



SLANZA 2015

Growing libraries for the future

St Andrew's College, Christchurch, 28 - 30 September 2015

abstracts

Key:



Keynote Presentation



Growing Readers Kia whakatipua te kaipanui
Workshops covering reading, literacy and promoting a reading culture in your school.



Sowing Digital Seeds Kia ruiruia pu matahiko
Workshops covering all things supporting and developing information and digital literacy.



Cultivating Leadership Kia ngakia te rangatiratanga
Workshops supporting library management, the library manager and innovation.



KEYNOTE
Monday 28 September
9.30am

Roger Dennis

Overview to come

WORKSHOP ONE

Monday 28 September

11.00am



Introducing EPIC

Paula Banks, Epic Manager, National Library of New Zealand

Bronze sponsor 2015 conference

BOK: 2, 3, 4, 7, 8

Each year, the Ministry of Education subscribes to a range of e-resources through EPIC (Electronic Purchasing In Collaboration) in order to make them freely available to all New Zealand Schools.

In 2015, the Ministry of Education has provided all New Zealand schools with free access to 24 subscription e-resources from 5 different vendors through EPIC. There is a huge variety of high quality curriculum related content that can be accessed through these e-resources, ranging from full-text magazines and newspaper articles, biographies, encyclopaedia and other reference works, books and images, as well as sound and video clips.

This hands-on workshop is an introduction to EPIC. It will include an overview of the resources that are available in 2015. How to access EPIC (and to set up your own access through your LMS), and tips and tricks on how to get the most out of these resources for the students and staff at your school.



E-Books and digital literacy

Alison Johnson, Library Manager, Pakuranga College

BOK: 1, 2, 4

A look at what attracts readers to e-books and why the younger generations are not picking up e-reading as projected. Schools now are going BYOD and children use technology more than ever before, yet recreational reading is still preferred to be done manually, children and teens still prefer to hold a book and read it than hold their phones, tablets and e-readers.

Why is this and does it really matter how children read and should we just be happy they are reading?

Has the digital revolution changed our children's reading habits or just our own?

And how have publishers responded to e-reading habits and projected commercial sales and how has this affected librarians in their buying habits.

Workshop will also include discussions and trying different digital literacy strategies.



Selfies in the library: using social media in school libraries

Lorna Smith, Liaison Librarian, Christchurch Polytechnic Institute of Technology and Julia de Ruiter, Library Assistant for Social Media, Oamaru Public Library

BOK: 2, 4, 7, 8, 10

It is hard to find a library these days that does not have some sort of social media presence. The question is, are all libraries using this powerful tool in a mindful and strategic way? Lorna (academic library) and Julia (public library) will reveal what social media projects their respective libraries have been involved in and what future ideas they have. They will also demonstrate that with a clear strategic plan, social media does not have to be scary or boring, but does require patience, dedication, and creativity. In a world where libraries are constantly being asked to justify their existence and with restricted budgets, social media is the perfect free tool for libraries to not only engage with their target audience, but also to promote their ever expanding services. Furthermore, social media gives you access to a wide spectrum of ideas for personal professional development, which Lorna and Julia will highlight during this workshop.

CPIT have been using various social media outlets for over five years. However, with a robust communication strategy and a dedicated and *very* enthusiastic library Promotions and Communications team, they have learnt to streamline their social media focus. They have also learnt over that time what works and what doesn't work, which has enabled them to choose projects that will generate the most traffic and student interactions (which, of course, is what it is all about). Projects such as 'The Edible Book Festival', 'Selfies in the Library' and 'Māori Language Week' have all been successful and have become anticipated annual events.

Waitaki District Libraries have also built up a strong social media presence over the last three years and are active on Facebook, Twitter and Pinterest. Some of their most successful projects also include 'Selfies in the Library' (inspired by New York Public Library & CPIT library) and '5 minutes with a librarian'. Their primary goal is to make social media an integral part of the library's core services and to make the library accessible to everyone 24/7.

The fundamental reason for your library to embrace social media should be to engage and interact with your target audience in a passionate and appealing way. However, the most important aspect of social media as a customer engagement and marketing tool is to have fun.

Come prepared with your own device and discover the power of the hashtag first-hand (selfie stick optional!).



And then there's books... re-thinking collections in modern library learning environments

Jeannie Skinner, Programme Adviser, Northland | Services to Schools,
National Library of New Zealand

BOK: 1, 3, 4

"We have to be committed, ingenious, flexible and experimental in coming up with ways of making literature come alive for every single child - no exceptions allowed."

Michael Rosen

Exciting technologies, innovative environments and reimagined pedagogies have seen, and will continue to see, libraries develop and evolve. In these new learning spaces, it's important to consider how we can energise and promote our **print collections** to help them come alive for readers.

In this session we will explore various ways collections can be organised (with a particular focus on genrefication), displayed, managed and marketed to catch the eyes, interests and hearts of our reading communities.



Why can't they just do what they are told?

Paul Kennedy, Headmaster, The Cathedral Grammar School

BOK: 9

Are you equipped to cope with difficult and challenging behaviours? More and more, library staff are encountering students with challenging and escalating behaviours. Responding to

these behaviours is a challenge faced on a daily basis in many schools. Students and school personnel deserve a safe environment in which academic, social and personal growth can occur. Preventing and managing difficult behaviour is a necessary part of the plan for creating a safe environment.

Participants will learn not only the skills to manage children's behaviour in 'normal' situations, but also the skills required to deal with difficult students on a daily basis, including prevention and de-escalation techniques that can be used to manage 'smart mouth', oppositional and defiant behaviours which can escalate into combative or explosive situations.

Paul Kennedy is currently the Headmaster at The Cathedral Grammar School in Christchurch. Prior to this he was Principal at Halswell Residential College, also in Christchurch. He has delivered behaviour training throughout New Zealand and the United States of America. He has assisted schools to improve their behaviour management systems, spoken at conferences, delivered training courses and in New Zealand and the United States has been used as a consultant to schools and school districts. Paul will use his experience working with some of the most difficult children in New Zealand to assist you to work smarter and better with the students coming into your library.



Kōtuku: The LIANZA Emerging Leaders Programme

Christine Busby, Library and Customer Services Team Leader - Te Puke,
Te Puke Public Library / LIANZA Council
BOK: 9

We need to ensure that we have the leaders in place to continue to grow our libraries through these times of change. In 2012, LIANZA identified that one of the best ways to strengthen the profession was to ensure that future leaders are identified and assisted to become leaders. We recognised that not all leaders are managers, and wanted to make sure that there was a programme in place to help these people lead from any position.

LIANZA now offers an online course that anybody can participate in, as well as a nine month long programme for a small selected group. Our aim is to ensure that librarians around the country can participate in the programme regardless of where they live, who they work for, and what their personal situation.

This paper will discuss how Kōtuku has worked and some of the key messages that our participants are learning. I hope that by discussing the Kōtuku programme with School Librarians, they may choose to participate in future programmes to ensure that we have librarians from all sectors. We'll cover the importance of library leadership and provide tips for leading from any level.



When cruise ships sail into port: surviving the summer at a joint use school and community library

Wendy Murray, Community Team Leader, Lyttelton, Akaroa, Sumner, Diamond Harbour, Little River Libraries and Annette Williams, Team Leader, Christchurch City Libraries

BOK: 3, 4, 7, 9, 10

Akaroa Library, one of the Christchurch City Libraries network of community libraries, is a joint use school and community library but with more than the usual range of challenges. Akaroa township is a historic French and British settlement nestled on the side of Akaroa Harbour on Banks Peninsula with a twisting up and down-hill drive of 75 kilometres from the city of Christchurch. It is subject to the vagaries of wind and weather in winter, and the annual summer season when hundreds of holiday visitors from Christchurch, the rest of New Zealand, and elsewhere in the world descend on this tight community of 700 permanent inhabitants.

