's work together*. You can find the LIANZA conference presentations and keynote speaker videos on their conference website.
- Jan Boustead and Cathy Kennedy presented sessions at the Literacy Association conference in Christchurch: *Using books to spark rich conversations* and *Let's get them reading! Building a school wide community of readers*. You can read about the conference in the blog post *The arts as a bridge to literacy — 2019 literacy conference* by Jan Boustead and Julie Wright.

HISTORY AND CULTURE

Libraries have a vital role to play in helping young people connect with New Zealand culture and heritage. With New Zealand history becoming compulsory in the New Zealand curriculum from 2022, we're looking at ways to help teachers and school library staff find, access, and use the wide range of resources that National Library provides to support this learning.

We've recently published several new resources for teaching NZ history topics:

- Arrival and settlement of Māori in Aotearoa NZ
- First encounters and early colonial history of Aotearoa NZ
- Te Tiriti o Waitangi / Treaty of Waitangi and its history
- Colonisation/immigration to Aotearoa and the NZ Wars
- Aotearoa NZ's national identity in late 19th/early 20th centuries
- Aotearoa NZ and our national identity in late 20th century
- Aotearoa New Zealand's role in the Pacific

You can also find 3 new He Tohu Learning Activities on the National Library website:

- He Whakaputanga — from its creation to now
- Te Tiriti o Waitangi — from its creation to now
- Women's Suffrage Petition — from its creation to now

Several of our staff attended and helped with the Tuia Mātauranga Experience roadshow sessions in Auckland, Tauranga, and Whanganui. Services to Schools also contributed images, resources, and advice for:

- the truck displays – the walls and virtual reality experiences
- images for an augmented reality experience about immigration
- activity booklets – aimed at engaging young people and their whānau visiting the truck with the content and further learning beyond the roadshow experience
- a set of 52 'Table Topic' cards with facts/questions to inspire learning more about the history of Aotearoa New Zealand.

READING

Summer reading will be on many school librarian's minds right now. You might have started a list or a pile of books you'd like to read. And hopefully you've got some Summer Reading support in place to keep kids reading over the summer break. Jo Buchan's recent blog post has compelling evidence of the enormous benefits of summer reading for students, and information about the "Super Smash" reading challenge – another way to encourage kids to keep reading over the summer.

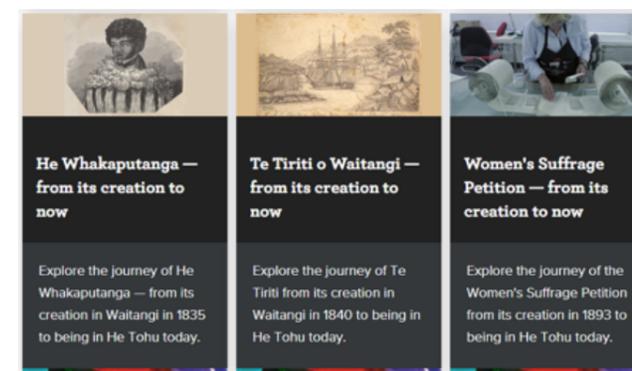
The blog also links to the *Summer Reading* pages on our website where you can find more information to share with parents and whānau, even more research, and practical advice for school library staff (and principals and teachers) about supporting summer reading.

KEEPING UP WITH THE NEWS FROM SERVICES TO SCHOOLS

- Professional learning and support
 - Information about our online PD for 2020 is available now on our PLD page. Registrations are already open!
 - Learning events will be added as these are confirmed so check the PLD page regularly for updates – we will have some exciting new offers to share in 2020!
- Subscribe to our newsletter – we'll send you an email early each term with our latest updates.



Minister for Internal Affairs Tracey Martin experiencing the virtual reality tour at He Tohu Tamaki. (All rights reserved). Student Learning programmes will be offered in this space during 2020.



New He Tohu Learning Activities available on the National Library website



Inside the Tuia Mātauranga Experience truck, with Curiosity Cards on display. (All rights reserved).



Facilitator Sandi Faulconbridge on the Services to Schools stand at SocCon. (All rights reserved).

SLANZA

Awards

2019

Award of excellence: Promotion of the school library

Megan Davidson

Megan is dedicated to supporting the students and staff of Westlake Girls' High, providing many services to assist student learning and the curriculum. She continually seeks ways to add to the services the library provides and regularly shares these with staff.



SLANZA Certificate of Recognition

Jan Matthews

Jan has a committed, enthusiastic and professional approach both to the Waikato/BOP Committee and to librarianship in general. Through her openness and willingness to share her knowledge and wisdom she has made an outstanding contribution to the school library community.



SLANZA Certificate of Recognition

Judine Knowles

Judine's ability to support and inform on library practice as well as her generosity in sharing her knowledge with others is evident by the high regard she is held in the community.

SLANZA Principal's Award

Sandra Jenkins

Sandra has demonstrated her passion for the library at Freemans Bay School by championing its advancement and improvement. Her continued support of SLANZA in Auckland has been outstanding.

SLANZA Certificate of Appreciation

Sally Stanley-Boden

For serving SLANZA as Aoraki's National Executive Representative from 2015 until 2019.

SLANZA Certificate of Appreciation

Karen Carswell

For serving SLANZA as Central's Regional Chairperson from 2018 until 2019.

SLANZA Certificate of Appreciation

Lynn Vare

For serving SLANZA as Otago's National Executive Representative from 2018 until 2019 and for planning, organising and running the 2018 SLANZA Otago Regional Conference.

SLANZA Certificate of Appreciation

Carole Gardiner

For Co-Convening the 2018 SLANZA Otago Regional Conference.

SLANZA Certificate of Appreciation

Bridget Schaumann

For Co-Convening the 2018 SLANZA Otago Regional Conference.

SLANZA Certificate of Appreciation

Greig Daniels

For planning, organising and running the 2018 SLANZA Otago Regional Conference.

SLANZA Certificate of Appreciation

Jayne Downes

For planning, organising and running the 2018 SLANZA Otago Regional Conference.

SLANZA Certificate of Appreciation

Pam Garry

For planning, organising and running the 2018 SLANZA Otago Regional Conference.

SLANZA Certificate of Appreciation

Jan Simpson

For planning, organising and running the 2018 SLANZA Otago Regional Conference.

SLANZA Certificate of Appreciation

Jane Smallfield

For planning, organising and running the 2018 SLANZA Otago Regional Conference.



SLANZA Awards

2019

SLANZA PRINCIPALS' AWARD

SANDRA JENKINS – FREEMANS BAY SCHOOL

I was delighted to receive an email last week advising that I had been nominated and have won, a SLANZA Principal's Award 2019. The recipient of the SLANZA Principals' Award is for a Principal who has enabled the successful development of their school library to support student learning and who has promoted the importance of excellent school libraries to the wider community. I have received this award for the advancement and improvement of the library at Freemans Bay School, and also for continued support of SLANZA Auckland.

Libraries have always had a key role in building, researching and sharing knowledge at a local, regional and international level. Like classroom environments they also have had to change. Some educators are rethinking if they are relevant in schools today.

It is my belief that the roles of libraries in our schools and local communities has to be redefined. However, I still am of the opinion that the library should be a central resource hub in a school. It still has a role to play in education facilities and our modern world.

Books are important. They are wonderful to explore and essential for developing critical thinking. Libraries provide a place where learners can collaborate around books, explore them and discuss with others. I believe that libraries as learning spaces are needed more than ever. The school library as a resource hub is an essential part of the school environment where our learners can be engaged, enriched and empowered with another place to make virtual and real connections with learning.

Sandra Jenkins, Freemans Bay School



PAY EQUITY FOR LIBRARIANS

MORGAN JAMES-TRESSIDER – NZEI

In March 2019, our NZEI pay equity team met with the SLANZA executive to talk about pay equity. Since then the work on the various claims has continued. But it hasn't been without bumps as we heard at our recent paid union meetings! We are now waiting for dates to negotiate a teacher aide pay equity settlement.

On April 18th 2017, care and support workers in age care announced their pay equity win after Kristine Bartlett and her union's 5 year battle. As a result of this case the Pay Equity Principles were established and it was under these principles that NZEI began our work with teacher aides.

Work that has been historically done by women is generally at the heart of our communities. It is the work of building relationships, working through complex emotional demands and creating non-traditional models of leadership. These are all skills that are undervalued in conventional job evaluation tools and in wider society.

We all know what a valuable role librarians play in our schools and communities, and how challenging it has been to get this work valued as it truly should be. Pay equity enables us to address the systemic undervaluation of occupations dominated by women, which means we can make change in a way that we have not been able to before.

However, pay equity is not just about the process, it's also about the politics. Irrespective of who is in government at the time, there is no escaping the fact that within public education it is ultimately the government that holds the purse strings.

Teachers aides have been active in our campaigning on this issue. All across the country we have seen NZEI members finding their voices, going and talking to MPs, speaking to their local communities, talking to media and becoming more active on social media. All of these actions add up to increased pressure on the government to address a clear injustice.

There are lots of different working people covered by the Support Staff Collective Agreement, which does make it more complicated in terms of pay equity. So there are a range of things that need to be considered when we are looking at the order in which we proceed with each group.

Some of these considerations are the number of members who are working in these occupational groups, the government's priorities for delivering pay equity to women, and the groups of workers that are currently paid the least. These are the factors that were considered when teacher aides were selected as the first group.

So where are we with our other claims? We've started the terms of reference process with the Ministry of Education for administration roles and Kaiarahi i te Reo. Once we have work started with these groups, we will move to school librarians and science technicians – but data gathering is underway now.

One thing is certain, we would not have gotten this far without teacher aides and other support staff getting involved. Members campaigning is crucial to this work and, although we are yet to start the process for librarians, it's great to see people getting on board and supporting us in our campaign. Every pay equity win moves us all further forward, and this will be the first pay equity settlement under the pay equity principles established as a result of the Kristine Bartlett case.

This is a campaign for all support staff and the most important thing librarians can do at this stage is support your colleagues, just as we will be there to support you. It takes a lot of seemingly small acts to win a campaign, talking to your whānau about the importance of pay equity over christmas, writing a letter to the editor of your local paper, being active in social media conversations, writing to your MP, telling your stories.

There will be people who say, 'yes I've done this before and nothing has changed.' But nothing will ever change if we stop making a noise about this. Librarians deserve to be paid fairly, to have secure work and to have their qualifications recognised and people need to know how important your work is.

We win this by staying positive, sticking together, making noise and knowing that a win for teacher aides will open the door for more big wins in the education sector and that's what we all want.

Morgan James-Tressider, NZEI



ROK CONFERENCE REPORT

GLENYS BICHAN

The SLANZA River of Knowledge conference in Cambridge, over spring blossoms, aging daffodils and a busy coffee cart was both challenging and insightful.

Organising 100 attendees, 3 keynote speakers, 10 Trade stalls, 14 workshops, a “Living Library” tour, a hāngi for the conference dinner and a sizzling quiz night was a huge undertaking from the Waikato/Bay of Plenty SLANZA Committee.

The weekend started off with a moving pōwhiri conducted by the students of Cambridge High school, and then we were welcomed to the school by Greg Thornton, the school Principal.

We moved directly into the SLANZA AGM and the Awards ceremony and this was followed by a supreme wine and cheese evening.

Once we were all relaxed and had caught up with our library peers in good mateship, we headed into the “Rhymes with Oranges” Quizzical night. Mateship was tested as competition ensued, ably conducted by Gareth Ward, our Quizzical Master. We were surprised at the end of the evening when many books were given as prizes donated by New Zealand authors for the evening.

Saturday saw the start of the learning, Gareth Ward gave his keynote on what books mean to him, why he writes, the power of books and a few tips of how to sniff out the best ones.

This was followed by the first of three rounds of workshops, where all school levels and library experience were catered for. Several new topics were introduced to the attendees in workshop time that have not been seen at a SLANZA gathering before. It was refreshing to attend those and have the availability of excellent PD to enhance our practice.

Dr Ross Todd gave two keynotes, the first was based on current library practice and the second based on his research about internet safety for our students. His talks were compelling, as he shared his concerns and his dreams with us.

The “Living Library” tour was a huge highlight, Dr Vincent O’Malley was the lead speaker on a bus tour of the sites where the major events occurred in the Waipa region over the New Zealand Land Wars. These sites comprise the major battles and events that occurred in 1863/4 and make up the tragic story that is now our history. As we prepare to ensure students are taught these events in the curriculum in the near future, we felt it would be good to ensure our librarians knew these stories, felt them and understood the tragic events that took place.

This is because as holders and passers on of knowledge regarding these stories to our students, they will now do so with more respect, honour and integrity. They have walked the earth, seen the sky, and touched the soil where this unfolded, inglorious as it is.

We returned to the Marae in sober thought, and as we gathered with Dr Vincent O’Malley for a keynote on why we need to know, go, see, learn and feel, we felt a burden as we as librarians are charged with providing our students with information about this dark stain on our Godzone soil.

But soon our gloom was replaced by waiata and the best hāngi any of us had ever eaten. Sadness gave way to hope as we wrestled with the stories we had heard and the places we had seen melted into restoration over kai and smiles over song and dance. Here we experienced **manaakitanga**- kindness, respect, humility and humanity. We saw love towards us despite us knowing that they knew we knew the stories we had heard. It was a deeply meaningful experience for many of us and one we will treasure.

Sunday morning brought us back to Cambridge High School where Dr Ross Todd gave his second keynote and we continued the rounds of workshops in between the coffee cart and delicious food.

River of Knowledge wrapped up with the obligatory thankyou, and 100 school librarians walked away better equipped, challenged, encouraged and ready to roll back into their libraries with minds tingling with information and their hearts full!

River of Knowledge has come and gone but my hope is the learning, listening and training we received will stick with us outlived in our mahi in our libraries.

Hapaitia te ara tika
pumau ai te rangatira
mo nga uri whakatipu.

Foster the pathway of
Knowledge to strength,
Independence and growth
For future generations.

Glenys Bichan, SLANZA President



LIBRARY TECH COMPETITION WINNERS

This year saw Library Tech team up with SLANZA to offer the inaugural Library Display Competition. We had some fantastic entries, and Library Tech supplied some amazingly generous prizes.

The Lucky winners of the competition were:

Ellie Nicholson **1st** – St. Patrick’s College (Wellington)

Rosemary Middleton **2nd** – Tauranga Girls’ College (Waikato/Bay of Plenty)

Katherine McKenzie **3rd** – Girvan Library: Wellington College (Wellington)

Liz Jones **Highly commended** – Hagley College (Aoraki)

Lydean Herman **Highly commended** – Taita College (Wellington)

Congratulations everyone! We look forward to running this competition next year.



Andrew Phillips (LibraryTechNZ) and Ellie Nicholson



HIGHLIGHTS FROM THE 2019 SLANZA REGIONAL CONFERENCE

MIRIAM TUOHY - NATIONAL LIBRARY SERVICES TO SCHOOLS

<https://natlib.govt.nz/blog/posts/highlights-from-2019-slanza-regional-conference>

There was so much to learn and experience at SLANZA's 2019 Regional Conference:

- New Zealand Wars — resources, fascinating accounts involving both Māori and Pākehā, and local tours
- why libraries matter, being a library advocate, rethinking your library services
- and more...

Over 2 evenings and a busy day and a half, about 100 school library people gathered to learn together. A few of us from National Library Services to Schools were able to attend. Here are our impressions of the 2019 conference.

WHAT YOU CAN EXPECT AT A SLANZA CONFERENCE

While SLANZA's regional conferences are smaller and shorter than their biennial conferences, some things remain the same. Here's what you can expect:

Connect with old library friends and acquaintances — or make new ones, from far and wide.

Attend the AGM — this is an important chance to find out about the work of the organisation and provide input and feedback about support for members, and plans for the future.

Celebrate at the awards — SLANZA awards acknowledge the outstanding work of school library staff. The recipients each year are inspirational — they love school libraries, take pride in what they do, and give us something to aspire to.

Pre-conference conviviality — this year's entertainment included a quiz night.

Trade stalls — a great opportunity to talk face-to-face with the people who provide resources and systems supporting your work. You can ask for help with their services, give them your feedback, buy things, and even win things! For the vendors, it's a great opportunity to share their latest news and offers.

GUEST SPEAKERS

Ross Todd

This year's keynote session was delivered by school library luminary Ross Todd. In fact, we were lucky enough to enjoy two presentations Ross prepared for the conference.

