

# Conference Dinner

The dinner and Vince Ford's talk was a fitting end to a memorable day at the SLANZA conference at St Peter's. In the evening about sixty of us converged on Southwell Prep in Hamilton to 'eat, drink and be merry'. A very welcoming dining room with fires at either end where we partook of a delicious meal prepared by the chef and catering staff of Southwell. Seated at tables of six or eight, we were able to converse with each other and hear what was being said!

The after dinner speaker, Vince Ford, entertained and informed us about his life, his books, his philosophy and his future. He seems to have a rather idyllic life, although he requires a good deal of self-discipline to write in such surroundings. Vince described his life at Makorori Beach, north of Gisborne where he has the best of a rural and beach lifestyle. Vince emphasised that unless his wife, who is a school principal had a job, he would be unable to enjoy the luxury of being a full time writer.

Vince's next books are going to be quite a different genre from his previous ones, *2much4u*, *Somuch2do*, *A Handful of Blue* and *It's a Try*. Vince has spent some time in Iowa researching the history of the late ice age when they made stone spear points and hunted mammoths, and where Siberia was joined to Alaska. He learned so much from this history, showing us with measuring tape how long the tusks and height of mammoths were! The first draft of this new book was so long it has had to be drastically reduced and sadly doesn't include all his extensive research. Never-the-less we eagerly await its publication. A most enjoyable evening with an entertaining author, thanks Vince.

Gaye Robertson



Vince Ford enjoying the wonderful evening at Southwell without a woolly mammoth in sight.



Johann Williams, Liz Probert and Judi Hancock talking shop at the farewell dinner.



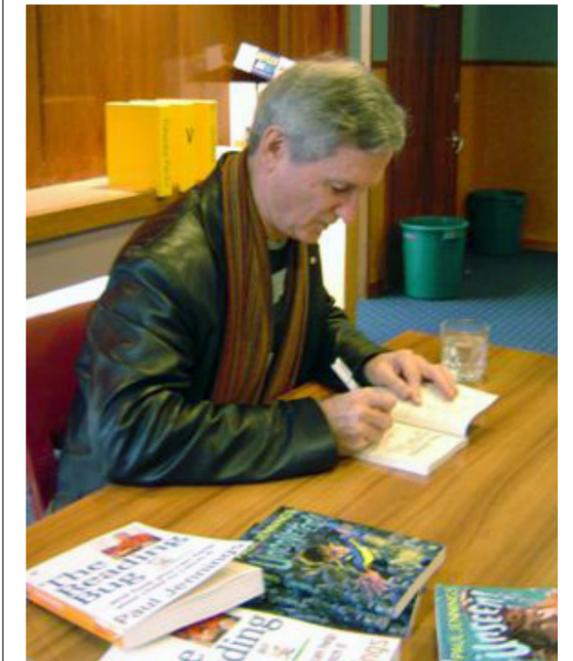
## Cambridge Mini Conference Keynote Address: Paul Jennings

"One of our favourite Australians" is how Pauline McCowan (National Library Adviser - Auckland) described Paul Jennings to the 180 attendees at the SLANZA mini-conference held in Cambridge on Friday 16 July. It proved a fitting tribute for the keynote speaker. In his address, "The Librarian, the Writer and the World of the Child" he proceeded to capture the imagination and enthrall and excite the audience in the same way his stories have won the hearts of children and got them reading over the last 30+ years. In fact any librarian will tell you that Paul Jennings got children reading 'down under' years before J. K. Rowling burst on the scene.

As a teacher Paul said he had always been interested in literature and before his first story "Skeleton on the Dunny" in 1962, he had undertaken a lot of research into "what it is to make a child want to read." He recalled an anecdote also illustrated in his book "The Reading Bug and How to Help Your Child Catch It". At his first book signing an elderly lady asked him to write something in the book which would make her grandson John want to read it. When he had finished the woman walked off looking less than pleased. When his agent asked him what he had written he said he had put "Dear John when you've finished reading this book Grandma will give you \$25.00." However, he was quick to point out that children cannot be bribed if the material is no good. It must be a top story that interests the child.