Since the Canterbury earthquakes of 2012 and 2011 and the loss of the Lyttelton Port anchorage, the summer visitor numbers have been inflated by the arrival of sometimes up to four or five cruise ships per week, with thousands of passengers and crew disembarking in the search for free Wifi and other online facilities.

The Akaroa Library has now survived four cruise ship summers, and we have seen the library services progress from shell-shocked (the first summer) to relative calm. The staff has met a huge variety of challenges along the way, from managing customer flows in over-heated library spaces with barely room to move, to upgrading their Wifi connection skills with a bewildering range of devices, and all the while maintaining and nurturing their relationship with both the school and the community. And at the same time working through the transition to an RFID-based self-issue circulation service.

The story of how the library achieved this is one of annual autumn reviews, where new issues were identified and solutions proposed, implemented and trialled, and successes celebrated. The learnings of the past four years have been consolidated into an account of resilience, adaptability, and partnership, all hallmarks of this unique Banks Peninsula community and school.

WORKSHOP TWO

Monday 28 September

12.00pm



A teaching toolkit for librarians: tips, tricks and techniques for designing the delivering sessions

Jane Boniface, Learning Resource Centre Coordinator, Heaton Normal Intermediate School

BOK: 3, 4

This workshop is for school librarians new to the role of designing and delivering sessions to students, whether the purpose is to teach Information Literacy skills, support Inquiry learning, or to promote reading.

Jane Boniface has been the Learning Resource Centre Coordinator at Heaton Intermediate School in Christchurch for the last four years and during this time she has developed and taught a range sessions to classes, either in the Learning Resource Centre (LRC), or in the classroom. Jane also has experience teaching Information Literacy skills to University students in a previous role working at Lincoln University.

Jane will share "tips and tricks" for the non-teacher (aka librarian) for preparing and teaching sessions to school students.

Don't come to this session expecting to be talked at for 45 minutes with only a Powerpoint presentation to distract you, do come to this session prepared to participate in an activity, a group discussion and maybe a game...

You will leave the workshop with some "Do's and Don'ts" of session design and delivery, plus some inspiration for creating and teaching a session of your own.



Suicide and mental health issues in books for Young Adults

Tracey Winslade, Librarian, Nayland College

BOK: 1, 3, 8

Some books, written for young adults, cause great anxiety or confusion when being considered for purchase by school librarians. When there is an issue such as suicide or self harm just where is the line in the sand about what content is or isn't appropriate for reading? Why isn't it appropriate if it's a well written book? Would we be in effect 'banning' the book by not buying it?

To help inform our purchasing decisions we have invited Moira Clunie, Suicide Prevention Information Development Manager at the Mental Health Foundation of NZ and David Cairns, Suicide Prevention Coordinator at Pegasus Health, to discuss the latest research on what is and what is not helpful for our young people. Moira has worked closely with guiding the media on reporting of suicides in New Zealand, including a suicide story line shown on Shortland St (TV2) and David's work involves translating research into practical applications. He has done a great deal of public speaking on suicide prevention and has considerable knowledge on this subject. This workshop aims to provide opportunity for open discussion and sharing of ideas between professionals who work with adolescents, be they librarians or in the area of mental health.



Not only surviving, but thriving: school libraries respond to the digital shift

Jan Boustead and Debbie Roxburgh, Programme Advisers, Services to Schools Christchurch, National Library of New Zealand

BOK: 1, 2, 3, 9

"We need to stop thinking of the library as a grocery store—a place to "get stuff"—and start thinking of it as a kitchen—a place to "make stuff." Joyce Valenza

This workshop is for all school librarians and teachers whom are looking for the next steps to take in their journey towards creating a modern library learning environment (MLLE) with a focus on space and service.

The workshop will look at the impact of the digital shift in New Zealand and what it means for the school library. We will focus on the changing role of the librarian and school library in supporting the curriculum. It is an opportunity to share ideas that can be implemented in your library around service and space, both immediately and in the longer term. We will collate all ideas and disseminate after the workshop to participants.

Participants in this workshop will explore:

- the impact of the digital shift in New Zealand and what this means for the role of the school library in supporting learning

- view examples of current practice of school library design and service
- explore the characteristics of a Modern Library learning Environment (MLLE)
- share ideas that can be implemented in your library around service and space

Jan Boustead and Debbie Roxburgh work as Library Advisers for National Library, Services to Schools. Debbie currently works with schools in the greater Wanganui, Taranaki area. Jan works with schools in the top half of the South Island. Between them they have a great deal of experience in working in the school library and education sectors.

Both Debbie and Jan are passionate in advocating for school libraries at the heart of the school. They work closely with schools undergoing a review of both their pedagogy towards learning in conjunction with the role of the library, and the learning spaces provided for students.



From the ground up: Information literacy in the early years

Barbara Braxton, Teacher / Librarian, Hughes Primary School

BOK: 4

This presentation will focus on how we can begin to scaffold children's information literacy development in the earliest years of their formal schooling. It will introduce the information literacy process <http://500hats.edublogs.org/information-literacy-process/> and draw from a series of specific information literacy learning outcomes for K-2 (taken from the series *All You Need to Teach Information Literacy* written by the presenter) to show that information literacy is a cross-curriculum perspective that can scaffold learning for all.

Participants may choose to have a unit of work in mind so they have a focus to implement what they are learning.



Life Beyond Google at Ashburton College

Delia Achten, Library Manager, Ashburton College

BOK: 4

"To ask why we need libraries at all, when there is so much information available elsewhere, is about as sensible as asking if roadmaps are necessary now that there are so very many

roads." Jon Bing [American Libraries Magazine, May 28, 2009]

I will run the workshop attendees through the lesson our library staff deliver to our year 10 students in preparation for their 1.9 English Research Standard.

This involves discussing the various sources of information available to them, the problems associated with Google, and providing them with a strategic approach ('The Plan').

Time is spent explaining how to use OPAC, how to use our LibraryWeb and the links it contains, EPIC, IndexNZ, and the use of alternate Search Engines to Google.

Students then discuss the GET REAL principles of evaluating websites and have an activity associated with this.

Lastly, we use an activity around choices of search terms.



BYOD: One School Library's Journey into loan devices, class sets and a rent-to-own scheme

Zona Whyte, Library Manager, Lynfield College

BOK: 7, 8, 9

A workshop about making practical decisions to enable the library to facilitate the introduction and smooth operation of BYOD. Topics include barcoding and numbering of devices, choosing storage and charging systems for loan devices and class sets, and introducing a rent-to-own scheme – the triumphs and pitfalls. The first year of BYOD (2013) saw the library lending class sets of devices to senior classes because after two years of professional learning teachers were keen to use their knowledge with all classes, not just the year level required to bring a device. Library staff lent devices on a daily basis to a small number of students who didn't have a device and didn't get one all year. 2014 saw the BYOD requirement added to two more year levels.

Despite having learnt from the 2013 class, still more challenges emerged in terms of the number of students without devices and the impact of handling more loan devices and another class set – going from 55 devices to 115. There were implications for storage and charging (more space and wiring required), the time taken each day to issue, return, and charge devices, the physical toll of handling the weight of so many devices, and systems to get class sets to the teaching spaces. The rent-to-own scheme was offered to a select few students on a hardship basis so library staff had to be very tactful in their enquiries. There have been many positives to taking on this aspect of BYOD, not the least being establishing contact with students who would never come into the library and raising the library profile within the College.

This workshop will offer lots of practical hints and tips and generate lively discussion!



Don't Panic! The Hitchhikers Guide to...Book Week!

Cathy Kennedy, Library Manager, St Andrew's College

BOK: 3, 4, 9

This workshop will cover a step-by-step guide to help you plan and implement a book week and do all this flying solo! (Book week - not to be confused with a book fair – book week is all about the library and promoting a love of reading, not selling books.)