Past Tense // Future Tense. Why libraries matter.

In the opening keynote, Ross affirmed for us the important role of school libraries and the work that school librarians do.

Living safe and productive lives. Young people, learning, wellbeing, and safety in a global information world.

In this presentation relating to his current research, Ross spoke about the complexities of the online landscape for young people and the role that libraries play in supporting them to navigate it safely.

My overall impression of this presentation is about seeking balance:

- acknowledging and understanding potential risks for young people, but not raising levels of fear and anxiety around them
- empowering young people to protect themselves, rather than always trying to do it for them or punishing when things go awry
- fostering creativity, innovation, and the ethical use of information and ideas, rather than mindlessly reproducing others' work
- being future-focused, without losing sight of where the library's fundamental value lies
- trying new things, but not being sucked in by the hype around them — using research, evidence, and a focus on your community's needs to drive change instead.

Think about how you can support students' digital wellbeing. How can you provide a safe place and be a trusted adult in their lives? Your library services should help students:

- manage their personal data and online profiles
- develop healthy and safe relationships with others online
- balance their online life with time away from the screen or keyboard
- build coping strategies and resilience.



If you'd like to find out more about the topic of online safety for children and young people, Ross recommended the [EU Kids Online](#) research network. The [Netsafe Schools](#) website also has information tailored for educators, including advice, articles, and research about staying safe online.

Gareth Ward

We enjoyed hearing insights into the life and work of this popular author and bookseller.

Read more about Gareth Ward on the [SLANZA 2019 conference](#) and [ReadNZ](#) websites.

Vincent O'Malley

Wellington historian and author, Vincent O'Malley, spoke about the importance of acknowledging and sharing accounts from our history to better understand the consequences which are continuing to be felt today.

Drawing from his latest book [The New Zealand Wars](#), as well as his involvement with Treaty claims, he highlighted many fascinating historical events involving both Māori and Pākehā. He stressed the importance of sharing these events and knowledge as, without these, many important historic sites are being lost, along with the important history around them.

[Read or subscribe to Vincent O'Malley's blog.](#)

New Zealand Wars – tour of Waipa sites

The bus tours on Saturday afternoon were a very special part of the conference. What an enlightening and moving experience, visiting sites of importance and learning more about our history in the places where it happened, from experts in the field — literally!

Thinking about the New Zealand history curriculum — and the growing focus on local curriculum development — how can you make connections with the history of your local area?

Take some time to learn about the places and people of significance, make contact with others in your community who can help you, gather resources together, and share!

Workshops

With the bus tours taking up Saturday afternoon, this year participants could only attend three workshop sessions.

You can view many of the [workshops presentations](#) on the SLANZA conference website.

Here's all about the sessions I attended (or delivered).

Rethinking your library services

I delivered this workshop about some fresh ways to look at library services — combining what your library **has** with what you **do** to support reading and literacy, learning across the curriculum, and wellbeing.

We talked about how other people view the library, and what your library offers. We wrote value propositions to describe how library staff provide services to meet the needs of different groups within their school community — some quite broad, others closely focused on specific students or needs. Participants made a scan of their library services and examined one service in more detail to see where improvements could be made.

Be an effective advocate for your library

I chose Megan Davidson's workshop about advocacy, and I wasn't disappointed.

Megan is a powerhouse of knowledge, experience, and energy. She shared many examples of how she's advocated for the things her school library needs and encouraged participants to adapt them for their own use. What could be better than this approach to sharing best practice and strengthening the school library profession?

The New Zealand Wars: Resources for the classroom

My colleague Wendy Macaskill presented this workshop about why and how school library staff can be the resourcing expert in their school, with a focus on the teaching and learning of New Zealand's history.

School library staff will be a crucial support for teachers and students as this becomes compulsory within the New Zealand curriculum for years 1–10 by 2022. Wendy shared content from our website including:

- a new section all about [resources for teaching NZ history topics](#)
- [inquiry resource maps and exemplars](#)
- a selection of [titles from the schools' lending collection](#).

Come to the next conference!

I highly recommend attending a SLANZA conference if you can. The next one will be held in Wellington in 2020. It will be SLANZA's 20th anniversary so this will no doubt be a special event.

See if you can get funding from your school's professional learning budget to attend. Find out about funding applications or processes now and start planning!

Miriam Tuohy, Senior Specialist (School Library Development) for Services to Schools.



PRESENTERS

WHY LIBRARIES MATTER - 'DR ROSS TODD (SCHOOL OF COMMUNICATION & INFORMATION, THE STATE UNIVERSITY OF NEW JERSEY)

MELANIE MCVEIGH - ADMINISTRATION OFFICER

Seeing Dr Ross Todd at River of Knowledge this year was not the first time I've had the chance to hear him live at a conference. I have been lucky enough to see him at the last SLANZA conference he attended in New Zealand several years ago. The knowledge he has gained from his research is extensive and invaluable for school libraries across the globe.

Dr Ross Todd doesn't just turn up and read from a piece of paper. His speech combined with a PowerPoint presentation is a treasure trove of information, containing content to make you question your own practice, generating ideas to take back to your library. He specifically tailors the information to the group and the country he's addressing. What I found fascinating was how he looked to the future, identifying the changing needs of the digital user.

If you didn't get the chance to see him in person, or if you were there and want to look back at his presentations, you can access both of them on the links below:

[Why Libraries Matter](#)

[Living Safe and Productive Lives](#)

Melanie McVeigh, Administration Officer





PRESENTERS

DR VINCENT O'MALLEY: TAKING OWNERSHIP OF OUR PAST

BRIDGET WILLIAMS

Historian Dr Vincent O'Malley is on a mission to get New Zealanders to take a more honest look at our past, particularly the New Zealand Wars – the nineteenth century conflict that had an unprecedented impact on affected communities, resulted in the transfer of millions of hectares of land from Māori to Pākehā ownership, and changed the political, economic and cultural history of our nation.

Yet the Wars have rarely been commemorated, many of the physical sites have fallen into obscurity, and most of us leave school without learning any of this history.

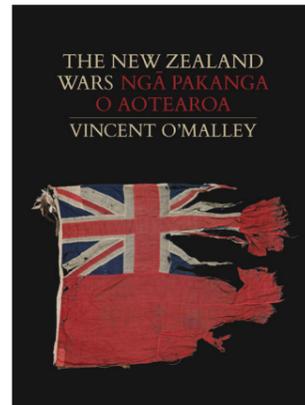
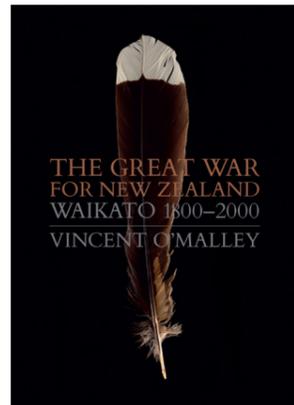
“Which is staggering to me,” says Dr O'Malley in a recent interview with Sally Blundell in the *Listener*. “This is our story, our history. It happened here, in this place, relatively recently, and it had profound consequences for what New Zealand would become. These were defining conflicts of New Zealand history and, as a nation, we need to take ownership of them.”

His 2016 book, *The Great War for New Zealand: Waikato 1800–2000* published by Bridget Williams Books (BWB), argued that the defining conflict in New Zealand history “did not take place on the Western Front, or at Gallipoli, or in North Africa”, but rather in Waikato 1863–64, in a premeditated war of conquest and invasion on the part of the Crown. The book's title references this 1865 quote from rangatira Wiremu Tamihana:

*No te taenga ki te kohuru i Rangiaohia, katahi au ka mohio he tino pakanga nui tenei, no Niu Tīreni
When it came to the (time of the) murder at Rangiaohia, then I knew, for the first time, that this was a great war for New Zealand*

A monumental work based on years of research, *The Great War for New Zealand* was the New Zealand Herald Book of the Year 2016. The response to the book has been phenomenal, and Dr O'Malley has given dozens of public talks, as well as participating in BWB's Historians in Schools programme. *The Great War for New Zealand* has been distributed to schools via the BWB Books in School Libraries initiative, with the generous funding support of the Freemasons Foundation.

“My message is always that the New Zealand Wars were defining conflicts in our history. They are part of our story and we need to know this history, and ensure our rangatahi learn it at school. I have done lots of school visits myself in this time and I know young people really get why this history matters to them and their communities. In some respects they are leading the way for their elders,” he says, in an interview with with Vaughan Rapatahana on Scoop.



Dr O'Malley has now written a new book, simply called *The New Zealand Wars | Ngā Pakanga o Aotearoa*, and continues to visit schools and give public talks. A recent event at Te Papa with Mihingarangi Forbes drew a large and diverse crowd, and was recorded by RNZ. Dr O'Malley is also a contributor to RNZ's new video, *Stories of Waitara*, which is presented by Forbes.

Published by BWB in May this year, *The New Zealand Wars | Ngā Pakanga o Aotearoa* has been written with teachers and secondary school students (as well as the general public) in mind. With extensive full-colour illustrations as well as timelines, graphs and summary tables, the book provides a highly accessible introduction to the



Dr Vincent O'Malley

causes, events and consequences of the Wars as a whole. This book too will be going to all secondary schools via the BWB Books in School Libraries programme, with the generous support of the Grace Memorial Trust.

Each chapter covers a different region, from Northland to Wairau, Wellington and Whanganui, up to Taranaki and Waikato, then across to Tauranga and Tairāwhiti, back to South Taranaki, before finishing up with the hunt for Te Kooti in the Central North Island.

“Students should be encouraged to engage with the histories of their own communities, but without forgetting the wider context,” Dr O'Malley argues. “Rangatahi in the Gisborne district, for example, should learn about the 1865 siege of Waerenga-a-Hika. But they should also be equipped with the skills to understand how this fits in with the bigger picture of the New Zealand Wars as a whole.”

“In terms of how these different topics are taught, it is less a case of filling young minds with endless lists of dates and other facts than equipping them with the critical thinking skills to understand how broad historical processes played out in New Zealand.”

Dr O'Malley believes that site visits to places of importance and inquiry-led student activities will also be an important part of teaching New Zealand history in schools. He notes that many dedicated teachers are already leading the way, and the challenge is now to put the systems and support in place to allow all our schools to deliver for their students.

Attendees at SLANZA's regional conference in Cambridge in September had a chance to visit and respond to several significant sites in the Waipā district. They joined Dr O'Malley, iwi representative Chuck Davis and local historian Luke Goodwin on a Living Library bus tour of historic sites, including Rangiaowhia, Ōrākau, Alexandra Redoubt, St John's Church at Te Awamutu and Rewi Maniapoto's memorial at Kihikihi. The delegation was warmly welcomed on to Ngā Hau e Whā marae, where Dr O'Malley presented an historical overview of the wars and discussed local curriculum development and resourcing with the group, before they enjoyed a meal together.

The challenge of how to achieve educational resourcing at all year levels was one of the hot topics under discussion. At present, the Ministry of Education and Te Puni Kōkiri's Te Pūtake o te Riri Fund provides schools with access to the digital editions of Dr O'Malley's books. This access is through BWB's online Treaty of Waitangi and New Zealand History Collections, available via EPIC.

More information:

- Stories of Waitara, <https://www.rnz.co.nz/programmes/nzwars-waitara>
- RNZ recording of Te Papa talk, https://www.rnz.co.nz/national/programmes/smart_talk/audio/2018718598/leading-historian-vincent-o-malley-discusses-the-new-zealand-wars
- Links to the BWB Collections are available on EPIC's product page, or contact epic@epic.org.nz



PRESENTERS

FINDING THE HOOK: GETTING KIDS HOOKED ON BOOKS

LOUISE WARD – WARDINI BOOKS

I've done a few jobs in my time: police officer, teacher and now bookseller. All have involved communication, recognising people's needs, and being able to give good advice.

Getting people to do something they might not want to do can be a challenge and every teacher and school librarian knows that some kids don't want to read. They think they can't, or it's boring, or they'd rather be doing something else. If we work upon the premise that there's a book out there for everyone, all we have to do is put it in the right hands. Easy, right? Maybe.

There are some things we can do to lure kids in to the world of reading. We know it's an essential skill, but it's more than just decoding, or even understanding what is meant by the symbols you just unravelled. We're developing empathy, language and communication skills, concentration, memory and imagination when we read, and most of all, we live many lives and have many adventures. Let's get going.

First of all, what's your environment like? Try and see it through the eyes of your most difficult patron. Is there something there to entice them? Bookshops and publishers have stuff you can use – posters, bunting, decals; forge excellent relationships and hustle for things to make your space inviting. Are there art loving children who would do anything to avoid the playground at lunchtime? Give them a theme, a brief and a job.

Do you have a book club? What's going viral around the place at the moment? You can use Pokemon, Minecraft, spooky stories, Dog Man, Wimpy Kid, whatever. Have pop-up book clubs just to discuss those things – kids don't have to have read the book yet – they can bring a cartoon they've drawn, or talk about a film or a TV show. Get them in, a cool student will have a copy of the book in their hand and suddenly everyone will want to read it.

Find the juiciest bit of the book. At your book club, or in an assembly or class visit, read the bit from a book you value that will leave the kids thinking. Here's a bit from *Lockwood & Co: The Screaming Staircase* by Jonathan Stroud:

"We worked together. We had fun. We saved each other's lives a bit. Their names, if you're interested, were Paul, Norrie, Julie, Steph, and Alfie-Joe. They're all dead now."

That's Lucy talking about her previous ghost hunting colleagues. If you have gruesome kids out there, they will have ideas about the fates of those characters and want to find out more. It doesn't have to be gruesome - it can be rude (what kid doesn't love a fart joke), shocking, funny, beautiful. Pick the most extreme bit.

Some people want to be transported into other worlds and find things they didn't know existed. Others aren't having a bar of this. Do you have hunters, dancers, basketball stars? Canvass your classes and find out who likes what. Is there a good role model who could come in and talk about their sport or hobby, relating it to the books you have in the library? - could be an older student, local celebrity, coach, parent who is cool with dreadlocks and tattoos or something. Who will the kids listen to? - someone with a bit of zip and personality. Be specific with this when choosing who to invite in – you're hooking kids into reading, so get someone lively rather than worthy but dry.

There are more opportunities to join in with stuff than we know what to do with: National Poetry Day, Te Wiki o Te Reo Maori, climate change events, Disability Pride Week. Pick the kids' brains for ideas – you could have a competition to see which class/student comes up with the most fun/worthwhile thing to do related to a specific event. How about taking a bunch of children to read at a local Care Home. That's a win-win.



Some books go viral because children talk passionately about them, or have been influenced by other kids (or the TV!). Get your own buzz going by championing a book you love and value (please, by all things that are good, no more Dog Man) and hooking an influential reader on it who can create some interest. For your spooky sorts like me, it could be *Small Spaces* by Katherine Arden: have a pop-up book club just for that book, bake spooky scarecrow biscuits, have a party. Have a wall recommending and reviewing books plastered in student reviews as well as your own. Pop tags into books in the library: 'read this because it's terrifying!'

Author visits (again, with the right, entertaining or thoughtful authors) are invaluable. Here's a bit of research to back me up:

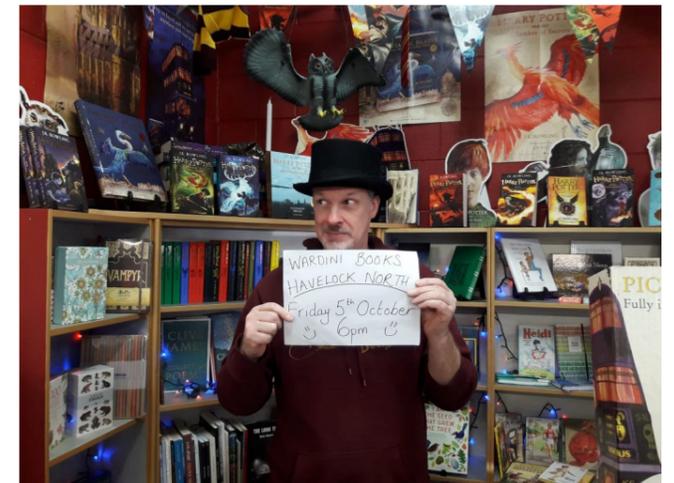
"Pupils who had an author visit were twice as likely to read above the expected level for their age (31 per cent vs 17 per cent) and were more likely to enjoy reading (68 per cent vs 47 per cent) and writing (44 per cent vs 32 per cent)."