Paul said that from stories people learn who they are, where they come from, and that they're not alone through the trials, tribulations and personal struggles. They experience the magic of good storytelling. He emphasised what a wonderful thing it is "to create happiness and teach children to read at the same time."

When Paul writes his stories he said he "becomes an eleven year old child." When he was asked by his publisher to write some stories for emergent readers he was unsure if he could be five years old in the same way. However, for his newly published books for younger children he was able to draw on his relationship with his granddaughter and her dog Rascal. Rascal the dog became 'Rascal the Dragon' and one story 'Rascal in trouble' (which he read to the



Paul Jennings in high demand signing books. Judging from the queue every school library in NZ will have a personalised book.

Paul said that in the world today (..libraries and librarians) are still doing something wondrous (putting books into the hands of the child so that they can explore both the rational and the mystical). He said that of all the things libraries do, the great role is to provide books which tell stories.

Paul suggested that computers will never replace books, that the book is a wonderful technology in itself. He said books tell stories better than any other medium and no other medium brings the happiness desired for our children.

In writing stories for children Paul noted that you cannot shelter children from the truth, that there are problems in life, self doubts. "Happiness is not attained by denying a lot of life is unpleasant, death occurs.....fear is not alleviated by oppressing it..."

He spoke of "Charlotte's Web" where death occurs but hope is given, the grave is not the end of the story. When writing he brings writer and reader close to the edge, the critical point of danger to make someone laugh.

However, he stated it is a serious issue that you mustn't hurt children.

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Laughing at fears, he said is one way to overcome them. Some of his stories make children cry. It is a wonderful thing, he said, that a story can have such a humanising effect on us.

Reading stories Paul said, makes us human. "We become someone else...shy, fat, weak...heroes and heroines point us to the stars, make us honourable members of the human family and do all this by entertaining us. All good stories turn us into good people."

Paul said that children should be introduced from the very beginning to moving books. Little ones hear the story of the ugly duckling and experience what it feels like to be left out.

Children can be transformed into caring adults by exposure to caring stories. "Bridge to Terabithia" by Katherine Paterson is another story Paul believed was a powerful influence for good.

Paul illustrated what he had been saying by telling his story of Lenny Lighthouse from "Tongue-Tied". He stopped part way through the story leaving the audience hanging to remark how television and newspapers usually give only part of the news...not the happy endings. Children can grow up believing the world is a dangerous and terrible place because they only hear bad news. He said "we can't pretend that terrible things don't happen in the world but we can tell stories to help explain and give hope." He then concluded his story of Lenny Lighthouse ..... with its happy ending!

Paul finished his talk by reminding us to give honour to what we do....bringing books to children. He said that "somewhere a little girl is shedding a tear whilst reading a book (we) gave her, taking her into shadowy places but knowing that in the end it will take her to a sunlit valley where flowers grow."



Paul, Gerri and Sarah Moore from Penguin.

Geraldine Parker

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**Otago Southland Regional Report**

A well-attended meeting of Otago/Southland region was held in the Kings High School Library in June. At this meeting Jill Barker who had been ably representing our region handed over the torch to a newly elected rep. . A heartfelt vote and message of thanks for Jill from members, in particular her Southland counterparts were read out at the meeting. Mt Anglam, where Jill works, is a victim of the Ministry of Education school review and the school faces a time of great change and uncertainty. We wish Jill well in the future. A committee was not elected at the meeting but several members have opted to be involved.

Our guest speaker at the meeting was well known young adult author Brigid Lowry. She is well known to her audience for her popular books Guitar Highway Rose, Follow the Blue and Space Camp. We learnt a lot about the publishing process, editors, what it's like to be an author and just who decides on the covers of the books you write! It was great and real and we all enjoyed her talk and were grateful for her time.