Cathy will share her approach to planning book week, right from choosing a theme, how to get teachers on board, what activities to include and how to have this all run smoothly on a small budget. There are ideas and resources out there in abundance to help with book week but the tricky thing is how to pull all this together into a cohesive, organised, effective and fun week.

This workshop is for you if you are in a Year 1 -8 school and would like to have a go at running a school wide book week with the library at the centre of activities and just need a place to start. Why hitchhikers guide? Cathy pulls on all the various resources that are out there and tweaks, adjusts, adds to, shamelessly copies and steals the ideas of others to package a book week that works for her!

Cathy is Library Manager and TLR at St Andrew's College and manages both the Preparatory (Year 1-8) and Secondary (Years 9-13) libraries on the campus. She has organised and run book week for the last 5 years in the Preparatory School and in addition to library management, brings 25 years teaching experience in the primary classroom.



Engage your readers with engaging book talks

Megan Davidson, Teacher / Librarian and Paula Walters, Librarian,
Westlake Girls High School

BOK: 3, 4

In this session, you will learn how to give quick book talks to classes that come into the library for silent reading periods. These short presentations not only provide recommendations to reluctant readers, but also educate them about themes and authors. By previewing 15-20 books for every class, you can eliminate what students struggle with the most - how to choose a book from *thousands* on the shelves.

You will learn the criteria for effective books talks, along with the logistics involved. Use our tool to figure out which pieces of information are important to include and which aren't. Do you need to say the character's name? Do you have to give a plot summary? Is the title enough? You will watch a video of an actual book talk in front of a class, observe the presenters giving sample book talks, and finally have the opportunity to try some yourself.

While the presenters work at a girls' secondary school, book talks can be used at any level.

You don't need to be an actor or a teacher or even a trained librarian to give effective book talks – you just need to be passionate about books.



KEYNOTE
Monday 28 September
1.45pm

Innovative library environments

Mark Osborne

As more schools explore innovative learning environments, many of the functions traditionally performed by libraries are now available within general classroom environments. So in the face of this and other rapid change, in what ways do libraries need to change in order to remain compelling and relevant?

WORKSHOP THREE

Monday 28 September

3.15pm



The new relevancy – the evolving school library in a digital world

Alison Hewett, Junior School Librarian, Information Specialist -
Collections, Kristin School
BOK: 3, 4, 7, 8

The Kristin School Library Information Centre has reinvented itself over a challenging two year period. The advent of student one-to-one devices, has seen the Library evolve from a traditional school library, out of sync with the changing direction of the school it serves, towards a 21st Century Learning Commons / Modern Library Learning Environment. Change has not been introduced due to fashion or fad but out of a genuine desire to do things differently and to meet the current and future needs of our students and teachers.

Learn how we are:

- putting student and teacher needs at the heart of the Library;
- developing and managing a hybrid collection that will ultimately contain the best print, digital and web resources - and be available to students whenever and wherever they need information;
- taking library services beyond the walls and footprint of the Library building and out into our school and students' homes;
- changing our role to facilitator, curator and teaching partner through increased and effective collaboration with teachers and curriculum managers;
- gaining new relevancy within the school through innovation and relationship building.

Are these ideas relevant and achievable by Librarians in other schools? We believe they are. Many of our innovations and successes are applicable and workable in a variety of Library situations regardless of decile and budget levels. The biggest factor in success is mindset, collaboration, and relationship building.



Unlock your schools digital Literature Resources – Discover Literature Resource Centre and LitFinder

Liza Fisher, New Zealand Sales and Training Consultant, Gale, Cengage Learning and Paula Banks, EPIC Manager
BOK: 2, 3, 4, 7, 8

Available through EPIC and funded by the Ministry of Education, every Secondary school in New Zealand has access to a fabulous selection of electronic resources. The extent of this collection can become overwhelming for librarians, teachers and students. This workshop will therefore focus on just two of these digital resources: *Literature Resource Centre* and *LitFinder*. Discover information in primary sources, critical articles, literary analysis and biographies.

Recently Gale has launched ***Gale Artemis: Literary Sources***, a platform which allows users to cross search our literature collections. The platform provides workflow tools and features that will enhance your *Gale Literature Collections* experience– topic finder, term frequency graphs, search assist functionality, mobile compatibility, and interface translation, along with an easier and more dynamic search. This session will be run by Liza Fisher, New Zealand Sales and Training Consultant for Gale Cengage Learning and Paula Banks – EPIC Manager.



Things aren't always what they seem: exploring issues in LGBT and Diversity literature for young adults

Johnann Williams, Librarian, Rangi Ruru Girls' School
BOK: 1, 3, 4

This workshop will look at some of the issues around LGBT and diversity literature for young adults. There will be opportunity for attendees to engage in discussion and to share resources.



Libraries supporting learning

Anne Williams, Teacher Librarian, Ashburton College

BOK: 3, 4, 7, 8

"In the nonstop tsunami of global information, librarians provide us with floaties and teach us to swim" Linton Weeks

This workshop will involve discussion and the sharing of practise. I will showcase some of the strategies we use to support learning at Ashburton College Library. This will include such things as: library culture, digital resources, liaison and communication with students and teachers, modern learning environments, digital tools, catering for online learners, library lessons.

Workshop participants need to be prepared to share at least one strategy that they use in their library. All ideas will be collated into a google doc to be shared.



InfoFlu and how you can catch it!

How to create a culture of Information Literacy and Information Fluency across your school for both staff and students

Saskia Hill, Librarian, Cashmere High School Librarian

BOK: 3, 4, 7

Do any of your students struggle with research skills and information literacy/fluency? Do you struggle to move them beyond Wikipedia and cutting and pasting? Do your staff look at you sideways when you mention that there is an easier way of searching, referencing sources, and finding ethical images?

We, as Information Professionals, can help students with identifying the best sources of information for a given need, locating those sources, and evaluating the sources critically. This session includes Information Literacy/Fluency skills for your students AND staff, as well as an overview of our Year 9 InfoFlu programme and our Faculty InfoFlu PD Programme for Teaching Staff here at Cashmere High School.



Create Your Own Library Videos

Trish Webster, Library Manager, Rangitoto College

BOK: 2, 4, 7

It can be difficult to find a way to creatively promote your library to your students, staff and school community. This workshop will introduce you to the online animation tool 'Powtoon', a fun way to create short videos using cartoon characters that you can use to showcase your library, your services and your collections. You can then upload them to YouTube and add them to your school website or intranet. These videos are easy to make and will engage your students and impress your colleagues.



Making the most out of SCIS

Les Kneebone, Metadata Services Manager | National Online Services,
Education Services Australia

[Bronze sponsor 2015 conference](#)

BOK: 5, 7

This workshop briefly outlines the services that the Schools Catalogue Information Service (SCIS) currently provides to Australian and New Zealand schools. Participants will enhance their understanding of SCIS as a database of consistent catalogue records for education resources, created to agreed international standards.

The workshop will

- Explain our approach to growing the collection
- Demonstrate search of SCIS OPAC
- Showcase methods for accessing records
- Canvas our social media channels
- Outline innovations and roadmap
- Encourage local feedback about SCIS services

Time will be allowed for questions and comments about how SCIS fits into the big picture. SCIS needs to understand how to best serve schools within an evolving supply chain to New Zealand schools. Feedback on where SCIS can improve its relevancy in the NZ school sector is most welcome!



Building reading warriors: Engaging boys in reading

David Riley, Drama Teacher, Tangaroa College/ YA Author, Reading Warrior
BOK: 3, 4

The aim of the workshop is to share creative ideas to increase boys' engagement with reading. Topics covered will include:

- my experiences as a reader, a reading teacher and a writer of books for boys
- strategies to encourage boys to read for pleasure
- a way of teaching reading comprehension skills using sports concepts

There will also be a time for questions so attendees can share and investigate issues most relevant to their own experiences.