Irish Times, 24.09.19 – Why meeting a 'real live' children's author matters.

The Writers in Schools programme run by The Book Council (recently rebranded as Read NZ Te Pou Muramura) funds published and acclaimed authors to come in and present to, or workshop with, the children. I personally think authors should be paid for their work so this is a good option if you have little (or no) budget. Maybe talk to the English Department and see if you can share! A small note: have a healthy scepticism towards self-published authors who approach you. They could well be brilliant, but without the back up of a contract with a reliable publisher and its mighty editing team, you might get a 'writer' to whom your kids could teach a thing or two.

I hope this has sparked a few ideas. Nick some of mine, chat with your colleagues and students and see what mad things you can come up with to enrich the reading lives of your community. Most of all, have fun.

Louise Ward, Wardini Books





PRESENTERS

DIGITAL CONTENT WITH SCIS

CAROLINE RAMSDEN – EDUCATION SERVICES AUSTRALIA

Digital content has become an essential part of library collections, and the publishing landscape has evolved to include this material. For this article, the term digital content is being used to refer to anything published in a digital form. The Schools Catalogue Information Service (SCIS) has been cataloguing digital content for several years now. On the SCIS catalogue (SCIS Data), we can find records for websites, apps, ebooks and digital videos, and the discussion here will be around these material types.

WHERE DOES SCIS SOURCE ITS DIGITAL CONTENT?

SCIS sources digital content in a few ways. We receive an increasing number of cataloguing requests from school library staff. We closely follow social media and keep an eye on lists that are shared there. We also use sources such as the websites reviewed each month for *Connections* magazine. In addition to this, we catalogue a lot of digital content based on the information sent to us by content providers, who are publishing material in digital form.

WHY WOULD WE DOWNLOAD DIGITAL CONTENT RECORDS?

Cost-effective way to enhance collection

For schools with limited budgets, including catalogue records for free digital content is a cost-effective way to enlarge and enrich their collection. Your physical collection can be easily supplemented with freely available, online resources.

Consider the value of adding an interactive experience available from a free website. Including rich content like this within your library catalogue will lead students to unique learning experiences that may not have been accessible through library catalogues that only support print collections. You can see an example of such a record in this image.

We are writers
Website catalogued: 9 March 2018
Summary: We are writers is a free literacy project allowing schools to create and publish a book filled with stories written by their students. Open to schools worldwide.

Record details | View MARC record

Record details
SCIS Number: 1859503
Publisher: London, Scholastic UK, 2018
Publication date: 2018
SCIS subjects: Writing (Authorship) | Publishers and publishing | Books
ScOT subjects: Imaginative texts | Creating texts | Books | Publishing
Dewey: 808.02 WE
808.02 WE
Description: 1 online resource : colour illustrations.
Content type: text
Format: online resource
Language: English
Link to Resource: Open in new window

Additional Terms
Learning area: English
Type: Website

Digital literacy

How many of your students choose the first two or three websites returned in a Google search? Websites returned at the top of a Google search are not necessarily the most credible, and have likely been optimised to appear so high in the search results. The websites on library catalogues, in contrast, provide access to moderated resources. Of course, each school should review the resources for which it is downloading records to ensure that they meet the school's ethos.



Which leads us to quality assurance ...

SCIS catalogues websites, apps, ebooks and digital videos. We pay particular attention to curated content that is in use in schools, and we ensure consistency with other SCIS records. The SCIS cataloguing standards provide the framework for cataloguing all formats, and the records include the SCIS and ScOT subject headings and genres. We also pay attention to the quality and depth of the record to ensure discoverability.

SCIS applies its **regular selection standards** when reviewing digital content for inclusion in the SCIS database.

Our quality assurance process for websites looks at the following criteria:

- websites that are openly available and do not require a subscription
- websites that are published or recommended by an authoritative source
- websites where the content is high quality and recent (guideline - not older than five years and have been updated in the past year)
- websites that are accessible, usable and user-friendly.

Checking links

Every fortnight, SCIS runs reports on all records that contain a URL. Any URLs found to be incorrect are updated. If the URL cannot be corrected (for example, the website is no longer available), the record is removed. Remember – this updates URLs on the SCIS Data website. If you have downloaded records into your own OPAC, then you will need to run a URL checker on your system to catch any broken links. Check with your library system vendor to find out how to do this.

HOW DO YOU DOWNLOAD DIGITAL CONTENT FROM SCIS?

SCIS Data provides functionality that supports a couple of different workflows for downloading digital content, and so depending on your school's needs or the amount of time that you have, you can use either method.

Selecting digital content by topic

The SCIS Data search page includes shortcuts to Featured categories for Websites, Apps, E-books and Digital videos. There are over 46,000 digital videos, 15,000 website records, 34,000 e-Book records, and 1,000 mobile app records available on the SCIS database, covering a wide range of subjects. While all these records can be searched through the SCIS catalogue, the digital content page makes it easy to find and select those most recently catalogued by SCIS.

Clicking into any of these categories provides the user with access to all of the SCIS records for the category. From there, users can refine the list using the filters available in the refinements panel – including Publication Year, Learning Area, Subject, Genre, Audience, or Country of publication. Once you have refined your list to contain the resources that are relevant to your needs, you can save the list to share with your teaching staff, or to download the set of records.

Downloading recently catalogued digital content

An alternative workflow is to review the records catalogued by SCIS within the last one, two or three months. You can do this from the Digital content tab on the SCIS Data Download page. From here, you can select the content type that you want to download and a date range up to maximum of three months. This will produce a report of all of the resources for that type that were catalogued within the selected date range. You can review the content, remove any records that are not relevant to your school and then download the remainder. A number of libraries use this as a monthly or termly task for their collections.

Caroline Ramsden, SCIS Manager, Education Services Australia



PRESENTERS

ARE YOUR STUDENTS HOOKED YET?

EIRLYS HUNTER AND LOUISE O'BRIEN – HOOKED ON NZ BOOKS HE AO ANO

Hooked on NZ Books He Ao Ano is looking for secondary students who enjoy reviewing and would like to see their reviews published – do you have any in your library?

WHAT WE ARE

The website *Hooked on NZ Books He Ao Ano* was started with funding from Creative NZ as an off-shoot of *New Zealand Review of Books Pukapuka Aotearoa*, the quarterly print journal that's dedicated to reviewing our books. Hooked has two purposes: to encourage the writing (and reading) of thoughtful, longer reviews in this age of 'likes,' and to raise awareness among young readers of the wonderful YA books written and published in Aotearoa.

WHAT WE DO

We publish reviews of NZ books by students aged 13-18. The reviews are mostly of YA books but we've also published reviews of books that have been written for a general audience, both fiction and non-fiction, and poetry. Whatever students send us.

We also maintain a searchable archive of reviews of YA books from print, radio and online media sources since the year 2000 – a great resource for both librarians and teachers.

HOW IT WORKS

We welcome reviews of any NZ book. The only stipulation we make is that they be at least 500 words long because we're looking for in-depth reviews, not just plot summaries. Students can find books for themselves, or they can request the current list of **free books available** through the website. These are books that have been submitted for review by publishers and writers, mainly YA, but some are general audience. Students choose a book from the list and we post it out to them. We can't send out the list, or send books, direct to librarians – sorry about that! – but if you show your students the site, and encourage them to write a review for us you could win a Hooked on NZ Books T-shirt for yourself!

As well as publishing an ever-growing collection of reviews by young readers, the website contains lots of information about how to write a good review by various writers, such as David Hill's 10 Top Tips for a Rocking Review. His excellent advice includes:

Your opinions must have EVIDENCE to back them up. If you say the plot is slow or confusing, mention some events or episodes as examples. If you think characters don't seem real, refer to things they do or don't do. If you say the writing is outstanding, quote some of the best lines.

Be DEFINITE (if you can) and BALANCED (if you can). If the characters seem real, say "very convincing", not "quite lifelike". If the plot or content is difficult to understand, say "obscure.....confused", not "fairly hard". Definite opinions are more interesting than vague ones. Mention strengths and weaknesses. But don't say something is "totally brilliant / utterly hopeless" unless you can provide evidence. If you say "A dead slug knows more about motorbikes than this guy", make sure you can back up your opinion.

OTHER OPPORTUNITIES

We also publish student interviews with writers, which we facilitate. So if you have passionate readers lurking in your library we may be able to organise for them to have a chat, or have a q and a session with their favourite writer! Writers who have been interviewed include Whiti Hereaka, Anna MacKenzie, Gareth Ward, Fleur Beale and Glenn Colquhoun.

The editors of the quarterly journal *New Zealand Review of Books Pukapuka Aotearoa* look at the student reviews we publish, and if there is one that is particularly well-written, interesting or pertinent they reprint it in the journal. The student writer is sent a copy of the journal, and one is sent to their school library. For those who have writerly ambitions it is a significant addition to their CV to appear in print alongside such names as Witi Ihimeira, Paula Morris, Ashleigh Young and CK Stead.

A SUGGESTION

How about running a reviewing workshop one lunchtime?

- Start by getting the students to remember a book they've read recently and jot down any details.
- Then talk in pairs – ask questions about your partner's book and try to find out whether you'd like to read it or not. Then...
- List some of the questions they ask: What genre? What's it about? What other book is it like? When is it set, and where? Who are the characters? Was it believable? Why did you like/dislike it?
- Then show your students the website, and some enticing NZ books from your shelves
- Challenge them to try writing a review for us, using the list of questions as a prompt and the website guide for reference.

BE IN TO WIN!

In 2020, the first librarian with five student reviews published on the site will win a special Hooked on NZ Books He Ao Ano T-shirt

OUR DREAM

It bothers us that year 9-13 students know all about New Zealand music, TV and film but are pushed to name a single New Zealand writer. Our dream is that by 2025 every student in Aotearoa who ever sets foot in a library will be as familiar with NZ writers as they are with NZ musicians.

By drawing their attention to Hooked on NZ Books He Ao Ano we hope your students will become reviewers, and readers of reviews, and maybe even make New Zealand writers of YA into household names.

Eirlys Hunter and Louise O'Brien, coordinators



PRESENTERS

A PLETHORA OF PICTURE BOOKS

GERRI JUDKINS – WAIKATO / BAY OF PLENTY REGIONAL COMMITTEE MEMBER

Within each of us is a plethora of picture books that stir feelings when we recall them. Often it is because we have heard the author or illustrator talk about the books and the stories behind their creation. It is a joy to share these stories with your students.

In 2006 I had the privilege of introducing speakers in the Authors Room at the Auckland Storylines Family Day. Featured were our beloved Margaret Mahy and Joy Cowley, Irish storyteller Niall de Burca, Colin Thompson and Anthony Browne. I've been besotted with Anthony and his picture books ever since. That day he featured *The Shape Game* (Doubleday, 2003), *Willy's Pictures* (Gardners Books, 2000) and *Silly Billy* (Walker Books, 2006). He also shared moving events from his life. Do read the biography he wrote with his son Joe, titled *Anthony Browne*. It tells so many of the stories behind the stories and his writing/illustrating journey. I was delighted to buy his 50th picture book *Hide and Seek* (Doubleday, 2017) which he reads on his website. The latest is *Little Frida* (Walker Books 2019), inspired by the art of Frida Kahlo and based on the true story of her imaginary childhood friend.

Gary Crew's books have all been favourites of mine and I was delighted to meet him at the 2009 Turning Heads SLANZA Conference in Christchurch. For the University of Canterbury Certificate in Children's Literature *Image and Narrative* paper, my exam took the form of a response to Gary's *Automaton* (Lothian Books, 2006), illustrated by Aaron Hill, which arrived as an unknown book wrapped in brown paper. It is based on the true story of Thomas Edison's walking, talking doll (weighed almost 10 kilos) factory – "a modern parable, warning against the rise of the assembly line in this age of dehumanising automation" (Google Books). *Cat on the Island* (Harper Collins, 2008) illustrated by Gillian Warden, tells of the 1896 extinction of the Stephens Island flightless wren, thanks to the lighthouse keeper's cat and her offspring. A must for every NZ school library, I think.

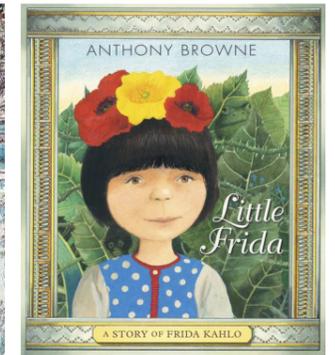
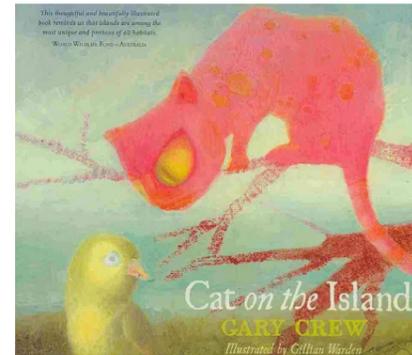
At the 2013 Winds of Change SLANZA Conference there was a Backbencher Author Breakfast with Juliette MacIver. She featured *Toucan Can!* (Gecko Press, 2013) illustrated by Sarah Davis and *Queen Alice's Palaces* (Harper Collins, 2013) which has a wonderful homage from illustrator Lucia Masciullo to *The Wave*, a woodblock print by Japanese artist Hokusai. Picture Book Award winner *That's NOT a Hippopotamus* (Gecko Press, 2017) with Sarah Davis again as illustrator is my favourite, probably because I read it with my granddaughter in San Francisco.

Kyle Mewburn, Dawn McMillan and Mark Sommerset were so entertaining at our 2012 Waikato Children's Literature Association Seminar. All are great *Writers in Schools* presenters and Mark engaged well with Intermediate students in a 2018 Storylines Tour visit to Southwell School.

Each year watch out for the Storylines Notable Picture Books and be sure you have those age appropriate for your students.

Graeme Base's conversation with Li Cunxin (pronounced, according to Penguin, Lee Schwin Sing) over a barbecue led to the publication of the adult and young adult versions of his biography and the picture book *The Peasant Prince* (Penguin, 2007). All were edited by Suzanne Wilson who now lives in Hamilton and presented (unforgettable) at the 2019 Waikato Children's Literature Association seminar. With the story boards and one of the original paintings by illustrator Anne Spudvilas, she talked us through the editing and publishing process.

The Book Council, now Read NZ: Te Pou Muramura's *Writers in Schools* visit was a highlight of every year at Southwell. Hearing authors speak at Storylines Family Days inspired choices like Tracy Duncan. 57,301 students took part in the *Writers in Schools* visits in 2018. I emailed Kathryn Carmody kathryn@read-nz.org, the programme manager, to ask if it is still possible to request authors from outside your region. Her answer, "Absolutely. It just needs one school to



commit to a date and agree to underwrite our estimate of costs (in case we can't on-sell it for any reason). This year we were able to work like this with Southwell School in Hamilton who requested Gareth Ward." Picture book authors requested outside their region in 2019 were Melanie Drewery, Juliette MacIver, and Donovan Bixley. Bookings for Term 1 2020 are now open. Do email Kathryn if you have any questions or requests.

From Nicola Daly at the University of Waikato, The New Zealand Picture Book Collection <http://www.picturebooks.co.nz/> provides a set of quality picture books reflecting diversity in New Zealand society which can be used in classrooms with specially designed, curriculum-linked classroom activities. Some of these titles are no longer in print but all but one are available through National Library Services to Schools. That book, *The House That Grew* (Oxford University Press, 1979) by Jean Strathdee and Jessica Wallace, is on the International Children's Digital Library in English and Maori <http://en.childrenslibrary.org/>. Remember you can request unlimited specific titles from National Library, through your school's loan coordinator.

Jennifer Beck and Lindy Fisher's *Nobody's Dog* (Scholastic, 2005) is a memorable tearjerker from this collection. They also collaborated on *A Present from the Past* (Scholastic, 2006) and *Stefania's Dancing Slippers* (Scholastic, 2007), a story about the Polish orphans who reached New Zealand's shores in the spring of 1944. Their *Remember that November* (Huia, 2012) is a must have (several copies) book in which Aroha, wearing a white feather in her hair, tells the story of another fifth of November – the invasion of Parihaka in 1881.

The University of Waikato's 'Waikato Picturebook Research Unit' (with Nicola Daly and Janette Kelly-Ware Co-Directors) has an annual seminar about picturebooks (their spelling – also used internationally) for librarians, teachers, researchers and students. This year's 'Taniwha, Gods and Monsters' on 24 October was full. Keynote speaker was Zak Waipara, illustrator of Tim Tipine's *Māui – Sun Catcher* (Oratia, 2016). Next year the topic is 'Silent and Wordless Books'.

In 2009, at the IASL Conference in Italy I heard Marnie Campagnaro from Padua University talk about using Alice picture books to develop meta-cognitive skills. I subsequently ordered Suzy Lee's *Alice in Wonderland* (Maurizio Corraini 2002) from Rome. Look at the images online – incredible! Ten years later, the week before our SLANZA River of Knowledge Conference, Marnie and 'our' Nicola both presented at the European Network of Picturebook Research 7th International conference in Bergen, Norway where the theme was 'Non-fiction Picturebooks'.

At the 2010 IASL Conference in Brisbane I was smitten by Peter Carnavas and his picture books, *The Important Things* (New Frontier, 2010) and *Last Tree in the City* (New Frontier, 2010). Follow Peter on Twitter, where he said, "After making books for over ten years I'm now studying (really hard) to be a teacher-librarian." He has created four fabulous "Building a Reading Culture by" posters for schools available (Creative Commons) at <https://petethelibrarian.wordpress.com/resources/build-a-reading-culture/>.

Also, I recommend following The Sapling and The New Zealand Book Awards for Children and Young Adults on Twitter and enjoy their websites.

Be sure to subscribe to Magpies magazine. The NZ Coordinator, writer and reviewer, Crissi Blair, was a judge and the convener for the 2019 New Zealand Book Awards for Children & Young Adults. She is this year's Storylines Betty Gilderdale Award winner. Read her inspiring speech, 'A Tour of my Bookshelves' on the Storylines website.

I finish by reminding you to look out for picture book launches in your local bookstores and take every opportunity to have authors and illustrators visit your library.

Gerri Judkins, Waikato / Bay of Plenty Regional Committee Member



PRESENTERS

RETHINKING YOUR LIBRARY SERVICES

MIRIAM TUOHY – NATIONAL LIBRARY SERVICES TO SCHOOLS

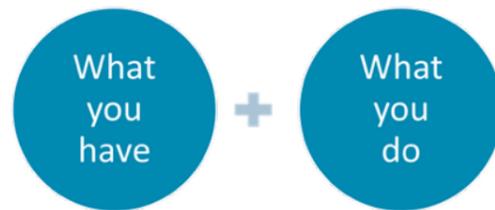
At the 2018 SLANZA regional conference in Dunedin, I shared the National Library's School Library Development Framework – a resource for schools who are reviewing, improving, or making any changes to their school library.



The focus for my 2019 conference workshop was on a crucial aspect of the Framework: developing your school library services – combining elements of Place, Collections, Connections, and Access.

Every SLANZA conference brings together a huge amount of expertise, many years of school library experience between all the delegates, many passionate advocates for reading and learning, and a real depth of concern and care about school libraries and the people who work in them. I cannot stress enough how important the expertise of school library staff is in creating a great library. It's passionate and knowledgeable staff – using what they know, and what they do – who can transform a room with books in it into something really special.

As I was preparing my workshop, I visited each participants' school website to see what I could find out about their libraries. There was a lot of what you'd expect to see – about collections of books and other resources, about spaces for different purposes, and when they're available. These are the things people very likely think of first, when they think about a school library. They're about **the things your library has**.



Now think for a moment about **what you do**. On your school website, can parents see how the library supports inquiry and research? Or how the library can help them be part of their child's learning? How the library can help them encourage a love of reading? What can students working towards NCEA find to help them manage workloads, find support online, or access the resources they need?

And this is crucial – can everyone see the passion and knowledge that you have for young people's reading and learning, and how these translate into great things happening in the library?

TALKING ABOUT WHAT YOU DO – WRITING VALUE PROPOSITIONS

A value proposition is a statement about a product or service, that makes it really clear what you offer, and how it helps people achieve something they need to do.

What would value propositions look like for your library services? For the conference, I created a worksheet which you can download to help you write your own set of value propositions. These will help frame what is essential about your services, how you talk about the valuable work that you do, and how you might advocate for your library.

TAKING STOCK OF YOUR LIBRARY SERVICES

We've created another tool to help you think about your library services, and where they fit in relation to the things that make an effective school library i.e.

- supporting inquiry learning, research, and information literacy
- supporting the achievement of literacy and reading goals
- supporting and promoting reading for pleasure
- supporting students' social and emotional learning and well-being
- enabling your school community to access physical and digital resources
- enabling equitable access to technology, and tech support.

You can download the Library services audit template and use it to map out your existing library services. Then look at any gaps, and begin thinking about what library services could help bridge those gaps.



Image credit: Ian Rotherham

When you want to take a closer look at a particular service – whether it's an existing one you're reviewing, or something brand new you'd like to offer – use the Service detail description template. Think about what you have, and also what you personally do – not just the resources you'll need, but the expertise and support you'll need to provide this service. And consider how each of these four elements – place, collections, connections, and access – will play a part in the way you design and deliver the service.

If you'd like help rethinking **your** library services, or if you have a story to share about what happens in your library, please get in touch – I'd love to hear from you!

Miriam Tuohy, Senior Specialist, School Library Development, National Library Services to Schools



MEMBERS' EXPERIENCES

THOUGHTS ON THE REGIONAL CONFERENCE AND PROFESSIONAL DEVELOPMENT

BRETT MAGUREN – UBIQ LTD

I have been with UBIQ for less than two years and so the SLANZA Conference held at Cambridge High School was the first that I had displayed at. There couldn't have been anything better to put me in a positive frame of mind than arriving at the lovely Cambridge High School campus on the Friday afternoon to set up.

Unlike conferences I have covered in previous industries, the displays were set up inside and around the walls in the speaking venue. This meant that I could view and listen to all the speakers as well as observe the reactions/participation of the delegates. This was one element of professional development that was specific to me over the weekend. From the insight and pathways presented by Ross Todd to the humour and enthusiasm of Gareth Ward, I got to absorb aspects of the industry that are not obvious to someone who usually trucks books down pathways to Libraries. There was also the opportunity to interact with the other industry companies that were displaying.

I do appreciate the advice and information that I have been getting from my customers when taking books to them, but they are often on their own or too busy to get involved in any deep discussions on the industry.

This conference and the wider scale LIANZA one I attended a month later have given me a better understanding of Libraries and Librarians.

brett@ubiq.co.nz

Brett Maguren, Customer Account Representative, UBIQ Ltd



MEMBERS' EXPERIENCES

LIBRARIES IN DISADVANTAGED PLACES EQUALS HAPPY MOMENTS

VERONICA DIONISIO – MCAULEY HIGH SCHOOL

Sepulcher, a word that is very unfamiliar.

I was born and grew up in a very rural village in the Philippines. During my elementary and high school days, textbooks were very scarce, with four to five students sharing the one book and apart from that, there were no other reading materials available.

A happy memory for me was finding two pages of ripped reading material in our house. All I can remember was the name Annabel Lee. I kept on reading, like practicing how to read, and I liked the sounds of the words, especially when reaching the end of the sentence which that read aloud created the same sound, which we call now rhyming sounds. With all those unfamiliar words that I kept repeating, I started to look for a dictionary and tried to look for the meanings. It wasn't until I went to the big city that I found out that I had just memorized the Annabel Lee of Edgar Allan Poe.

Because of this one happy thought, I was so happy and pleased that I attended my first huge gathering of librarians, and I am very grateful to Auckland SLANZA in sponsoring my journey to the SLANZA River of Knowledge Waikato Conference 2019.

I have so much information that I treasure from the conference, although I can't really express it well (English is my second language). The motivation, the energy, I put more into my work as an Assistant Librarian as a result of all these library conferences. Since then I have also become a member of SLANZA.



Meeting and talking with Librarians from different places of New Zealand was another happy moment that I have put in my bucket. However, there is a lady that really stayed with me, and I thanked her very much.

Veronica Dionisio, McAuley High School



MEMBERS' EXPERIENCES

MEMORIES OF A FIRST TIME CONFERENCE GOER

NATALIE SUTTON – HOWICK INTERMEDIATE SCHOOL

Every morning the first thing I do is check my emails to see if any teachers are in urgent need of help, and in the pile last year were rave reviews of what a great time everyone had at conference 2018. I think to myself that I want to do one of these, I want to see what it is like to be surrounded by like-minded people who all have a love and passion for reading, who serve their schools and are dedicated to the students who come through their doors everyday.

The hype that comes before a SLANZA conference is contagious and got me going to see if my school would foot the bill for two nights away. SLANZA Auckland had a grant on offer and I thought that I would give applying a go. Lo and behold I was given a grant to pay for the conference and petrol to get there and back. A huge shout out to SLANZA Auckland, you made me an ecstatic librarian who couldn't wait for the end of school on the last day, bags packed in the car ready to go. Never mind that my car decided to play up on the way and I had to wait at the Bombays while my husband did a one hour dash to swap cars, which in the end made me late for the AGM. I made it to conference. YIPPEE!!

Mix and mingle on the Friday night with the quiz to follow was a great way to socialise with others. I have never been at a quiz night where I have been able to answer nearly all the questions, loved it. Thank you Gareth Ward for hosting.

Early start on Saturday with a welcome and then a riveting talk given by Dr Ross Todd from Rutgers University, with topics that stretch your mind on the future of school libraries and the importance they play in the education of our younger generation - "Take hold of your potential so it becomes your reality".

I could have listened to Dr Ross Todd talk for hours, but the show must move on to our first workshops of the day. I went to "Turn your Readers into Reviewers" presented by Eirlys Hunter. She took us through how we ourselves can become reviewers and how we can encourage a culture of book reviewing and raise awareness of New Zealand books. After our workshops we gathered to listen to the great Gareth Ward, taking us through his journey to becoming a steampunk author, his love affair with all things Victorian and machines. I knew that Gareth was speaking at conference and made sure I had read his first book *The Traitor and the Thief*. We also had the chance to have our books autographed by Gareth after the presentation.

A quick trip to the Nga Hau e Wha Marae Cambridge, a welcome with a powhiri and then off to collect our packed lunches to eat on the buses, as we all took off on a living history tour of the region's Maori War sites. My first thoughts when I heard this was on the itinerary was ho hum, do I really want to know about this? Well I was wrong. What an amazing tour, and our tour guide was sooooo knowledgeable about the where, how, why, they decided to invade, and the numbers of dead - all the influences that changed the course of our country and how we are still trying to make right what they made wrong.

On return to the marae we listened to a fascinating talk given by Vincent O'Malley. I loved the way he made the history of the area so accessible and how after visiting the sites, they came to life for me as Vincent talked. Dinner at the Marae was an amazing hangi, the flavours were so tantalizing to the taste buds, and it was accompanied by beautiful waiata.

Waking up EARLY the next morning as it was the start of daylight savings, we again met at Cambridge High School for our next round of workshops. I went to "Be an Effective Advocate for your Library" presented by Megan Davidson from Westlake Girls High in Auckland. Thank you Megan for all your enthusiasm and energy that we so motivational; your tips on how to get more out of our school at budget time; the 14 pamphlets you gave us on reporting, notices, statistics on book loans and students coming in to the library over a time frame and much more. I walked away with a list of all the things I could add upon.

We had the pleasure of listening to Dr Ross Todd again and his inspiration is profound, "If you don't take action, you become the result of someone else's action" and "School libraries are safe Ecosystems". Round three of the workshops - I listened to Senga White talk about *The Cloak of Invisibility* and the amazing research she is involved with for the greater good of us all.

I want to thank SLANZA Auckland for awarding me the grant offered. I loved every minute of Conference, meeting new people, putting faces to names we see on the listserve all year, talking about our jobs with others who have a love for books, a love for helping young people on their journey through school, to build their passion for reading.

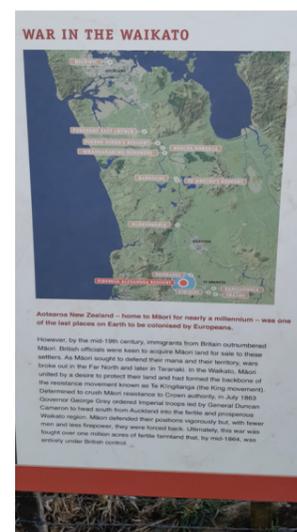
Natalie Sutton, Howick Intermediate School



Orakau Battle Site Plaque



I'm in red with Vanessa Hatley-Owen from Botany Downs Primary School on the bus



Map of the different battle sites across the Waikato



The Pirongia Alexandra Redoubt



St John's Church



MEMBER'S EXPERIENCES

THANK YOU SLANZA CENTRAL

EMMA LOVERIDGE

In September this year I attended my first ever SLANZA conference. I would like to say a huge thank you to the SLANZA committee and Book Protection Products for sponsoring me free of charge to attend the 'River of knowledge' conference in Cambridge and what an amazing experience it was. I left feeling inspired and full of collective wisdom and ideas which I couldn't wait to share with others and put into practice in our school library. I found Dr Ross Todd's presentation on 'Why Libraries Matter' incredibly informative and he touched on many areas that I often think about on a day to day basis. The three workshops I attended were: *School Libraries 101* presented by Clare Forrest, *Be an effective advocate for your library* presented by Megan Davidson and *Student voice and wellbeing in your library* presented by Jackie Rassel. All three workshops were extremely practical and relevant and I could relate to almost everything that was being said. I have already begun putting in place many of the things I have learnt from those workshops and tweaking the things I already have in place, to make our library a better and more inviting space.

Gareth Ward the author of 'The traitor and the thief' gave a lively and interesting speech about his journey to becoming an author and successful bookshop owner. It was great to get an insight into how his writing took shape and how hard work certainly does pay off.

My highlight of the conference would have been the living library tour. I was very fortunate to be on the bus in which Chuck Davis was our tour guide. His knowledge of local history was outstanding and was made more meaningful, I think, due to his iwi connections in that he was able to provide more than one side to a story. This tour inspired me so much that when I returned to Taranaki I downloaded the 'Taranaki Wars' app and embarked on my own tour of local battle sites.



The conference also gave me the opportunity to meet new faces and hear their stories. I was overwhelmed with the depth of knowledge this large group of women had and their dedication and commitment to their libraries was inspirational. I have already begun planning for next year's SLANZA conference in Wellington and wish I had attended previous years. If anyone has the opportunity to attend a SLANZA conference 'DO IT' the people you will meet and the knowledge you will gain will blow your mind.

Emma Loveridge



MEMBER'S EXPERIENCES

THANK YOU SLANZA CENTRAL

GLENYS MURPHY

Thank you so much for the opportunity to attend the SLANZA Conference. I had no idea what to expect and got so much out of it, including the motivation to rejuvenate Turitea School's Library. Visiting the sites of the New Zealand Wars was definitely a highlight. Glenys has put together an impressively comprehensive report. Read about what Glenys got up to at the conference.



ROK CONFERENCE 2019

IMAGES BY DALE TIFFIN



ROK CONFERENCE 2019 SPONSORS

THANK YOU TO OUR THREE MAJOR SPONSORS



ACCESSIT

Accessit Library is a New Zealand company that has been providing great software to schools for 25 years. It's intuitive and easy to use, and we have a support team of librarians just like you!



LIBRARY TECH NZ

Library Tech NZ is dedicated to providing school libraries with the "Best Quality Products and Local Customer Service" in book display, book security, book protection, and other library technical products.



SCHOOLS CATALOGUE INFORMATION SERVICE (SCIS)

The Schools Catalogue Information Service (SCIS) creates high quality, consistent catalogue records for school libraries. With quick and easy download, SCIS makes cataloguing simple.

GET TO KNOW OUR STALL HOLDERS (LISTED ALPHABETICALLY)



BOOKS FOR KIDS

Books For Kids is an independent children's bookshop established in the early 1970s. We pride ourselves on our extensive collection and providing that extra service as experts in the Children's Literature field. Come and check us out.



BRIDGET WILLIAM'S BOOKS

Bridget Williams Books (BWB) connects with schools through the Books in School Libraries programme; the digital BWB Collections; teacher notes; the Historians Talks in Schools series; and the Stories from Tangata Whenua project.



DISTINCTION FURNITURE

Distinction Furniture provides the perfect balance of flexible innovative furniture, for today's schools. Meet with Anna, one of our senior specialists, to discuss how we can help to create your next flexible space.