KEYNOTE
Tuesday 29 September
9.00am

Modern Maori learning

Janelle Riki

The keynote will discuss and explore ways in which library staff can engage with and support Māori students and their whānau towards educational success. The presenter will explore how students can and are using digital technologies to guide and aid learning as well as share some strategies and online tools to support this. This keynote will describe the skills and attributes required of new millennium learners for their future and share ideas about how we can help support students on their learning journey.

WORKSHOP FOUR

Tuesday 29 September

10.15am



Preparing Students for success in a world of ubiquitous connectivity

Helen Stower, Curriculum Leader – iCentre and Kathryn Schravemade, Teacher / Librarian, Mount Alvernia College

BOK: 1, 2, 4, 7

The concept of Digital Citizenship continues to be increasingly important in the digital age, particularly with the onset of BYOD 1:1 programs in schools across Australia. The ability of students to learn using networked technologies and their preparation for success in a world of ubiquitous connectivity requires a philosophy of digital participation. With the emergence of mobile devices and social media, participation in online environments has increased exponentially and an online identity is now a social norm. When developing an understanding of learning in the digital age, it is important that students know about the benefits of online participation. We believe a Digital Citizenship programme that makes students cognisant of this fact and supports them to build a digital footprint that showcases their learning, interests, talents and successes, will open rather than close doors to their future. Digital technologies also facilitate the creation of online networks that enable communication and collaboration and, in order for students to harness these possibilities; the use of social media platforms to build learning networks is essential.

This presentation will discuss an interdisciplinary approach to Digital Citizenship that focuses on the opportunities afforded by digital and social media, rather than one dominated by fear of failure or aversion to risk.

Participants will leave this session with:

- relevant research to support a Digital Citizenship programme in their school setting,
- a sample Digital Citizenship programme mapped to relevant ACARA, and ISTE standards,
- an awareness of tools, applications and learning taxonomies that will assist them in the development of a Digital Citizenship programme.



eBooks and online digital content – from searching to management

Tricia French, Business Support Manager and Bonnie Barr, Product Representative, Access-It Software

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BOK: 2, 4, 7

Note: This workshop will be using Access-It to illustrate eBook and online digital content strategies.

EBooks

- How to manage free and subscription-based eBooks
- How to promote eBooks, and using eBooks to promote the library
- Mobile app and the use of eBooks
- Non-fiction eBooks as an additional option
- eBooks and reporting
- Promoting eBooks to principals

Online Digital Content

- Encouraging information literacy via the use of EPIC and One Search
- Help your students discover images, videos, and peer reviewed articles.

Pulling it all together and making it visible

- Keep your library visible to students, staff and the community



How To Engage Learners In Your Library - A Focus On Digital Learning Experiences

Sarah Tiplady-Scurr, Learning Specialist, Christchurch City Libraries, South Learning Centre

BOK: 3, 4, 7

When groups or classes come into the library, how do we run a successful session with relevant learning outcomes and exciting activities?

During this workshop we dive into how to plan and teach a successful lesson in your school library. We will look at some teaching tips on how to run a successful lesson and then we

will model a practical session on 'What is a Library?', a planned learning experience aimed at primary school students covering:

- A QR code treasure hunt tour of the library
- How to make exploring the library website and online databases interesting
- The secret of the coolest library tour ever

We will also look at other library based lesson plans that cover Information Literacy and Cyber Citizenship. We will explore examples of engaging digital and non-digital activities to reinforce learning including tried and tested ipad apps for whole class and small group literacy activities.

Throughout this session you will receive tips on how to plan and prepare lessons, how to create links with your students and ideas on how to create relevant activities for lessons. At the end of this session you will take away a toolkit (including lesson plans) on how to facilitate a successful learning experience in your library.

Sarah Tiplady-Scurr is a Learning Specialist at South Learning Centre with Christchurch City Libraries. Before this she was working as a Primary School Teacher and ICT Co-ordinator at a small diverse inner London school. Sarah has her Masters in Education (Hons) from Canterbury University where she specialised in Literacy and E-Learning. She also has a Bachelor of Arts (Ed) and Bachelor of Teaching and Learning (Primary). She has three small girls, a cat called Rosie and a love of overseas travel.



Spicing up summer: the Queen's High School summer reading journey

Carole Gardiner, Librarian, Information Centre, Queen's High School
BOK: 3, 4, 7

In 2012 Queen's High School ran its first Summer Reading programme as a trial with 37 students. The feedback was incredibly positive and the trial was very successful, so much so that the programme is now heading into its 4th year and the numbers taking part continue to grow. This presentation will focus on the Queen's High School summer reading journey, on the goals that were set and how low cost and manageable ways were found to achieve them. It will show you what evidence you can collect to assess the success of a summer reading programme and its impact on students' levels of achievement and engagement with reading. And it will illustrate why you should take the plunge and establish a summer reading programme in your own school, or for those who already have existing programmes, provide some new ideas and fresh enthusiasm to enhance the summer reading experience.

This presentation is an updated version of one given as part of a group discussion at the SLANZA Otago Weekend School in Dunedin in July 2014.



Genrefication at Christ's College Library

Linley Earnshaw, Librarian, Christ's College

BOK: 1, 3, 4, 8, 9, 10

The paper considers the background behind genrefication and examples from other schools that have made a successful move to this method of shelving fiction. It then looks into the rationale and motivation for the Christ's College Library to adopt this idea and rearrange the fiction collection. The process of genrefication is then explored in detail including the gathering of ideas from other libraries around the world and the adaptation of the ideas to fit the Christ's College collection. The physical process of carrying out the reorganization is detailed including: defining the genre; weeding; availability of staff. The paper discusses problems with the way the software displays the new layout and the database manipulation required to maintain quick and easy access to items. The new layout is demonstrated with a visual presentation and a discussion of the merits of various methods of signage. There is a look at the way the new collection was promoted to the students and staff and the way it was shared with colleagues in New Zealand and the idea of sharing of knowledge in future. The paper goes on to examine the next steps required to close gaps in the collection and the benefits of extra shelving. Finally there is a look at the success of the new layout and a look at what could have been done differently.



No HTML Required – the basics of building and maintaining your own library website

Brett Moodie, Library Manager, Wellington College

BOK: 3, 4, 7

A great library functions as the central hub for learning and knowledge within the community it serves. A great library website is the online auxiliary; providing a pathway to all digital content, outlining basic library information, and allowing users access to services 24/7. It need not be complicated; in fact, the simpler the better. Less is more and the power of the visual over text-heavy instructional material wins every time.

This workshop focuses on the basics of website construction, design, and maintenance. No prior knowledge of HTML is required. If you can create a Facebook account, you can create an appealing and functional website that will engage users, drawing them into the digital and physical library space.

Using specific examples, Brett will take participants through a step-by-step guide to establishing and managing a library website - from selecting and personalizing themes, to populating it with content. Participants will also gain practical tips on updating and managing their website, linking to social media, blog posts, website promotion, and more! Basic digital literacy skills required. BYOD essential.



Professional Registration – essential, or nice to have?

Elaine Sides, Chair, LIANZA Profession Registration Board
BOK: 1, 10

Professional registration was implemented in 2007. Five years later, the transition period came to an end, and the scheme matured. Between 2007 and 2013, several internal reviews were completed and changes were made to simplify the revalidation process, the amount of information available, and how the scheme was administered. In August 2014, Dr Brenda Chawner surveyed the profession and findings were shared, and discussed at a workshop at the 2014 LIANZA Conference.