NATIONAL LIBRARY OF NEW ZEALAND

National Library's Services to Schools provides professional development, in-school advice, online content and a lending service to support library development and teaching and learning in your school.



SOFTLINK

Softlink's Oliver v5 provides school libraries with the platform they need to support contemporary learning and resource management. Oliver v5 is supported by a dedicated team of school library specialists.



UBIQ

Ubiq offers a wide range of in-stock books, a dedicated team committed to providing exceptional personal service, including book sourcing, shelf-ready processing and recommendations. Dealing with ubiq is always hassle-free.



WHEELERS BOOKS

Wheeler's are now offering book covering, at just \$1 per book. Have a chat with us to learn more, receive a free sample and find out about our rebate offer.



WHEELERS EPLATFORM

With easy to customise reading settings - ePlatform engages and empowers readers of all ages and abilities with affordable collections of eBooks and Audiobooks. Perfect for struggling readers. Talk to us for a FREE trial.

SLANZA 2020 CONFERENCE

HELEN MUXLOW

KIA ORA!

On behalf of the National Executive and Conference Committee of the School Library Association of New Zealand Aotearoa, I am excited to announce that the SLANZA 2020 Conference will be held from 27 - 30 September 2020 in Wellington.

2020 is a special year for the SLANZA organisation, as it marks our twentieth anniversary. We are planning a celebratory and inspiring conference to mark this milestone.

Our ambition is to provide opportunities for learning and networking for all members of school library staff, and also for school leaders, teachers with library responsibilities, librarians from outside the school environment and those with an interest in supporting children's literacy.

Come and join us in the coolest little capital - Wellington!

Helen Muxlow

Conference Convenor & SLANZA Wellington Regional Chair



#SLANZA
2020 27-30 SEPT
WELLINGTON

VENUE: Samuel Marsden Collegiate School, Wellington
WEBSITE: www.slanza.org.nz/slanza-conference-2020



SLANZA Reading Lists

<https://nz.accessit.online/SLN00/#!dashboard>

Find the best books for your
students and staff



SLANZA READING LIST WEBSITE

SHARON JACKSON AND CLARE FORREST

SLANZA announced the launch of our brand-new Reading Lists platform at this year's Waikato/Bay of Plenty Regional conference. The platform is generously sponsored by Accessit and will be populated by SLANZA.

Those familiar with Accessit will know why we're so excited! Visually attractive, accessible and intuitive, it offers options to select and view individual reading lists and to search by year levels, NCEA level recommendations, themes and genres.

The website will be updated continually and is designed to become a one stop shop - your go to place to find texts to meet teacher, and ultimately student's requests.

The Reading Lists website brings together recommendations shared by school library staff, teachers, and suggestions that have been made via English and School Libraries listservs.

We welcome and rely on your involvement to keep the SLANZA Reading List website current and relevant.

Suggestions for additions to the site can be made by emailing readinglists@slanza.org.nz

BOOKMARK the SLANZA Reading lists website now!
It is available at nz.accessit.online/SLN00

ON BEING A BOOK AWARD JUDGE

CRISSI BLAIR

Librarian life is busy and interesting. I particularly love the networking aspect, getting together with others in the same job – a necessity when you work alone in the role. I've been lucky to be able to add some extra-special layers to my role this last couple of years, which have added to my knowledge and experience, plus made me unbelievably happy!

Hearing that I'd been selected to be a judge for the 2018 New Zealand Children's Book Awards was a brilliant surprise, as was the terrific team I was going to work with, led by the marvellous Jeannie Skinner, icon of National Library in Northland, who I knew quite well from my days with the Storylines Festival. Even though we only physically got together three times – including the awards event, we got to know each other well through this shared process. It's very intense, opening boxes of books – more than 150 in total that year, and 164 in 2019 when I was privileged to be convenor, and working out just how you are going to deal with this monumental reading task so you can finish on time, and yes, we did read every single book.

Because of the demise of the Children's Choice Award, we were very aware of the need to consider the child voice in our judging, so four of us took a category each into a school to see what young readers thought. As I work in an intermediate school library, I claimed the junior fiction and recruited a group of keen readers who could read a book in a week and get through at least four in the month available. They then wrote a brief review of each book. I also took all the picture books to school and used them with every class as they came to the library for their fortnightly visit. They were allowed free choice of the picture books and given a simple form to answer a few questions about the book they had chosen. The written reviews themselves did provide a few gems we could share when discussing the books, but overall I found that students were not very good at writing critical reviews and few had the ability to differentiate between good and average books. But rather than facts and figures we could analyse, I felt I gained hugely from observing the students interacting with the books and each other. Which books drew the most readers? Which did they share with each other? What would lie unread class after class? I would walk around looking and listening and occasionally discussing and asking questions.

My practice in our library sessions is to read a picture book to each class. While I had the awards books there I would choose a few, perhaps with a similar theme, and tell the students a little about each one, then get them to vote on which I should read. It was so interesting to see the results; no matter how I changed them around, or offered different combinations, there were some books that were simply never chosen – even though to me it might seem like an

excellent book, they simply were not of interest to the audience. Of course, the opposite was also true, and these responses influenced my own judgement of the books. I couldn't put a book that the kids weren't at all interested in reading, into my top 10, even if I admired it from my adult perspective.

I'm lucky that I have always needed to read a lot for reviewing, and for interest, and I knew just from looking at the size of the books that the young adult books were going to take me the longest. Some, I'll admit, I dreaded reading just from looking at the covers, others I wondered how they even fitted into the young adult category. There were, of course, beautiful books too, gorgeous covers and tantalizing titles, blurbs to tempt me into putting it on the top of the TBR pile. I had to ration the ones I predicted would be terrific though. I didn't want them too close together. There needed to be some distance somehow between each book I was reading. I also needed to find a way of notetaking that kept a good enough record, without constantly interrupting the pleasure of the reading.

When I was asked to be convenor in 2019 I approached the even larger pile of books with more confidence, having a better idea of what worked for me and how long it would take me to get through the different kinds of books. Being convenor did bring other tasks too, from considering all the other applicants, updating the handbook and briefing the team, to planning and participating in the publicity campaign, including doing nerve-wracking radio interviews and preparing multiple speeches.

The great bonus of working with both of the judging panels was the sharing of expertise, particularly when it came to writing blurbs, category summaries and final speeches. We could all add a little spark of something to each other's writing that lifted it and gave us a cohesive approach overall.

The awards events themselves were unforgettable experiences, taking place in the awesome Te Marae at Te Papa, a room with such mana it added an extra layer of importance to the event. Seeing all the authors, illustrators and publishers, with their families and friends gathered together; they were such friendly, supportive crowds. Not only were the finalists well supported, but as a judge I also felt buoyed by the camaraderie of so many in attendance, including those who had been in my position before, who gave encouragement, and celebrated with us afterwards.



If you've ever thought that you might like to be a judge, I recommend giving it a go and sending in your CV when they ask for people to apply (closed now, but there's always next year). You need to be someone who has read widely across the different categories in New Zealand's children's literature. You might be a librarian or a teacher with a strong focus on reading, or a regular reviewer, experienced writers and illustrators are also of great value. My years reviewing, and on the Storylines Notable Books selection panel provided me with much of the experience I needed. You must be prepared to read everything, the good and the bad, and be able to put into words your considered opinion, with specific examples of what is good, or what lets a book down. There are general indicators for what makes a good book and you need to be able to measure against those, not just rely on your own personal likes and dislikes.

One aspect that it's often hard to find expertise in is illustration. I am lucky that the Image and Narrative university paper I did long ago gave me a great introduction to the intricacies of picture book illustration, and the vocabulary to talk about it with specificity rather than just using terms like 'colourful' or 'lively'. This was augmented later by my degree in design and visual arts where I focused mainly on picture books. I also read a lot of blogs (my favourite is Seven Impossible Things Before Breakfast with Julie Danielson (who also reviews for Kirkus) and quality review magazines such as Horn Book (USA) and Carousel (UK), and of course Magpies, for which I'm now the New Zealand Coordinator, so I'm aware of trends and constantly absorbing the wonderful language around illustration, text and book design.

These experiences have all affected the way I work in my school library at Rangeview Intermediate in West Auckland. I talk much more about the illustrations of the books I read aloud. I ask questions using technical language and help the students work out what they mean. We talk about what the books 'do', what's going on behind the story. I tell them about the people who have created the stories and illustrations. I put a pile of picture books in front of a reluctant reader and ask them to tell me which one they like the best at the end of the class. I give new books to eager readers and ask them to report back to me so I can pass their opinions on to other readers, because one thing is certain, there's no way I can read all the books in the library (though I'm sure some of my students think I have).

Being honoured with the Storylines Betty Gilderdale Award recently, has opened new doors to me. I've had the scary privilege of being interviewed on the radio, asked to write articles like this one, and questioned again and again about school libraries and how important they are these days. It's an opportunity too good to miss. Every chance I get I talk about how important it is to have a library in every school. With a librarian. And I know many of you would say – a qualified librarian.

It's very concerning that many schools no longer have libraries, but I've also been hearing many worrying stories about primary and intermediate schools that do have libraries – but they are often largely inaccessible to the students. I was told the other day of a child who could only go into the library for ten minutes on a Tuesday, and if a book wasn't chosen they had to wait two more weeks for another opportunity. Another school has a librarian but she/he doesn't help them find good books, but spends the brief time they have in the library telling the students off for being noisy, or forgetting their books, or not choosing fast enough. A young teacher in her first year says she dreads their library day because she knows the children will be too loud and they'll get told off and no-one will enjoy the visit.

I'm guessing that if you are reading *Collected* you are probably one of the proactive librarians who does what they can to draw the students in. You share books that you have read and know about, and help them find the most suitable book so they can grow their love of reading. You will also have skills to share with the students and teachers to help them use the library well, including research skills, aspects of the library that they might not realise are available. If you have enough hours you might have special activities at lunchtimes, and library monitors to train so they too can spread their love of books and the library. You campaign for funds so you can have up-to-date books and bring authors and illustrators in to talk to the students in a Book Week filled with fun and activity. Thank you for your passion and knowledge, and for sharing it with your lucky students.

But what are we to do about the schools who are missing out? Who have libraries which are hardly ever open? Which have old, unattractive books? Who have no librarian, or one employed for only a few hours, or one who cares about the shelves being straight and having the volume set to shhhhhh? Are there new ways these libraries can operate? Can we visit and share our skills? Can we work with our COL schools to share our resources? I know you are already busy. I know you're not paid enough for inadequate hours. But I also know there is a huge need out there and I want to find a way to help.

Crissi Blair

PROFESSIONAL DEVELOPMENT - A TWO-WAY GAME

ANNA NEYLAND - ACCESSIT

In our experience, professional development is often just as rewarding for the presenters as it is the attendees. For the staff at Accessit Library, leading our annual Training Roadshow around New Zealand is just as much about hearing the innovative ways our customers are using Accessit as it is about presenting the sessions. This year, we took some time to reflect on the insights we've gained in 20 years of Roadshows.

THE EARLY DAYS

The first Roadshow was run in 1999 by CEO, Martin Neyland. Now, of course, it's no longer a one-man band, but an entire operation. Martin still runs a few of the training sessions today – with the same twinkle in his eye – and many of our customers know him personally.

Long-time Accessit Trainer, Christine Cross, notes, “Martin relates really well to the group; he always has. It's special for our customers who have been with us for such a long time to see him present every year.”

Sarah Hunt, from St Theresa's School (Plimmerton) agrees. “Martin covers an amazing variety of areas and always gets a few ooh, ah moments from the attendees when he reveals a clever shortcut or new feature. I never tire of this annual Roadshow. It's a worthy addition to my yearly calendar.”

CONNECTING WITH PEOPLE ACROSS THE BOARD

Delivering our Roadshow each year has taught us that effective professional development should seek to include people from every background and education sector. “Some customers have a huge amount of library experience, whilst others might be in the library a few hours a week, and juggle their library responsibilities alongside teaching or office admin,” says Roadshow trainer, Sarah Jordan.

READING YOUR AUDIENCE

When providing professional development, understanding your audience is crucial. Whilst our Roadshows now take place around the globe, one thing has remained the same, and that is the personal nature of the sessions. This is partly due to our wonderful host libraries. We deliberately run the Roadshows in school libraries instead of hiring conference rooms, in order to create a relaxed, familiar atmosphere.

For Christine, the Roadshow experience is much more than a training session, “It's an absolute thrill for us to get out there and meet those we've trained or spoken with on the phone. It's not just about the training for me – it's about seeing what wonderful school librarians they are, and the special relationships they've built with their students. Seeing our customers in their own context helps us remain responsive to their needs.”



Accessit Roadshow NZ 2019



North Shore Roadshow

“Do you have a story to tell about the latest conference or any professional development you've undertaken or delivered yourself? We would love to hear and share it.”

Roadshow attendee, Rachel Graham, from Hastings Christian School, says, “The Roadshow was professionally set out but also informal in the way we could interact with the tutors and other librarians which meant it was a really worthwhile experience. It was really neat getting to meet people I'd talked on the phone with. They're such a friendly crew.”

Nicci Smith from St James' Catholic School adds: “Listening to the ‘Superheroes of Accessit’ was awesome. They are great approachable facilitators with a wealth of knowledge!”

LEARNING ON BOTH SIDES

It's not just the tutors who offer advice. Many of our long-time Accessit users pitch in themselves and answer questions. This input adds enormous value to the training sessions. The librarian at Ashburton College, Delia Achten, recalls, “It is also wonderful to share with other users who contribute their own knowledge to each session.”

Roadshow trainer, Janette Taumoli, agrees, “The highlight for me was hearing the buzz of conversation. I actually learn so much from the customers; it's a two-way process. I really enjoy hearing the innovative ways they're using the functions we've designed, and pushing forward to meet the future. Then I'd pass these great tips on in the next roadshow venue – it was win-win!”

THE IMPORTANCE OF TAKING ON FEEDBACK

We've found that a crucial aspect of running professional development is seeking and evaluating feedback. We listen to your feedback, and take the post-Roadshow surveys seriously:

“This year we had a few librarians request more information for primary schools, so next year we will make sure to include a more diverse range of feature-uses during our sessions,” Sarah Jordan notes.

We also love hearing how much of a difference Accessit Library makes in your lives and within your schools. The results of our 2019 survey show that 99% of the attendees say they would recommend the Roadshow to others.

If you're not currently using Accessit Library, we'd love to show you our elegant, intuitive library system in action, and the powerful, innovative features designed to engage your students and make your life easier.

Visit our website: accessitlibrary.com

Book a demo: accessitlibrary.com/book-a-demo/

Anna Neyland, Accessit

Switch to a library system that's better for everyone

LIBRARIANS

Self-issue via Phone App
Catalogue 100 books in a minute
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Issue and return from the classroom
Support your students' research projects

STUDENTS

Auto-citation maker
Engaging interface
Inclusive searching



PRINCIPALS

Provide access to everyone
Audit school resources and equipment
Make your budget go further

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Accessit

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WORKING TO SUPPORT SCHOOL LIBRARIANS

READ NZ TE POU MURAMURA

We believe reading can transform lives and that books enrich our communities. We know that as school librarians, you believe the same thing. As a small organisation devoted to growing a nation of readers, we greatly value the work of school librarians all around Aotearoa and want to ensure we are supporting you in the best way we can.

In September, we changed our name from New Zealand Book Council to Read NZ Te Pou Muramura. This special name expresses the concept of moving from darkness into light, as told in the Māori creation story. This metaphor can also be used to describe what happens during the process of reading.

Muramura is a glowing ember, flame or blaze and pou is an upright supporting post or pole. Te Pou Muramura, then, speaks to the sustenance of a blaze, in the way that reading can spark a glow or light in our minds. Over the past 47 years the Book Council has undertaken a wide range of activities to support readers, reading, writers and writing. Now we are sharpening our focus on promoting reading.

THE SCHOOL LIBRARY

Who better to ask about children's books than school librarians? That's exactly what our School Library programme is about. We send regular e-newsletters to subscribers with the latest batch of children's books, honestly reviewed by school librarians and teachers of Aotearoa.

The reviews themselves can be found anytime on our website, and we're always happy to add new reviewers to our book mailing list.

WRITERS IN SCHOOL: A ONE-STOP SHOP

Many teachers and school librarians will know of our Writers in Schools programme, which has been at the core of our work for more than forty years. One of its strengths is the ability to tailor a visit to the needs of an individual class, whether that be arranging for a top journalist to visit media studies students, or a picture book author to inspire new entrants.

When school librarians and teachers work closely with our programmes manager, Kathryn, to find the right author for their school, the results speak for themselves.

A recent visit saw non-fiction writer, Susan Brocker, visit students in Christchurch and the librarian reported that the students were deeply engaged in the question-and-answer format of the session.

The teacher wrote: "The visit was our first and we are already thinking about subsequent visits. Amazing experience."

Christchurch-based slam poet, Daisy Lavea-Timo, visited a number of Auckland schools as part of the programme in September. Mangere College librarian Pauline Kumar shared her students' experience with us:

"Daisy is an excellent, passionate and moving speaker. She captured her audience and they were in awe of her. Having Daisy at our school library was the best we could ever ask for. Staff and students present cannot stop talking about her."

At the end of the session, one student stood up to read a poem he'd been inspired to write and the teachers and fellow students were left in tears.

When booking an author, schools aren't restricted to authors who live in their region. We've found that touring authors in one part of the country can maximise resources and introduce new opportunities to both the author and a new group of students.



Joy Cowley lecture

One school that utilises Writers in Schools in this way is Bluestone School in Timaru. Librarian Gillian Ross describes the programme as a way to promote New Zealand authors and their books to her school community.



Playwright Victor Rodger at St Bernard's College

"We have always been members and will continue to do so as it's like a one-stop-shop to select and organise an author visit," she says.

"I'm not sure how else we could afford to do so as the subsidy makes it affordable. We budget every year for a visit and therefore do not have to ask families to pay anything." Gillian agreed to talk to us about how it works for Bluestone.

What are some of the desired outcomes from a WIS visit, from your perspective as a school librarian?

As a student has just said to me: "It gives you ideas about writing or illustrating and the hope that you could do it too." We find the books just fly off the shelves after a visit or we buy any we do not have to meet demand. Equally important is the response from teachers to the visits. They are very good at following up by visiting the author's website or extending writing with the ideas the author has demonstrated. Our teachers really enjoy the visits and benefit from getting to know the author.

How do you know you've achieved those outcomes?

We know by whether we notice an increased interest in the author's books or use of their art ideas. The workshops also add an extra dimension to the visit by providing tuition to selected extension students by those who earn their living writing or drawing.

How to decide which author you'd like to visit your school, and how do you collaborate with other schools in your area to create a tour?

This can be tricky as we have never had a visit that hasn't been a great success. I usually get in touch with other schools once I've got an idea of who we'd like so we can share the costs of travel and accommodation to get someone who has to come a long way. The author is usually selected on the type of books they write, such as picture books, themes or illustrations and the year groups they will be presenting to.

Why are WIS visits important to your school?

It's about introducing students and teachers to the real person behind the books or illustrations and for them to enjoy the experience of being up close, listening to and talking with a local author or illustrator. I had a teacher say to me after one visit that she didn't think it could get any better but each year it does. It is the best way to promote books, reading and writing. It makes the books real to the students and for some of them, the realisation that they too could be writers or illustrators. Visiting authors promote the love of literature, share their ideas of where stories come from and what they used to like reading as children. Even the non-readers benefit from the experience of listening to someone who is passionate about books and writing.



Otahuhu Writers in Communities programme

Can you think of any particular visits that have been a real success at your school?

We have had fantastic visits – it would not be possible to choose as they are all different in their approach and presentations. Some like Brian Falkner, Des Hunt and Liz Weir are very interactive. Others like Kate De Goldi, Melanie Drewery, Kyle Mewburn, David Hill, Gavin Bishop didn't use technology but concentrated on the books and reading to the audience. David Elliot and Donovan Bixley focused on art. All these visits were great successes.

SUPER SMASH READING CHALLENGE

If you're a librarian at a primary or intermediate school, we'd love to introduce you to our Super Smash Reading Challenge, which is a brand-new initiative aimed at children aged 5-14. We're hoping to beat the summer slump with two favourite Kiwi pastimes: cricket and reading.

Children register for free and choose their local cricket team to 'play' for, by logging the books they read over the summer with a star rating and short review. A leader board keeps track of the Super Smash teams as they move up and down the rankings accordingly.

We know that you know: storytelling is power. We want to help young New Zealanders tell their story and get inspired by other people's stories.



Get in touch with us to talk about how our work might enrich yours. We're looking forward to working with you in 2020.

Read NZ Te Pou Muramura: www.read-nz.org
 Super Smash Reading Challenge: www.reading-challenge.org.nz
 School Library programme: www.read-nz.org/schools/school-library
 Other links to helpful resources: www.linktr.ee/NZBC



PROTECT + FIX + DISPLAY



WWW.BOOKCOVER.CO.NZ

We've got you, and your books covered.

SLANZA NATIONAL READERS CUP

ANNIE WHITE – DILWORTH SCHOOL

The first 'official' national final of the SLANZA Readers Cup was held at Dilworth School in Auckland, on October 24th, 2019. The teams converged at Dilworth by 11.30am, full of excitement and delighted to be at an all-boys boarding school. After lunch in the dining room we all returned to the library to get underway. Competition was fierce, with three teams vying for the lead but ultimately, Riccarton High School from Christchurch emerged as the winner, followed by Glendowie College (Auckland South and East) who came second, and Rangitoto College (Auckland North and Central) who were third. Wairarapa High, Whangarei Girls High and Wakatipu College were also in the hunt. Melinda Szymanik, the author of *The Half Life of Ryan Davis*, also joined us, signing books and reading out the questions for her book. It was all pretty exciting and wonderful to be a room full of mad keen readers. The enjoyment the students get from this competition never ceases to amaze me – it is such a simple formula, but it works!

WHAT IS THE READERS CUP?

Readers Cup is a competition designed for Year 9 students to work in a team of four or five. It encourages deep reading and the contestants must engage in the prescribed books in a way that is a bit beyond what would be expected for an English class. They need to read the books through the lens of the author, spotting the smallest details in the story; in short, they need to live within the novel. This is an opportunity for our best readers to showcase their talents, to read widely, to work collaboratively in a team and to compete in a regional competition. Here, they will meet students with the same passion for reading and receive the recognition that is often saved for the sporting and musical stars.

Readers Cup works in three rounds over the first three terms of the year.

Term 1: Each school holds their own competition to find the team that will represent their school at the regional competition. To encourage all Year 9s to enter, I use short stories or the first three chapters of a book, rather than full novels. The competition is run a little like a game show. Each book or story has six questions worth in total ten points. This can vary but six seems to work really well. Questions are on a PowerPoint presentation and are also read out. The time for answering the questions is approximately thirty seconds per question. Teams of four work collaboratively to record their answer. The reserve can be subbed in after rounds two and four. The order of the books is secret, so teams need to read across all the titles.

Term 2: The winning team then competes in their regional competition, where six novels are chosen. Titles are released to the winning teams in the final week of Term one so that students have the holidays to begin their reading.

Currently there are seven regions in New Zealand operating; Southland, Christchurch, Manawatu/Whanganui/Wairarapa, Nelson and Marlborough, Auckland South and East, Auckland North and West, and Northland. So, the Challenge is on: Otago, Wellington, Hawkes Bay, West Coast, Central North Island - are you up for the Challenge??

Term 3: The National competition is held, with all the winners from the Regional competitions. This year the teams all came to Auckland for the day, but digital options are also available. SLANZA has taken on the naming rights for the competition which is fantastic and puts the competition in the firm hands of Librarians. This is an ideal promotion for your school library, supported by your library organisation, with minimal work. Students are not coached, so it is up to the team to make the effort and intensely read the books. It is also a great opportunity to highlight and showcase contemporary New Zealand and Australian authors and their books.



I have a bank of questions, PowerPoints and all the forms that are required to run the Readers Cup in your school or region, however, the schools that enter the regional competition, choose their own books and can write their own questions. If each school wrote questions for two books, a wide variety of questions are available for the person putting together the PowerPoint. So, the challenge has been issued. If your region is not represented, talk to your surrounding schools and just start. Email me the name of the person who is coordinating the regional competition and I will give them a link to all the questions and forms.

Again, many thanks to SLANZA for coming on board, now we just need to motivate the schools who have been sitting on the fence to take the plunge and allow your amazing readers to have their day in the spotlight.

Annie White, Dilworth School

MULTI-FORMAT PROFESSIONAL DEVELOPMENT WITH SOFTLINK AND OLIVER V5

Whether it's in a formal course environment, attending an event or webinar, joining an online community, or self-guided learning at your own pace, making the space in your schedule for professional development is vital.

Research even indicates that learning something new could reduce stress in the workplace more than commonly used relaxation techniques.¹

But for a lot of us, lack of time and resources, means we don't prioritise professional development and peer collaboration as much as we could.

Softlink provides a range of options for school libraries and Oliver users to make learning and sharing with peers even easier.

FEATURE DOCUMENTS (SCHOOL LIBRARIES SHARE)

Over the past four years, Softlink has produced nine feature documents that share the voice of school library professionals from across the globe. Based on comments in Softlink's Annual School Library Survey, these features present a range of topics including innovative ideas, ideas for promoting the library, ideas for school-wide collaboration, and more.

The feature documents are free to download from the [Softlink website](#).

Reports from the annual Softlink school library surveys are also available.

WEBINARS

Webinars provide an excellent opportunity to partake in Professional Development, with the convenience of not having to leave your computer.

Softlink runs numerous support webinars throughout the year that are free for Oliver v5 users to attend. These one-hour sessions cover a range of topics, from basic "Beginner" through to more advanced and school library year calendar specific topics like "New Year Procedures".

Softlink also makes these webinar recordings available after the webinar. If you are unable to attend at the scheduled time you can view the webinar at a time that is convenient for you.

To see available support webinar sessions go to softlinkint.com/lp/oliver-v5-softlink-support-webinars/.

OLIVER V5 COMMUNITY PORTAL

The Oliver v5 Community Portal is an excellent place to both up-skill and connect with other Oliver v5 users.

The Oliver v5 Community Portal allows you to:

- connect with Oliver users from all over the world via the "Ask the Community" feed,
- join or create a discussion group,
- customise your community presence,
- and easily access help and training content in multiple formats (including the support webinar recordings).

You can learn more about the Oliver v5 Community Portal [here](#).

SOCIAL MEDIA AND SOFTLINK EDUCATION BLOG

Social media has its pros and cons but there's no denying that used responsibly it's an excellent avenue to share knowledge and ideas.



A quick search on Twitter, for example, will reveal multiple library professional specific groups where ideas are freely shared.

Softlink Education has active Twitter and LinkedIn pages where we share content relevant to School Libraries, including library practices, literacy, digital literacy, advocacy, and more.

To view our page and follow us on Twitter click [here](#) and LinkedIn click [here](#).

We are also proud to share school library relevant articles, including guest blogger articles like this one - Marketing your school library and yourself – on our Softlink Education Blog.

CASE STUDIES

Case studies and user stories are another great way to learn from your peers. Visit the case studies page on the Softlink Education web site or videos on the Resources page to hear from over 50 Oliver v5 and LearnPath schools.

SOFTLINK EDUCATION CONTACT DETAILS:

w: softlinkint.com/edu
 e: communications@softlinkint.com
 p: 0800 47 63 85 (Free call NZ)
 Twitter: [@SoftlinkEdu](https://twitter.com/SoftlinkEdu)
 LinkedIn: <https://au.linkedin.com/showcase/softlink-education>

REFERENCE

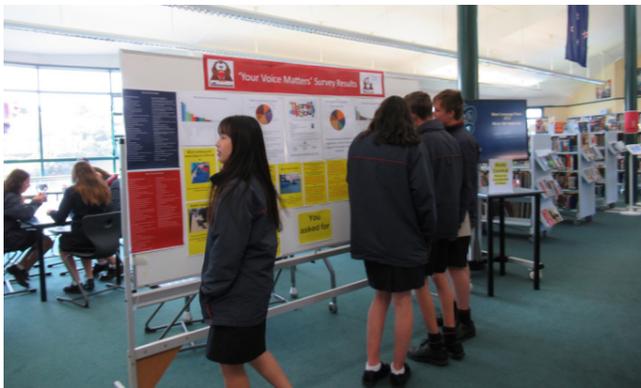
1. Chen Zhang, Christopher G. Myers, David M. Mayer (2018), retrieved from <https://hbr.org/2018/09/to-cope-with-stress-try-learning-something-new>

THE ULTIMATE SURVEY

TRISH WEBSTER AND FIONA O'CONNELL – RANGITOTO COLLEGE

Trying to engage with your school community to find out what they think of the library is always a daunting task. The National library has excellent advice on running an online survey, but we found that in our school it is very hard to get students to engage meaningfully with an online feedback form, even though we are fully BYOD. The staff are much more likely to respond to a survey - so long as you promise them that it will be quick. For the past few years we have surveyed students every two years using a competition approach, and we keep it very simple by asking two questions.

What do you love or value about the library?
What can we do to make the library better?



Students at the Ultimate Survey Reading feedback board

Students are entered into a tuck shop voucher prize draw if they choose to put their name on their entry but they can do it anonymously if they choose. We do a home-made morning tea for the staff in the department that has the most responses (yes, food works for adults too!). This year, two departments reached 100%, so we had to bake for about 60 teachers. But it was worth it for the wonderful feedback we received.

The most difficult part was the entry and analysis of the answers. By using a survey with only answers written on paper you have to input a lot of data yourself. This was extremely time consuming for us as this year we chose to send paper forms to every tutor class. The response was overwhelming. Out of our 3200 student body we received 2036 entries - about two thirds of the school population. And over 50% of

our teachers responded to our online form. The analysis took hours of work, but the information we received was very helpful as we plan for our move into Portacoms next year while the library roof is repaired. We now have information, backed by student voice, to support our requests for an upgraded library space. More importantly we can show that our school community love and value their library. The display we created was a talking point for staff and students.

Students loved: our collections, our three reading rooms, our silent and quiet study spaces, beanbags and other comfortable seating, the librarians and library services, and our warm, safe environment.



Ultimate Survey Reading feedback board

They suggested: even more seating, improved technology, e.g. computers and printers, and for the first time they told us the library was looking shabby and we needed an upgrade!

Despite the enormous amount of hard work required inputting and analysing comments, rather than tick boxes, we feel we got a true sense of what our student voice was telling us. By allowing them to write their own opinions we didn't constrain their responses. This is powerful evidence to present to the Board of Trustees and Senior Management when discussions start about the future of the library.

Trish Webster and Fiona O'Connell, Rangitoto College Library

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SHARING THE SCHOOL LIBRARY LOVE ON INTERNATIONAL LITERACY DAY!

ASTERON LIFE

Sunday 8 September 2019 was International Literacy Day. In celebration, life insurance provider Asteron Life is showing its appreciation for a place that plays an integral role in New Zealand children's literacy: school libraries.

After talking with SLANZA, Asteron Life has been working with several schools to make book token donations, to help continue the great work their libraries and librarians are doing in their school communities.

THE LIBRARY, A PLACE OF POSSIBILITIES AT CORINNA SCHOOL

At Corinna School, a full primary school in Porirua East, students are always excited when there are new books on the library's shelves. Acting Principal Trish Nash says the school will use the Asteron Life book token donation to buy more books that reflect the children's interests and cultures, and that take students on new adventures.

"Reading is magic," she says. "When Corinna students see themselves reflected in a book they really connect with the story. Reading can also help students gain a different perspective and understanding of others, learn something new, or be transported to other spaces and places."

"Our library is a place of possibilities," Trish continues, "when our librarian puts just the right book in a student's hands, it's like finding a place to belong."

Favourite NZ books at Corinna School

Aotearoa, the New Zealand Story by Gavin Bishop – filled with amazing illustrations and interesting information, this book helps Corinna students make connections to their special places and themselves.

Pasifika Heroes series by David Riley – these books are illustrated in graphic novel style and are packed with photos and information. Year 7 and 8 students have enjoyed these non-fiction stories about people they know and identify with.

READING LIKE 'LIFE DEPENDS ON IT' AT HUNTLY COLLEGE

Huntly College is undertaking a transformation project to get students actively using the school library – and it's getting great results. In two and a half terms, student library use has risen from 1.5% to 21%. There's more work to do, though. The school's goal is to reach at least 40% by the end of this year.