In early 2015, an external review of the professional registration scheme was undertaken. This covered all aspects of the scheme – registration and revalidation process, Code of practice, Body of knowledge, Board structure, relationships held by LIANZA in relation to the scheme, benchmarking the scheme against other schemes, and the review process of NZ Library and Information qualifications. Recommendations on the future direction of the Professional registration scheme were made, and approved by LIANZA Council. Since then several changes have been implemented by the Profession Registration Board.

This workshop will provide members with an update on these changes, discuss the impact these may have on new and existing professionally registered members; and provide a forum for further feedback and questions.

Audience - Library and information professionals who are registered, or are considering professional registration.



Raising the profile of your library by having fun

Michelle Simms, Library Manager and ICT Coordinator, Te Totara Primary School
BOK: 3, 4

Bringing an element of fun and playfulness to your library's programmes and services can raise its profile with students, staff, the community and the B.O.T. It can also bring smiles to your own day.

This workshop will explore the different kinds of fun and the educational benefits that can arise when students are allowed to have fun. It will look at how to find the time to bring fun into your library and how to make sure people hear about what you are doing. It will also give lots of examples from a primary school setting. These include fun things to do with summer lending, book clubs, signage, book selection, student librarian programmes, library skills sessions, and book promotion.

Michelle Simms is the Library Manager and ICT Coordinator at Te Totara Primary School in Hamilton. She is the treasurer for SLANZA Waikato/BOP and a keen blogger (www.goodkeenlibrarian.blogspot.co.nz).

WORKSHOP FIVE

Tuesday 29 September

11.30am



7 vital details your boss expects you to know about digital literacy

Sally Pewhairangi, Executive Director, Finding Heroes
BOK: 1, 4, 7

Two recent developments, the *Future-Focused Learning Report* and the *Result 10: Blueprint*, indicate that the New Zealand education sector and the New Zealand government expect New Zealand library staff to be digitally literate.

In 2014, the New Zealand [Future-Focused Learning Report](#) suggested school libraries “take a stronger leadership role in using digital technologies to target achievement outcomes for at-risk students” and public libraries “offer digital literacy training programmes and internet connectivity”.

The goal of the [Result 10 Blueprint: a strategy for digital public services](#) is that by “2017 an average of 70% of New Zealanders’ most common transactions with government will be completed in a digital environment”. Public libraries are expected to contribute towards this goal by providing access and assistance to those who need it.

Due to their national significance, your boss is highly likely to read these reports or attend a presentation where these reports are discussed. It therefore seems inevitable that questions will start to be asked about what digital literacy means, in a practical sense, and how we can measure and improve the digital literacy of all library staff so that libraries *are* capable of meeting these expectations. Rather than duck for cover this presentation aims to provide you with some answers so you can respond to your boss with confidence.

This presentation will also describe the benefits of an online learning solution (to be launched in May 2015) aimed at teaching library staff digital literacy skills through self-paced, facilitated online courses that can be completed in just 60 minutes.

Sally - With over 15 years’ library experience, Sally has worked in a range of libraries and through her business Finding Heroes, is on a mission to encourage more “dare to do different” conversations amongst New Zealand library staff as she believes there is so much we can do together, as individuals to make our lives easier and of greater relevance to our customers. Sally believes in working with others to bridge the gap between people and possibilities.



Tertiary Prep Programme: Transitioning from secondary school to tertiary education

Senga White, Research & Learning Coordinator, Southland Boys' High School

BOK: 3, 4

The Tertiary Prep Programme is a series of lessons designed to support and enhance teaching and learning within the senior curriculum. It aims to deliver a flexible tutorial-style programme focussing on skills required for a successful approach to concepts of research, critical thinking, organisation and study skills at the senior level of secondary school, while also preparing students intending to continue with their education for the rigours of academic learning and research.

Following six years of research and development, The Tertiary Prep Programme (TTPP) has now been tried and tested in several New Zealand schools. As well as looking at the background and pedagogy surrounding TTPP, this workshop is designed as an opportunity for attendees to explore the framework of this programme and the context in which it could be developed and delivered in their own schools.

Teachers, librarians, school leaders or teams from schools attending the workshop will be encouraged to consider the implementation steps for integrating TTPP into their curriculum planning for 2016 and supported through this process by programme designer Senga White after attendees return to their schools.



Pathways to support Modern Māori Learners

Janelle Riki, SouthTeam Leader, Learning with Digital Technologies

BOK: 1, 3, 11

This workshop will explore responsive practices that can support all students and their whānau. We will discuss how the Treaty of Waitangi Principles can help form a framework for improving partnerships between schools, library's, whānau and students. During the workshop participants will consider how to implement a Community Responsiveness plan that will ensure positive outcomes for all.



Libraries in Aotearoa

Joanna Matthew, Executive Director, LIANZA

BOK: 1, 6, 10

In 2012 LIANZA through a comprehensive survey of its membership identified three strands of work needed to strengthen the Library and Information Profession in New Zealand. One of these focused on developing the “brand” of libraries to ensure that libraries are considered an essential service in New Zealand society.

LIANZA has been working with BRR – an Auckland design agency – to arrive at a brand that resonates with the profession in New Zealand and can be used as a foundation for promoting our libraries and our library and information professionals. This workshop will briefly outline that brand, talk participants through the journey to arrive at the brand, and then get input into phase two – our community engagement packs.



World Book eBooks

Catherine Hain, Sales & Marketing Manager, School & Library Division,
Forward Learning (World Book) Pty Ltd

Bronze sponsor 2015 conference

BOK: 2, 7

This workshop provides an introduction to the features and benefits of *World Book eBooks*, a premier collection of highly illustrated, engaging titles that supports a span of curriculum areas and reading levels. Subscribers to *World Book eBooks* receive unlimited simultaneous access to all of the books in the collection. A subscription includes automatic updates to an ever expanding collection and revisions to eBooks on our user-friendly, web-based platform (available on any computer via all current Internet browsers). All titles support the EPUB3 standard enabling interactive features such as educational games, audio and video to enhance student understanding of the content in addition to note taking, highlighting and bookmarking. Complimentary features such as the advanced search option enables site users to search via book title, series title, subject, interest or year level, and more. Compatible with all iPads and tablets.

All attendees will be provided with a FREE one month trial of the product.



Digital Footprints! You are what you click

Dinah Warren, Director of Library and Information Services, Waimea College Library

BOK: 1, 2, 4, 6

Changes in pedagogy and teaching practices alongside societal changes have resulted in us throwing technology at our students. Where it used to be an option, now in many schools BYOD is compulsory, technology is used across the curriculum, students are joined at the hips (or ears) to their phones and devices, social media is the new community playground and all of this is available continually during both school and leisure time.

Society as we know it today has slowly developed over thousands of years and the rules, laws and responsibilities have evolved from the demands, experiences and consequences of our resulting democratic society. Digital Citizenship is a new global realm and the laws, morals and responsibilities are still evolving and our students are the pioneers of this new society. Are they equipped for this responsibility and are we leaving them to navigate their way alone? Technology is generally conducive to learning but is anyone in your school taking responsibility for guiding your students back to the basics and demonstrating guidelines, rules and safety measures? Who, if anyone is teaching about the rights and responsibilities of a good Digital Citizen?

My presentation aimed at year 9 students is part of our library orientation programme and has been used successfully in all year nine classes for the last two years. The programme starts with an introduction to digital citizenship and progresses through the topics of: positive digital footprints; 'who is searching who" on Google; the uses and abuses of social media; online safety; and cyberbullying. The lesson is designed to be interactive so students are encouraged to contribute and share their experiences and stories. It also includes two videos which are freely available online. This workshop demonstrates an opportunity for School Librarians to lead the way in providing direction and education while supporting their schools to create, responsible, caring and ethical digital citizens.