As part of the project, Huntly College is heavily investing in new books. Asteron Life's donation will be used to help purchase fiction and non-fiction titles. The school has involved its students in the transformation, talking to them to understand what makes a library a place they enjoy. New spaces for crafts, LEGO and a café have been created, and initiatives, like regular competitions and Hapuni Pukapuka, pop-up libraries in classrooms, encourage the students to get reading.

Deputy Principal and Literacy Lead Michaela Pinkerton says, "Getting students into the library for a range of activities allows us to get alongside the students to make personal book recommendations."

"We've proven that connecting the right book to the right person makes everyone a potential reader. One of our favourite sayings is 'read and write like your life depends on it – because it does.'"

Favourite NZ books at Huntly College

Young Queen by Parris Goebel – this autobiographical account of Kiwi choreographer Parris Goebel's rise to success has been very popular with Huntly College students.

REFLECTING THE SCHOOL COMMUNITY AT WHARENUI SCHOOL

At Wharenui School in Riccarton, the school community is diverse with 32 ethnic groups and 43 languages represented within the student body.

Wharenui School Librarian Louise Easter says, "Our school would like to join with Asteron Life to celebrate International Literacy Day. We appreciate the donation towards books to enhance our school library."

"Wharenui School will use the donation to buy current, attractive non-fiction about other countries, reflecting our school community."

Favourite NZ books at Wharenui School

Aotearoa, the New Zealand Story by Gavin Bishop.

Maui and Other Maori Legends by Peter Gossage.

Visit Asteron Life's website and find Asteron Life on Facebook



WORKING TOGETHER - 'GOVERNMENT, CORPORATES, COMMUNITIES AND SCHOOLS

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

'Working together' has been a consistent theme at recent conferences, as well as in government discussion documents and strategies. We seem to keep encountering major issues that need a 'whole of country' response – climate change, waste management, water pollution, road deaths, terrorism and the list goes on. Spokespeople for these issues have a common response 'we can't do this alone; we all have to take responsibility'.

This is certainly true in the sector where our Alliance operates – digital inclusion. How do we really help all New Zealanders develop the confidence to engage in a digital world, especially one that changes almost daily?

Certainly, Government has a role to play; the *Digital Inclusion Blueprint*¹ published earlier this year identified four specific roles – lead, connect, support and deliver. Corporates also have a role. We have seen some excellent examples from major New Zealand corporates that are making a special effort to help create a digitally-included society. Spark is exemplary with its very affordable pre-pay internet service for families, *JUMP*². Jolie Hodson, Spark's Chief Executive, recently announced an intention to turbocharge *JUMP* by expanding the eligibility criteria to other digitally disadvantaged groups, including seniors and unemployed people. She also announced a plan to increase the data allowance to 50GB (up from 30GB) for the current price, \$10.

Kiwibank has also hit the headlines with their efforts to help older people migrate away from cheques to more secure digital banking. And then there are the thirty plus companies donating surplus computer equipment to the *Digital Wings*³ programme so that not-for-profit community groups have better access to computers.

Community organisations are also heavily engaged in supporting digital inclusion and many have been delivering programmes for over 20 years, including SeniorNet, the 20/20 Trust and many others; in fact, the *Digital Inclusion Map*⁴ lists over 1100 community-based digital inclusion initiatives. Public libraries are playing a leading role in providing 'just-in-time' digital skills training; 129 libraries and 35 community organisations currently offer the Alliance's *Stepping UP*⁵ programme.

So, you might be wondering where do schools and school librarians fit into the digital inclusion landscape? After two decades of government investment in digital infrastructure in schools as well as teacher professional development, New Zealand schools and the students who attend these schools are amongst world leaders. The new challenge is to create equitable opportunities for students to continue their learning at home; many students simply do not have this opportunity, because they don't have access to computers and internet in their homes or more importantly, parents and other family members who feel confident enough using digital technologies to support their children and mokopuna.

The Ministry of Education is piloting innovative approaches to address the infrastructure challenge through their *Equitable Digital Access*⁶ initiative. Schools and school librarians can help identify families who need help in using digital technologies and refer them to a trusted local digital inclusion initiative.

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² Spark Foundation, JUMP internet service, <https://www.sparknz.co.nz/sustainability/foundation/spark-jump/>

³ Digital Wings, <https://www.digitalwings.nz/>

⁴ Digital Inclusion Map, <https://digitalinclusion.nz/>

⁵ Digital Inclusion Alliance Aotearoa, Stepping UP: Digital Skills for Life <https://steppingup.nz/>

⁶ Ministry of Education, Equitable Digital Access for Students (EDA4S) <https://www.education.govt.nz/news/equitable-digital-access-for-students/>

GOLDEN LIBRARIANS: CELEBRATIONS AND COMMUNITY BUILDING'

JEANNIE SKINNER – NLNZ SERVICES TO SCHOOLS NORTHLAND

As the term and year draws to a close, many school libraries will be doing something to acknowledge, celebrate, and reward their special student librarians who have worked in the library over the year. In Northland, from Kaitaia to Wellsford, schools have the opportunity to recognise the contributions of their student librarians at celebration events in their local public library. This fun initiative is a great example of cross-sector library collaboration, strengthening the library community, with public library, school library and National Library involvement and coordination.

The genesis of this initiative was a 2013 National Library workshop in Whangarei at which school library staff discussed ways to motivate their student librarians, to give the role status in the school community, and to celebrate and acknowledge the efforts of hardworking students who completed their library training. From the concept of the Bronze, Silver, Gold training framework came the idea of having an event at the public library to recognise student librarians who achieve "gold" level, hence the moniker, Golden Librarians. Over the years, this has become a bit looser, and it is now really a celebration for any student librarians who deserve recognition for their commitment, effort and enthusiasm in the library through the year.

As the National Library Facilitator my role has been to initiate, promote and help organise the events, but the work on the day, the creativity and hosting, is all done by the children's librarians and their colleagues in public libraries. They are brilliant at coming up with fun activities, handsome certificates and providing the welcoming venue. Having the awards off-site from school, in a public space, adds a certain cachet to the whole enterprise.

There have been awards ceremonies in Kaitaia, Whangarei, Wellsford and this year for the first time, in Kerikeri and Dargaville, involving Far North, Whangarei, Kaipara and Auckland Libraries. The free events take place usually in week 3 or 4 of term 4, in the middle of the day from 11.30am – 1.30pm. Students arrive, bringing some food for a shared lunch, and after a short welcome, introduction and talk about why they are there, it is time for some fun. After the activities it is time for a party lunch and presentation of certificates and then back to school. The events have mostly been attended by primary and intermediate school students, but there have also been some high school student librarians, who either have a helping role as "grown-ups" or who just join in with the fun activities and, as one put it, "feel young again"!

Initially we had a focus on getting "someone important" eg the Mayor, to come and present certificates and add gravitas to the occasion, but latterly it has been more straightforward to organise and also more meaningful when the school librarians have presented the certificates to the students from their own school. They can speak from deep knowledge – knowing the students and their strengths and dispositions, and the praise is personal and specific. To witness the students look up at their school librarian or teacher as they are being praised in this way – warmly and publicly, is to see them quietly glow with pride, and witness their inner reserves of self-esteem being topped up, word by generous word.

The games and activities have varied over the years, with literature quizzes, treasure hunts through the library, guest authors – Kate De Goldi was a highlight last year – or various other fun things for students to work through as a team, either from their school or mixed across the schools.



Students doing the book sorting challenge at the Kerikeri event



Opua School student librarians in the selfie frame
(photo used with permission).

Author Annemarie Florian was the guest speaker at the Whangarei event this year, with certificates presented in the Council Chambers to the 50+ students taking part, and a behind-the-scenes library tour which was very popular. Auckland Libraries Wellsford Library ran an "Amazing Race" round of activities, with students mixed up across schools in teams, working their way through half a dozen challenges based on the acronym GOLDEN. D was for department and involved walking around a course with a book balanced on the head, and E was for entertainment with students choosing a poem or jokes from the 800s and reading them to the Library Manager to complete the challenge.

The Kerikeri event had three brilliant activities – a selfie photo booth with students each having an instant photo to put into a frame and decorate with stickers and bling; a challenge to build a book character out of Lego; and books to put in correct numerical order, and when they were in correct numerical order the cutter number / author names spelled out a secret message.

The Dargaville event had an "under the sea" theme, with jelly fish craft, guessing games, ball toss into a shark's mouth, and a scavenger hunt around the library and the most wonderful "guess who's coming to dinner" table setting. This fabulous event was actually organised and generously hosted by the librarian at Dargaville High School Library, as the public library is too small a venue for the 36 or so students from the local primary schools, but Kaipara Libraries attended in support and supplied some take-home treats.



From Wellsford Library - The Guess who's coming to dinner challenge

Parents and school principals are invited to attend these events, they've been written up for the local paper, and plenty of photos are taken to share in the library and at school, and sometimes the gorgeous certificates are presented at school assembly as well. The party lunch is not to be underestimated either, with a bountiful spread complete with lollies and popcorn, grapes and strawberries, glittery iced cupcakes and various other treat food.

Along with the sporting triumphs and other prizes, it is great to acknowledge the service to the school provided by hard-working student librarians. What's happening at your school to give those students that public recognition, provide some fun and treats, and raise the profile of the library in the wider school community? How about talking to your local public library and National Library Facilitator about organising a collaborative library event in your area!

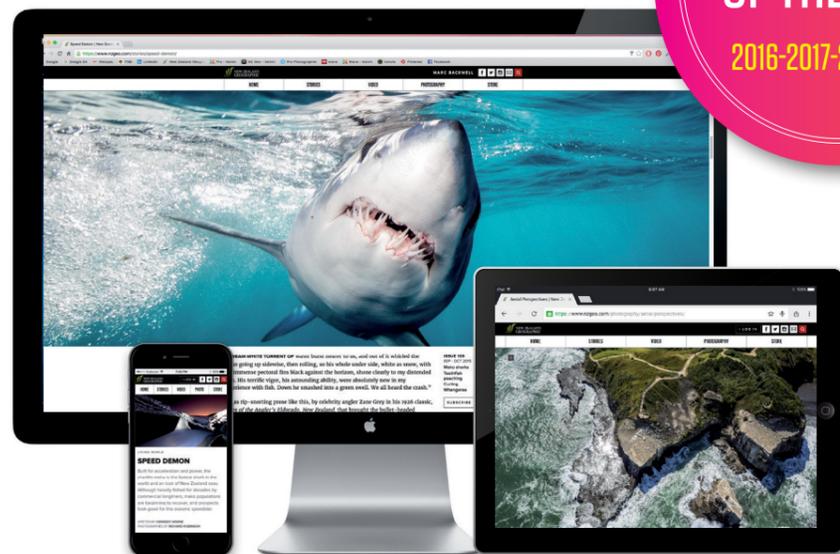
If you have any questions, just be in touch.

Jeannie.skinner@dia.govt.nz

Jeannie Skinner, NLNZ Services to Schools Northland

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MAKING THE CHANGE TO SCHOOL LIBRARIANSHIP

CEIRE HOPLEY - WAIIOPEHU COLLEGE

Mid way through this year I made the switch from academic to school library, and in these short five months I have learnt so much. The most noticeable adjustment I had to make was going from being part of a large team of librarians, to just me. I have found the school library community to be so supportive, and very easy to reach out to, and the National Library Services to Schools, too. The students and staff have also been incredibly welcoming and helpful. For a sole charge role it is far from lonely, which was one of my worries before making the switch.

The challenges of a new workplace meant a whole new set of cultural norms, acronyms, and literally hundreds of names to learn! I've never had to do cataloguing or book processing before, so the instructions left by my predecessor had me scratching my head at times - Tattletape? Singlefold? (Thank goodness for Youtube). There is still one contraption in the office that's purpose is still a complete mystery to me.

Teen fiction is not my strong point, so I ran with the research skills angle and started

teaching research skills and introducing the teachers to the wonderful EPIC databases, and other digital resources. To become familiar with the collection, I completed an assessment and a thorough weed. It was perfect timing for this as our school moves to a new future focused curriculum next year, so I've been able to identify the gaps (and make space) in our collection for resources to support the new curriculum.

For me, finding out exactly what the students are taught and how they are assessed is the guide that I will use to align the library with the school community's needs. Last month I was fortunate to

present at the LIANZA conference (another first for me), and from the conference I picked up loads of ideas around collaboration and community that I hope to develop later next year. More ideas for improvement and change are resulting from some UX research that I'm doing with the students. This is a great way to find out what your users really think of the library. (You can probably tell I'm a fan of evidence based practise).

Through the Hell Pizza challenge I have gotten to learn what the students like to read (manga, manga and more manga), as well as getting to know the students themselves. Our Chromebook lending system means I interact with many of the students on a daily basis and get to build those relationships, which is integral to engaging them in other aspects of the library. The SLANZA module on implementing a student librarian programme has given me the confidence to introduce this initiative next year, with the aim of growing a sense of ownership, responsibility, and a love for libraries amongst the students.

I believe that any opportunity can be challenging and rewarding, it's all about what you put into it. "Dig where you stand" is a motto that has stuck with me from one of my university lecturers. Wherever you end up, you can discover and unearth challenges and new knowledge - and I've just begun digging.

Ceire Hopley, Waiiopehu College

DIACRITICS IN CATALOGUING RECORDS

RENATE BEILHARZ & CARMEN EASTMAN – SCHOOLS CATALOGUE INFORMATION SERVICE (SCIS)

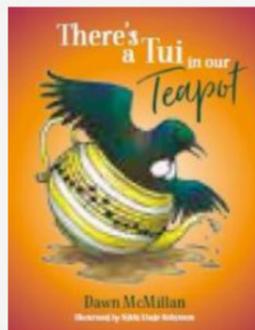
Languages play a crucial role in our daily lives. They are not only our first medium for communication, education and social integration, but are also at the heart of each person's unique identity, cultural history and memory. The ongoing loss of indigenous languages is particularly devastating, as the complex knowledges and cultures they foster are increasingly being recognised as strategic resources for good governance, peacebuilding, reconciliation, and sustainable development. More importantly, such losses have huge negative impacts on indigenous peoples' most basic human rights. The United Nations General Assembly has declared 2019 the International Year of Indigenous Languages (IYIL2019) to help promote and protect indigenous languages and improve the lives of those who speak them (DISD, 2019).

It is therefore timely that the Schools Catalogue Information Service (SCIS) records can now include diacritics, ensuring that resources in indigenous languages such as the Māori language (te Reo Māori) and Aboriginal and Torres Strait Islander peoples' languages are recorded accurately in SCIS Data (www.scisdata.com).

WHAT ARE DIACRITICS?

Diacritics are marks above or below, or sometimes through, a letter. While diacritics are rarely used in English, many other languages use these marks to indicate how a letter, or word, should be pronounced.

Written te Reo Māori uses the macron (a straight bar above a letter) with vowels. Macrons indicate a longer vowel sound. For instance, the macron in Māori gives it an 'a' sound like in 'car' (Stuff, 2019). Macrons are also used to designate plural, for example matua/mātua (parent/s), tangata/tāngata (person/s), tupuna/tūpuna (ancestor/s) and wahine/wāhine (woman/women). And ultimately, using macrons is recognition of te Reo Māori's mana, its intricacies, and its importance to New Zealand (Day et al., 2019).



There's a tui in our teapot = He tūī kei rō tīpāta

Slade Robison, Nikki. McMillan, Dawn.

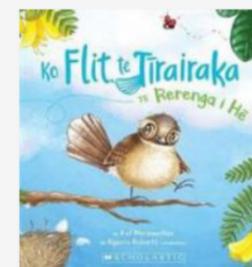
New Zealand author; New Zealand illustrator.

Summary: A tui and his various friends including takahe, kea, korimako (bellbird), pukeko and hoiho (yellow-eyed penguin) invade the family kitchen, getting up to all kinds of high jinks and making a tremendous mess! What will Nan say when she sees what the hilarious gang of mischievous birds have done in her kitchen?

SCIS Data record no. 1885777

In Australia, there are many Aboriginal languages and varied spelling systems to record them, using Latin script and, occasionally, diacritics. For example, the written Pitjantjatjara dialect includes these underlined consonants, l, n, r and t, indicating how they are to be pronounced.

Each language is associated with an area of land and has a deep spiritual significance, and it is through their own languages that Indigenous nations maintain their connection with their ancestors, land and law (Nest, 2019).