Using customisable online quizzes to engage students with information literacy learning

Sarah Coursey, Library and e-Learning Centre Manager, St Margaret's College
BOK: 2, 4, 6

Sometimes there is nothing like a self-paced, hands on activity or some healthy competition to help our students learn. With BYOD becoming more and more common, it is the time to take opportunities to embrace tools that allow you to create exciting activities that utilise this technology and teach your library users about information literacy.

This workshop will show you online tools that I have used with success in my practise to inform students from all year levels about using their library effectively and to develop their information literacy skills in a fun and engaging way. Learn how to make a self-paced, informative activity with Socrative (www.socrative.com) that will introduce your students to your library systems. Check out how to create a competitive quiz with Kahoot (www.getkahoot.com) that will get your students practicing using information literacy skills and resources that will be useful to them throughout their school life. Customise both of these tools with pictures and questions that make them relevant to your library and what you wish to communicate.

Socrative and Kahoot are both free web-based applications that are compatible with computers, tablets and smartphones. Kahoot is best used with a projector and big screen.



Words and Pictures. Finding a critical vocabulary for Graphic Novels

Greig Daniels, Librarian, Tokomairiro High School
BOK: 3, 4

This session is to introduce a way forward to assembling and creating a creative and critical vocabulary for talking about graphic novels. This is an introduction arising from students need for responses to graphic novels for reading responses in senior NCEA English. It is about finding a way to talk about author intent, graphic style and setting up critical ways of thinking about the unique ways graphic novels tell stories.

The session will cover theories of the comics format, useful terminology, and some of the creative methods used in writing and drawing graphic fiction, as well as examining some of the aspects of the craft. There will be a focus on one or two specific stories to underline choices the writer/ artist makes when creating graphic fiction.



Growing Readers – Working with Print Disability - A Growing Experience

Sue Jamieson, Librarian/Hillary Small Group Leader, Te Puke High School
BOK: 3, 4

Seven years in Melbourne with the Vision Australia Information Library Service , supplying library services to the Print disabled community across Australia was a huge growing experience!

My return to New Zealand saw me take up a new role at the Te Puke High as Librarian. I was also given responsibility for a Small Group. Small Groups meet daily for pastoral time. Within my Small Group is young Miss X, a Year 13 student who is completely blind and has been since birth. She was delighted to hear of my background and similarly I was delighted to have her. Since that time I have watched and learned about the differences and similarities in the New Zealand services to the blind and have been able to encourage Miss X in her quest in finding new avenues for reading and learning. She is now 18 and not a very independent 18 year old so she has returned to school for a second year 13 to ensure her independence and living skills are increased to assist her entry into the adult world and possibly a place at Kick Start, Auckland. During my time at Vision Australia our main message concerning Braille was that for a very young blind person to learn Braille was the fundamental of learning literacy and if this was not taught the concept of reading would not be understood.

My paper will also cover the devices, apps and general resources available for the blindness community and will also give me the opportunity to share with others my experiences within the print disabled community both in Australia and New Zealand in a position that I just happened on. My previous Librarianship in New Zealand was that of Primary/Intermediate School Librarian and Public Libraries in Te Awamutu and Putaruru

WORKSHOP SIX

Tuesday 29 September

2.00pm



Great ways to enhance your library practice with Google Apps (Google is not just . . . IT)

Karen Clarke, Library Manager, St Pats College Wellington and Clare Forrest, Library Manager, Raroa Intermediate
BOK: 4, 6

Are you a Google Apps school or is your school thinking of going down the Google route?

Would you like to make the most of the Google tools at your disposal – Gmail, Google Docs, Forms, Presentations, Sites and Blogger?

Come and check out some ways school libraries can be digitally savvy and provide the best possible service for our staff and students using these tools.

Bring ideas to share – using Google tools, of course.



Creative Commons and Open Educational Resources

Elizabeth Heritage, Communications Lead, Creative Commons Aotearoa New Zealand
BOK: 1, 2, 4, 7

Ever wondered how to share, adapt and reuse free and open educational resources online, without asking permission or breaking the law? Matt McGregor from Creative Commons Aotearoa NZ will show you how.

Come along to learn how Creative Commons has been used to encourage sharing, collaboration and reuse in New Zealand schools, from the legal sharing of teaching resources to the rise of digital storytelling among students.

At present, Boards of Trustees own the copyright to every resource teachers make in the course of their employment. By sharing these without express permission (including taking resources to a new job), kiwi teachers are legally infringing copyright.

As a solution to this problem, Matt will discuss the ins and outs of copyright and Creative Commons licences, and will point to the adoption of a Creative Commons policy by nearly 100 schools to enable legal sharing and collaboration. Matt will also demonstrate how to search for the more than 880 million works already available under a Creative Commons licence, including research, data, music, images and film.

Specially developed and updated resources and toolkits are available, and there will be plenty of time for questions



Tips and tricks for developing info-savvy students – getting the most from the digital harvest

Kay Oddone, Librarian, ResourceLink, Brisbane Catholic Education's information and resourcing centre

BOK: 3, 4, 6

Students conduct most of their research online, and use the internet as their number one source of communication in their daily lives. Despite this, many lack the critical literacy skills necessary to evaluate the results of their searches effectively. This workshop will investigate tools and strategies to enable critically appraisal of web resources, so that they can effectively sort the wheat from the chaff in the digital harvest.



To “e” or not to “e”: electronic textbooks in schools- a pedagogical approach

Christopher Warren, Library Manager, Schol's Library

BOK: 1, 6, 10

With the growth of Bring Your Own Technology, many schools are turning to electronic versions of textbooks.

Research into the use of electronic forms of textbooks is problematic for several reasons

- The technology is new so there has been insufficient time for rigorous academic study of the impacts of technology on learning
- There is a plethora of non-academic “research” that is tainted by confirmation bias (Luddites vs E-vanagalsists)
- E-textbooks are a mix of online resource, which should be viewed critically, and a textbook, which is often presented as highly valid and reliable source that is subject to less scrutiny by students.
- There are many different “delivery” methods for e-books: pdf, interactive pdf, html, learning object, app.
- E-texts have different levels of interactivity
- The publishing, marketing, and distribution models for e-texts are in a state of flux
- The financial advantages and disadvantages of e-books depends on a school’s clientele
- The multifaceted nature of eBooks has conflicting research in terms of motivation, optical issues, comprehension, metacognition and societal expectations

This means that any decision made by an educational administrator is bound to be the wrong decision in the eyes of some. To achieve an optimal outcome, it is important to consider the research that is available and to then tailor a school’s choice of e-textbooks (or not) to individual circumstances.

The aim of this literature review was to identify research to support teachers in the adoption of electronic textbooks (e-texts) in high schools using BYO technology. By identifying any potential limitations of e-texts, teachers will need to develop and implement any strategies to ameliorate these limitations. By identifying strengths, teachers will be able to develop activities that take advantage of these strengths.



Growing Readers: Lessons from China

James Henri (Prof), Consultant, School Chen Yet Sen Family Foundation
BOK: 3, 4, 9

For the past decade the CYSFF has initiated and been witness to a great change in attitudes towards reading and school libraries in primary schools across China including: The Mainland, Hong Kong, Macau, and Taiwan. This presentation will consider the transformation and how key stakeholders including Patronage from Local Education Authorities, Professional Associations, Training Providers, Publishers and Book Sellers, Principals Attitudes, NGOs, and Parent Expectations, have changed to enable shifts from mere memory, textbooks, and testing, towards a thirst for understanding, and reading for enjoyment and deep learning.

Once we might have thought that The West could educate the Chinese but right now it is The West who can learn from the Chinese.



Promoting reading at Ashcoll

Anne Williams, Teacher Librarian, Ashburton College

BOK: 3, 4

"A good library will never be too neat, or too dusty, because somebody will always be in it, taking books off the shelves and staying up late reading them." Lemony Snicket

This workshop will involve discussion and the sharing of practise. I will showcase some of the strategies we use to promote a wide reading culture in our library. This will include such things as: book knowledge, display, the collection, library visits, help guides, using competitions and promotions, the environment. Workshop participants need to be prepared to share at least one strategy that they use in their library to promote reading. All ideas will be collated into a google doc to be shared.