Ko Flit, te tīrairaka... te rerenga i hē

Merewether, Katherine Q.

New Zealand author/illustrator.

Translation of: Flit the Fantail and the flying flop.

Summary: Flit's first flight is a flippy, floppy fail. But Flit's friends have a clever plan! Can they get him safely back to his nest?

[View on Google books](#)

SCIS Data record no. 1861864

Most languages of Europe, other than English, also make use of diacritics such as:

- é – acute accent
- è – grave accent
- ô – circumflex accent
- ä – umlaut
- ü – tilde
- ç – cedilla

DIACRITICS IN A CATALOGUE

Diacritics entered into a SCIS catalogue record are displayed in the SCIS Data search results screen. Some library management systems may not recognise these unusual characters. Therefore, if you use SCIS and are importing SCIS records with diacritics, it is important to check that they are displaying correctly in the public catalogue.

When SCIS started including diacritics we received wonderful feedback. As one user whose first languages are Serbo-Croatian and Hungarian explained, they each 'have different diacritics ... so this will mean that authors and their book characters can be catalogued under their proper full names'.

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IMAGE CREDITS

Images supplied by Schools Catalogue Information Service (SCIS)

Uluru-Kata Tjuta National Park

Australia, Parks Australia.

Website catalogued: 24 Jan. 2019

Summary: Uluru-Kata Tjuta is a World Heritage listed national park Anangu welcome you to Uluru-Kata Tjuta National Park, a living cultural landscape where earth and memories exist as one. More than just a photo opportunity, our iconic rock formations hide ancient wisdom and diverse plant and animal life. Look closer to discover an awe-inspiring environment where Tjukurpa whispers the creation stories. (Website)

SCIS Data record no. 1093842

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CONTAINS GRAPHIC CONTENT, TALL TALES AND ADVENTURES

THE HEADING DOG WHO SPLIT IN HALF // ISBN: 9781927213575
– BY MICHAEL BROWN AND MAT TAIT, POTTON AND BURTON

One of my favourite New Zealand books of the last few years is Michael Brown and Mat Tait's *The Heading Dog Who Split in Half*. This is a beautifully realised version of a selection of New Zealand mysteries, tall tales and songs. These stories are told in an interesting and compelling way and are beautifully delineated. The unique "kiwiness" in tone and presentation is a real selling point for this stylish book.

There are seven tales in the book and Michael Brown tells them well, talking about their antecedents in folklore both local and worldwide. It is almost conversational in tone, as the stories are told, dissected and discussed - almost like swapping tales in a pub.

The Heading Dog Who Split in Half and *A Tall Tale of Old Waihi* are beautifully encapsulated "shaggy dog" stories, while the *The Phantom Canoe* and *The Tunnel on the Beach* are ghost/mystery stories that would be equally effective if told in the dark. Both offer a dark mystical side to our past. More humorous are *The Day the Pub Burned down* and *Ranzo, Boys, Ranzo*, two songs that tell of myth and history and what was important to some early New Zealanders!

Mat Tait's illustrations are very evocative and emotive. He uses traditional panels for some stories and less formal layouts for others. His style is bold and striking, but this does not lessen the connection with the people and emotions in the stories. He has a keen eye for faces and human emotions, and instills the stories with humour. He uses double page spreads to full effect. This is shown in the striking drawing of Mt Tarawera and in the moodily lit drawing of the ghost canoe. The climactic page to the *The Day the Pub Burned Down* is fully indicative of the horrors of the situation to the town's inhabitants.

Brown provides a wonderful afterword about the stories, their sources and some of the personalities who performed, saved and told these stories. He also recommends other collections for interested readers.

The strength of this book is the incredibly evocative illustrations at times bold, at others delicate, as in the story of *The Princess and the Come Ashore Whaler*, but always shifting to suit the tone of the story being told. Combined with Michael Brown's selection of stories and relaxed story telling voice, this makes for a marvelous bag of tall tales for the reader.

I would recommend this for readers 13 and up.

Reviewed by
Greig Daniels, Tokomairiro High School



QUEEN OF THE SEAS // ISBN: 9781536204988

– BY DYLAN MECONIS, PUBLISHED BY WALKER BOOKS

I've saved the best for last. This is one of my favourite graphic novels of 2019. Stylishly written, beautifully drawn, complete in itself, but calling out for a sequel.

Set in an alternate past, this story tells of Margaret, a young orphan growing up under the care of nuns on a remote island. Their only contact with the turbulent outside world is the supply ship that brings their provisions to the island.

Margaret, an intelligent and emotional girl loves the island and the sisters who are her only family. She takes great delight in the daily doings of the abbey and the natural life of the island, but she does miss the company of those her own age.

Meconis meticulously details the life of the abbey and its inhabitants, her research based around the daily life of an abbey in the 1500's is well done and she manages to give an idea of the religious life without it acting as a drag on the story.

A shipwreck brings new inhabitants to the island, a woman and her son, William. Well brought up, William becomes a new friend and Margaret delights in his company, though they sometimes have their squabbles. William's mother has her secrets and becomes a thorn in the side of the abbey inhabitants

This idyllic new life, however, is about to change. Former Queen Eleanor of Albion, usurped by her half-sister, is sent into exile on the island. Eleanor is at once formidable, regal and intelligent and turns the island's population to her whims as she plots to regain her throne. Her loyal but small staff are kinder to the islanders and Margaret befriends them.

With Eleanor's arrival, Margaret is drawn into plots and conspiracies and her loyalties are torn. The secret of Margaret's parentage and the reasons for her being on the island become more apparent and change looms on the horizon for her.

Meconis has based Eleanor on Elizabeth the First. Elizabeth was continually in and out of favour under the reign of her father Henry VIII; her position became more hazardous when her half sister Mary became Queen. Eleanor's situation and character are reminiscent of Elizabeth, but Meconis makes her a forceful individual with her own motivations.

The central character Margaret is well portrayed, she is intelligent, but innocent and her worldview is forever changed by the arrival of Will and then Eleanor. She is drawn to Eleanor at first trying to break her reserve and when their relationship develops, she becomes her aide, companion and co-conspirator.

Will is an intriguing character, wellborn and privileged but with an engaging open manner. Meconis observes Margaret and Will's developing relationship well.

Eleanor is a towering queenly presence, quick to anger but able to forgive. She and her small staff have their own agendas, but she does form a strong relationship with Margaret, that depends on trust.

The other minor characters are well developed and Meconis' engaging illustrative skills make them come alive on the page.

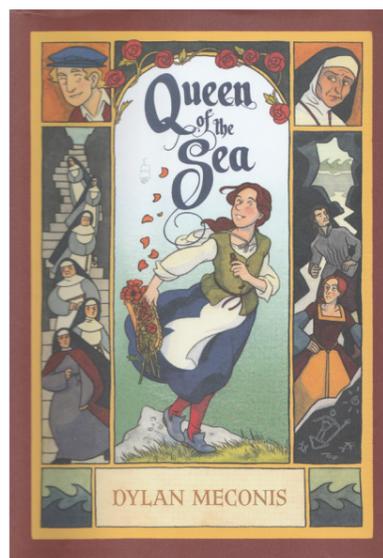
Visually the whole package is a delight. A hardcover, with an engaging dust jacket, the book is designed, hand lettered and beautifully coloured. This is all the result of Meconis' consistent artistic vision. She uses large open pages, well-drawn characters who portray real emotions in their expressions, and a subtle colouring scheme that emphasises the changes in mood in the story and the internal states of the characters.

Meconis' line is assured, and she conveys a wealth of emotion in seemingly slight facial characterisations and character poses. Her visual depiction of the island makes it both isolated and homey, and her depiction of the weather's moods is well done.

Meconis' narrative is strong enough to allow the introduction of diversions on abbey life and the history of Albion, but these only add to, and enrich the story of Margaret and Eleanor.

A superb graphic novel, recommended for all readers age 11 up and those with an interest in history.

*Reviewed by
Greig Daniels, Tokomairiro High School*



BOOK REVIEWS

THE TOLL – BY NEAL SHUSTERMAN

Reviewed by Clare Forrest, Raroa Intermediate

It's been a while since a book has made me want to forgo much needed sleep and read into the wee small hours and then call in sick, so I can stay submerged in its story and not have to re-enter the real world for a bit longer. The Toll is one of those novels. And it is not often that the final book in a trilogy can do this as well as make me want to immediately call a book club meeting with other mad keen Neal Shusterman fans to try and decipher what it all means.

To avoid any spoilers, I won't tell you anything about the plot of this book – if you are familiar with and fond of the characters already (Citra, Rowan, the Thunderhead, Greyson, the hateful Goddard to mention just a few) you will not be disappointed with the twists and turns Shusterman expertly leads us through. He blends an

exquisite mix of action (yes, there is more horrible and shocking violence) and political intrigue with such chilling echoes of what is happening in our world right now that I could not help but be fascinated and charmed. And scared. There was one point, and not at the end, when I was moved to cheer loudly and throw a fist pump! Luckily, in the privacy of my own lounge. There are many intertwining threads; of morality, religion, love, artificial intelligence and the many complexities of human nature that make The Toll so un-put-down-able.

I cannot recommend this book highly enough, but I don't really have to if you have read Scythe and Thunderhead. You are undoubtedly a fan already.



BEVERLY, RIGHT HERE – BY KATE DICAMILLO

Reviewed by Annette McKittrick, Waimea Intermediate School

Beverly Tapinski is a runaway, but now that she has turned fourteen, she figures it's just leaving with plans to find her own place in the world. Her dog has died, one of her best friends has moved away and her alcoholic mother only cares about herself, so she will not be missed.

After hitching a ride with her cousin to the next largest seaside town, Beverly finds work, a place to stay and meets an eclectic group of strangers who become her new family. She lies about her age and is so afraid to let anyone into her past.

In this heart-warming story with a sprinkling of humour, Beverly learns to trust people and believe in herself. This book is a thoughtful companion to Kate DiCamillo's *Raymie Nightingale* and *Louisiana's Way Home*.



LONG WAY DOWN – BY JASON REYNOLDS

Reviewed by Michele Coombridge, Pinehurst School

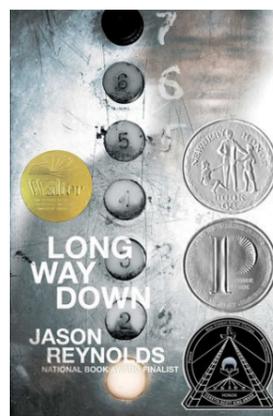
There are three rules that must be followed in Will's neighbourhood. Never cry. Never snitch. Get revenge. Revenge shows respect.

On his way to revenge the death of his older brother, Will rides the lift down to the ground floor of his apartment building, a gun tucked into his belt. But at the next floor down a man gets in, a ghost-ish form of a man he remembers from his past. As Will descends, the lift stops at every floor. Each time a significant person from his past gets in. All have been murdered by revenge killings. Each person has a message for him, a version of events that will shock Will to his core and make him think about the course he has set for himself.

Long Way Down is a powerful piece of storytelling. Author Jason Reynolds' perfect verse novel composition adds a fierce intensity to the floor by floor dialogue.

This novel will appeal to a wide range of readers. Its premise grabs student interest immediately and the size and verse novel style are appealing to reluctant and avid readers alike. Absolutely a must read that will knock your socks off!

5 Stars.



SADIE – BY COURTNEY SUMMERS

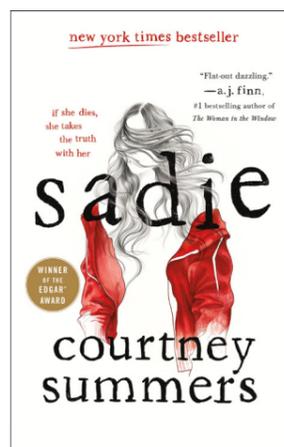
Reviewed by Ethel Colohan, LNS Leader at Alfriston College

Sadie was recommended to me by the librarian at my local Library and is a book that I could not put down. The story revolves around Sadie and her murdered sister, Mattie, and follows Sadie's journey to find the murderer. Other characters play their own part in a podcast from a journalist who follows Sadie on her journey. The journalist, West McCray is always one step behind and each of the people he interviews reveals more about Sadie and her family.

As the story unfolds, Sadie's life and that of her family is uncovered, revealing a tragic tale of poverty and depression. However, as you read the story there always seems to be hope.

As the reader, you are enmeshed in Sadie's story and as that story progresses, more and more is revealed about the strong character that she has had to become.

Courtney Summers has written a gripping tale of suspense but also a book that has you thinking long after you have finished it.

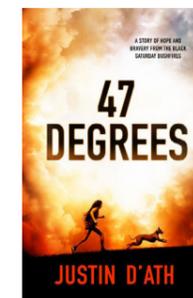


47 DEGREES – BY JUSTIN D'ATH

Reviewed by Linley Earnshaw, Christchurch Girls' High School

I have always been a fan of D'Ath's writing and this is no exception. He is telling the story through the eyes of a 12-year old, but if you flick to the back of the book you will see pictures of his house and his dogs as they were after the fire. A valuable addition to our library.

Highly recommended to Year 7-10 (ages 11-15), especially dog lovers!



TWO CAN KEEP A SECRET – BY KAREN MCMANUS

Reviewed by Michele Coombridge, Pinehurst School

Love mystery and crime? Karen McManus, the author of *One of Us is Lying* (2017) has pulled another winner out of the hat in her latest mystery, *Two Can Keep a Secret*. I love a good mystery and found this one had the perfect mix of creepy plot, suspicious behaviour and eccentric characters.

Teenage twins Ellery and Ezra have been sent to stay with their grandmother in Echo Ridge while their mother spends the time she needs recovering in rehab. Ellery and Ezra know very little about this quirky small town, except for the fact that their mother despised it, had left home straight after her graduation and only returned when she had to.

Oh... and about those graduations? For the last few years, Echo Ridge has been trying to forget its dark history, the one that involves the disappearance and murder of two of its prom queens. As Ellery and Ezra get ready for their own first prom experience, the weirdness seems ready to repeat itself.

5 Stars – Year 9 upwards.



WHITE LIES, MAORI LEGENDS AND FAIRYTALES – BY FALSTAFF DOWLING

Reviewed by Glenys Bichan, Cambridge High School

Sometimes you have to read a book because someone said it would be good for a class text, so you take it home over the weekend for a quick blast read. I did that with *White Lies, Māori Legends and Fairytales*.

The first problem with this book is the title, it is long and muddly. Now I have read the book, there really could be no better title. It is perfect - I just wish I could remember it!

The second problem with the book is the rugby games. I live in the Waikato where the book is set, and the team in the book from Huntly doesn't play my town, which is sad as I reckon we could thrash them. I loved reading a book set on the roads, towns and river that mark my world. I could see it, feel it and hear it.

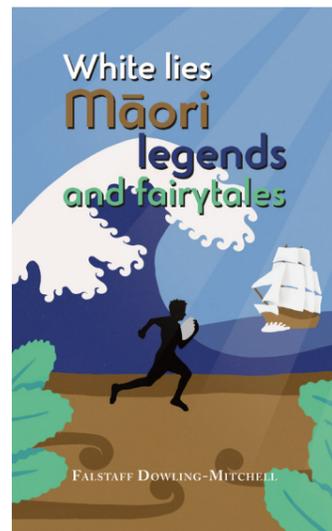
When I took it home, I lost it. My husband stole it from me and this pākehā grown man would not put it down. Neither did the English teacher I gave it to. She loved it! It made her laugh out loud and decide she HAD to teach it to our kids. She is connected with the Chiefs and she knows Damian.

Lucky kids - Damian will probably visit and sign some scraps of paper that will become treasures.

This book has a great story, so real, so hearable, so us. We have bought a class set and will be teaching it to Year 9s next year. But, any students that bring it home better watch out because chances are, their Dad will steal it and read it too, and he will have to decide what kind of Dad in the story he is - the good one, or the stink one.

I loved this book, I loved the characters, I loved the school, I loved the rugby and I loved the friendship. I could have done without the tears, but with a feisty preteen girl to make me proud, I smiled at the end.

<https://www.wheelers.co.nz/books/9780473466060-white-lies-maori-legends-and-fairytales/>



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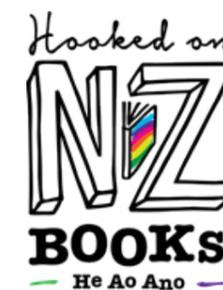
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