Recent children and young adult literature

Bob Docherty, Literary Blogger, Bobs Books

BOK: 4

What's new, interesting, controversial, essential and just plain good reading in the world of children and young adult literature. Readings and book talks from recent titles for all levels. A list will be available.



Schools Online Thesaurus (ScOT)

Les Kneebone, Metadata Services Manager | National Online Services,
Education Services Australia

BOK: 7

Schools Online Thesaurus (ScOT) has been developed in response to diverse description and retrieval needs. Curriculum frameworks in multiple jurisdictions (within Australia and New Zealand) have informed the high-level structure of the ScOT hierarchy. Various content projects, including the Le@rning Federation and Schools Catalogue Information Service (SCIS) have provided the necessary literary warrant for terminology updates. ScOT has been deployed in various education repositories where it has enhanced search and navigation features, notably Scootle and Digistore.

In the last few years ScOT has become embedded within curriculum frameworks. As the key subject indexing language of the Australian Curriculum, ScOT has become an indispensable metadata resource for content publishers and cataloguers in Australia. Because ScOT is used within machine-readable curriculum frameworks, it can be used to create links between curriculum objectives and education resource collections.

In this workshop a roadmap for further ScOT development will be canvassed, including how ScOT can better engage with New Zealand curriculum frameworks and education collections.



Trends and Future Directions for School Libraries

Lyn Walker, New Zealand Business Account Manager, Softlink Pacific
Gold Sponsor 2015 conference

BOK: 1, 9, 10

The presentation covers findings from the Softlink 2014 Australian School Library Survey including budgets, staffing, library access, electronic resource use and feedback themes, "the 7 top challenges facing school libraries" These findings are relevant to the challenges facing New Zealand School Libraries.

This year Softlink received its largest response for any single year with 1,380 survey submissions from a wide range of government, Catholic, independent primary, intermediate and secondary schools (1,267 schools in total).

Topics explored in the survey include:

- Your school library and school's objectives
- How school libraries are resourced – budgets and staffing
- The role of the library within the school community
- Library trends and emerging issues – eBooks, digital devices and accessibility
- Library industry and professional development
- Viewpoints on opportunities and challenges for the next 12 months

The presentation will explore the impact of budget trends on school library objectives and educational opportunities. Key feedback themes as provided by participants in the survey,

will be presented. These include themes relating to the challenges faced by school libraries and emerging trends.

Continued investment in school libraries is integral to delivering the New Zealand Curriculum. The 2014 report findings support that there is a positive relationship between budget, staffing and student achievement. The findings indicate that literacy levels are higher for those schools that support and invest in their school libraries, staffing and resources. As schools move from teacher centred to student centred pedagogy, the impacts of digital literacy and eLearning programs will continue to evolve the role of libraries, Librarians and Teacher Librarians. In today's digital world, initiatives for the discovery and delivery of learning resources will require investment to support 21st century eLearning programs and resource the National Curriculum.

Audience:

- This presentation is aimed at school libraries.
 - School librarians, primary and secondary school teachers and children librarians.
-

STYLIST WORKSHOP
Tuesday 29 September
3.15pm

Creating a workable wardrobe that you love

Esther Vallance

This session will focus on the process of decluttering your wardrobe and how to sort and let go of items within it that restrict the ability to mix 'n' match your garments. We will look at how to identify gaps in your wardrobe, and ways of creating a 'look' for yourself that is workable, likeable, manageable and enjoyable. This is a fun workshop that will inspire you to have a massive clear out to make room for purchases that work well for you. We will also look at how to create a capsule wardrobe with a style theme, as well as some hints and tips on colour and body shape. Examples of capsule wardrobes will be brought along to this session to visually assist in inspiring you to see that less is more.



KEYNOTE

Wednesday 30 September

9.00am

Beyond the Buzzword

Kay Oddone

Access to new tools and technologies allow students to explore and create in ways never before possible. As libraries are reimagined to become spaces of innovation, invention, investigation and collaboration, designing a makerspace which enables this interaction may be appealing, yet appear out of reach.

This keynote will take participants beyond the buzzword, to explore why a makerspace might be a great addition to the library, what a makerspace actually is and how to develop one. Participants will leave with practical advice and access to a wealth of information, so that they are able to make informed decisions about hosting a makerspace, and creating a space that truly reflects their own context.

WORKSHOP SEVEN

Wednesday 30 September

10.30am



Sowing Digital Seeds with video in the classroom: supporting educators with video resources

Jonathan Fredman, Manager - Director of Infobase Learning Australia

[Bronze sponsor 2015 conference](#)

BOK: 3, 4, 7

Video is everywhere these days – streaming into your classroom, onto your student’s devices, and on your library’s website. But how do you find the right video to use at the right time? How do you weave it seamlessly into your curriculum for optimal impact? And how can you ensure that students are absorbing what they are watching? This session will share real-world tips from educators about what really works when it comes to using streaming video for education in today’s connected world.

Session Participants will...

1. learn how to successfully integrate video assets into their curriculum
2. develop an understanding of how educators are utilizing video content in Flipped Classroom’s to ensure student success
3. take away 10 real-world tips for using video as an educational tool

In order to showcase a wide range of real-world tips, a variety of video resources will be demonstrated during the session. These include some video resources from the presenter's company (Curriculum Video On Demand, Learn360) but also resources freely available online.

This presentation is not a sales pitch - the focus will be on the methodology of using video to support various classroom models, not on the video resources themselves.



Everything ebook

Alison Hewett, Junior School Librarian, Information Specialist –
Collections, Kristin School
BOK: 2, 4, 7

Kristin School has one of the largest and most successful digital lending programmes in an Australasian school. Kristin has partnered with OverDrive, Mackin.com and Proquest EBL to provide a variety of digital content to students from Kindergarten to year 13. Understanding ebooks, how they are published and offered to schools is an important part of successfully introducing digital content into your collection regardless of school size, budget or technology adoption..

Attendees will learn more about:

- The different digital lending platforms available to NZ school libraries
- Why it is impossible to get a 'one size fits all platform'.
- The differences between publisher lending models and how these affect your collection development decisions
- What are geographical and digital rights and why are these important to understand?
- Discovery, marketing, promotion and the importance of metadata
- Critical success factors
- Collaboration with the public library
- Use of digital resources with ESOL students and students with reading disabilities



Digital Tools for Dynamic and Efficient Curation

Julia Smith, Qualified Librarian, Kerikeri High School
BOK: 2, 3, 4, 7, 8

Librarians stand in a unique position within their school communities when it comes to content curation. Being able to find, select, organise, annotate and share digital information is a valuable skill much in demand by teachers. I'll share with you the benefits of curation, as well as strategies and examples on how to curate thereby providing another vital resource for your school and strengthening your own position within it.



Smart Communication - on line and in your pocket (How to get a library website up and running)

Tracy Westall, Senior Librarian, Diocesan School for Girls

BOK: 2, 3, 4, 7, 8, 9

Diocesan School for Girls library staff identified the potential of adding a one-stop shop online facility to provide a streamlined comprehensive access portal for students and staff to utilise in assisting with their academic research. The concept was based upon the knowledge that all of the students/staff utilised online resources (the school has a BYO policy and easy access Wi-Fi). This is the preferred methodology for projects and research requirements. A decision was made that a website created by the library staff would be the most efficient mechanism to host this resource.

Research into existing web sites provided an insight into what we envisaged Diocesan's Library web site would offer. We gained an understanding of the format and scheme that should be utilised. A working party was formed consisting of library staff, IT and students. This group was to determine specific needs, time frames and procedures. A plan was devised together with a timeline and target dates. During the process we realised that an element of flexibility would be required to complete the project. The project was completed by library staff on time and was launched online but still requiring further content and format. After the website launched staff feedback started to arrive. We were then able to start adding relevant content which demonstrated our responsiveness and ability to quickly incorporate staff needs.

The site became operational in January 2014 and is proving to be a success amongst students/staff.

This is not a start and finish project, it is in fact an on-going organic living entity that requires input and constant updating by library staff to maintain its relevance as a resource. In future the site has the ability to become proactive rather than reactive in that a working relationship has been established between stakeholders, who will provide input to ensure the site meets upcoming needs and aligns with the academic calendar.

Audience: - Everyone



Twenty-five years of growing readers and nurturing their librarians

Gerri Judkins, Librarian, Southwell School

BOK: 3, 4

Currently job sharing with Julie Huggins, I am in my 18th and last year at Southwell school in Hamilton. Wanting students to anticipate interesting library sessions over a possible eight years, we provide new books and new themes weekly, and link to each term's school-wide

“Big Idea”. Because we want to be part of each student’s reading journey we undertake surveys, have a Book a Book Book for individual requests and issue to the students to enable conversations about series, genres, authors and selection. We treasure and highlight our authors and illustrators and those who bring them to us – publishers, New Zealand book sellers and reviewers e.g. Magpies Magazine.

In this presentation I will share ideas, developed over twenty five years, for growing readers through Primary, Intermediate and beyond and nourishing their school librarians. Featured will be whole class and one-on-one readers advisory, Book Weeks, the Kids’ Lit Quiz, The New Zealand and Pacific Picture Book Collections, Writers in Schools and other NZ Book Council initiatives, The National Library and taking every opportunity to bring children, parents, librarians and teachers in contact with authors, illustrators and storytellers.

Step beyond our shores and join IASL – the International Association of School Librarianship and take part in their International School Library Month programme. Consider attending the 2016 IBBY Congress <http://ibbycongress2016.org/>. IBBY, the International Board on Books for Young People, presents the biennial Hans Christian Anderson Award won in 2006 by our own Margaret Mahy.

Consider opportunities for community involvement by bringing other schools, public libraries, literary focused organisations and individuals together to celebrate the lifelong joy of reading. Be the heart of children’s literature in your community.



Zhooosh up your Book Club and Create Social Scribblers

Carrie Bouffard, Library Adviser, Services to Schools, National Library of New Zealand

BOK: 2, 3, 4

When Dickens wrote “It was the best of times, it was the worst of times” he was obviously talking about school book clubs! There are few things as magical as seeing students engaged in passionate discussions about books, but keeping them on task and coming up with new ideas can be a constant challenge.

During this session we will discuss expectations, overcoming Dead Poets Society envy, and plenty of practical ideas to inject some pizzazz into your book club and make it a fun and sustainable experience for you and your students. We’ll touch on promoting reading, creating displays, choosing books, outside the box discussion topics, bookish crafts, worldwide events you can hook into, and, of course, the all-important food question.

I will also discuss how you can choose social media and other online tools to help your students explore their own writing and expand their reading lives. You can set up virtual classrooms, create communities, and guide your students toward a wider world of people

who are passionate about reading and writing. Adding a virtual aspect to your club will allow you to reach students in a new way and give them the resources to become lifelong readers and creators.

The focus will be on having fun, being creative, and building a strong bookish community of readers and writers at your school.



New frontiers with genre

Les Kneebone, Metadata Services Manager | National Online Services,
Education Services Australia

BOK: 5, 7

SCIS has updated its cataloguing practice towards a more consistent and defined approach to fiction genres. Like subject headings, SCIS genres exploit thesaurus construction rules, being enriched with synonyms, scope notes and relationships to other genres..

SCIS is exploring use of a semantic web platform to publish genres as linked data, therefore supporting alignment between school collections and other vocabularies, collections and curriculum frameworks.

This workshop will look at how SCIS supports a universal, standardised yet flexible approach to genre management. Possible solutions for school libraries that leverage genre data will be canvassed, including support for alternative shelf organisation of fiction works. Time will be allocated for questions and comments.



Information Literacy in the transition to University

Alison McIntyre, Academic Liaison Manager , University of Canterbury
Library

BOK: 2, 3, 4, 5, 6, 11

UC's vision is People Prepared to make a Difference: Tangata Tū, Tangata Ora.

The Library works with students so that they are prepared to succeed in their chosen academic programme and in their future lives. The Library aims to support transition to

University by providing community spaces where students feel validated and inspired; Incremental skills tuition to enable their academic success; Easy access to quality information resources; Personalised information and enquiry services. The Library's goal is that every student should have these opportunities during their time at UC.

The University of Canterbury currently has multiple programmes and strategies in place for achieving this including: Orientation and induction programmes for students new to UC, the new Library 101 programme, embedded Information Literacy tuition and the UCPathways programme. In addition to face to face initiatives, we also offer online support through our curated portal of subject guides and via AskLive.

Values that inform our practice, include making a difference for every student, demonstrating manaakitanga in our interactions with students and staff and being aware of values associated with the concept of Ako- being both teacher and learner and encouraging Tuakana Teina learning relationships within our teaching spaces.

That's the strategy – but how do students transitioning from High School experience UC and our Library services? What we observe in practice is that there are recurring themes around what first year students require. Common and recurrent enquiry or teaching topics include, evaluating assignment and essay questions, learning about different source types, evaluating sources as fit for purpose and how to locate and use different types of academic literature. We also teach technical skills, the ability to use library systems and discovery tools, search and discovery strategies and technical skills for Academic writing, specifically referencing.



Advocacy 101: How to make everyone love libraries

Christine Busby, Library and Customer Services Team Leader - Te Puke,
Te Puke Public Library / LIANZA Council
BOK: 9

This presentation will be modified from a talk I gave at Camp Kotuku: LIANZA's Emerging Leaders programme in February this year. There was only one attendee from a School, so there is little chance people will have to listen to the same presentation twice.

It summarises some of my takings from the Library Unshushed MOOC that was offered last year and earlier this year by the University of Toronto.

I'll cover what advocacy means, what advocacy is and is not, how to be a successful advocate for libraries, and some tips for getting your message across. Effective advocacy can result in strong relationships being built with decision makers and stakeholders, and while emergency lobbying has its place, a strong relationship, formed without urgency can be useful to have in

times of change. I have some tips on talking to different groups, and how you can be the most powerful advocate, both for your library, and for libraries in general.

LIANZA is launching a working group around advocacy this year, and it is also a main priority internationally for library associations. I feel it's vital for all librarians to feel confident in being an advocate, not just for their own workplace, but for libraries as a whole. LIANZA has started work on this with the Libraries Aotearoa workstream, and I'll talk about this and how school libraries can use this.

This is a chance for school librarians to hear a cross sector approach to making sure everybody knows how vital libraries are, both now and in the future. While I do not have a school library background, this message is broad enough that it is useful to all. It ties in with cultivating leadership, and the 'big picture' of library management and direction.



KEYNOTE

Wednesday 30 September

11.45am

Moving from a traditional library to a contemporary iCentre

Helen Stower and Kathryn Schravemade

The iCentre concept is to reimagine and move the traditional role of the school library as a provider of information and literature to an iCentre which connects learners with the skills, tools and information necessary for work and success in the 21st century. Our journey from library to iCentre does not involve a brand new building, it involves transformed culture, services and spaces. This is very much a story of trial and error and we don't claim that we have found a model that will work for every school and every library - what we do hope is that we can share ideas and something we have done or experienced will help you on your journey. The story of our journey from a traditional library to an iCentre is not complete. In fact, we hope it never will be, as the essence of our journey centres around continuous transformation.