Getting people together in the winter in our area is a challenge due to travelling conditions and distance, but we are hoping that the lure of irresistible speakers and tiny cakes will encourage people. We have some interesting people lined up to talk at meetings, and we hope to get more members in our area especially from the primary and intermediate schools. Currently we are involved in meetings with the National Library and the Dunedin Public Library on PD for school librarians in areas of mutual benefit and have already has a great session on the EPIC database, there will be more of that to come.

**Chairperson, SLANZA, Southland**

**Tai Tokerau Regional Report**

Highlights of the Tai Tokerau calendar were an address by David Hill at the AGM held in Whangarei on March 25<sup>th</sup>. Then on June 19<sup>th</sup>. Linda Forbes, School Library Adviser, National Library, Wellington provided an excellent workshop "Myths and Legends: Mining for Gold, Untapped Treasures in the 398's". Linda's session was well attended by over forty participants and focused on the huge potential of using indigenous myths and legends to support a multitude of curriculum strands.

**Professional Development Opportunity  
SLANZA Study Grants for 2005**

SLANZA is offering 10 study grants for 2005 to those working in a school library including library assistants, librarians, library managers, teacher aides, and teachers with library responsibility. Conditions of application

- The full cost of a paper will be provided from an approved library education provider (e.g. The Open Polytechnic or University of Auckland) to further training and qualifications.
- Applications are to be supported by a covering letter from the school principal
- Applicants should have been SLANZA members for at least one year
- Applicants should state in writing:-
  - the potential benefits of undertaking this professional development
  - how it will contribute to your role as part of the library team
  - your relevant library experience
  - whether you have completed any other papers
- Supply the name of one referee
- Applications close on 31st October 2004
- Applications to be sent to:

**The Secretary  
SLANZA  
PO Box 36-511  
Merivale  
CHRISTCHURCH**

Download and print the application form from the SLANZA website.

## Waikato Bay of Plenty Regional News

Fifty five members from across our far flung region attended the SLANZA Mini conference in July. The regional committee met at The Loose Goose in Tirau Sunday 15 August for a conference wrap up. Evaluation responses were very positive, especially regarding our keynote speakers, and included some constructive suggestions.

A number of emails and letters were received with comments like “Paul Jennings and Owen Marshall were inspiring (real back to basics stuff –“the value of storytelling”) and the workshops I attended were excellent”, “Wonderful venue, enjoyed the plenary sessions and indeed the two workshops I went to. It is great getting together with like minded people” and “I have returned to school re-focused on keeping a balance between promoting stories as well as information resources”.

A Library Trail is planned for Term 4, in conjunction with the Waikato and Bay of Plenty Library Network groups. Then, to wrap up what has been a busy year, members are invited to a barbeque lunch at Linda McCullough’s home in Cambridge, 1.00 pm Sunday 21 November.

**Gerri Judkins**  
**Chairperson SLANZA, Waikato Bay of Plenty**

## Wellington Regional Report

The Term 2 AGM was held in the recently refurbished Evans Bay Intermediate School Library—an inviting and exciting new facility. Cheryl Harvey, Deputy Principal at Auckland Girls’ Grammar School and a teacher sought after for her presentations based on her metacognition research, then presented on Metacognition and Thinking Skills.

Cheryl gave a clear definition of Metacognition and then outlined the implications for teachers: “In order for students to develop metacognitive awareness they must be taught in a way that encourages autonomous learning and reflection... As the teacher’s role shifts from that of information provider to learning facilitator the students are more likely to become self-regulated, independent and creative, qualities that will enable students to take responsibility for and control of their learning.”

That’s all very well, but how? Cheryl had her totally engaged audience joining dots (yes, really!) and throwing dice in order for us to understand some of our own metacognitive processes (or the lack of them at 5.00 pm on a Wednesday afternoon in winter!), and to illustrate simple ways of introducing “thinking about thinking” techniques to students.

This was a wonderful presentation, with just the right mix of theory, “hands on” and practical classroom applications to take away, think about—and apply to our teaching. Kia ora, Cheryl.

**Janice Jones**

## President’s Report

**AGM, St Peters School, Cambridge, 16 July 2004.**

As we all know SLANZA was launched in 2000 and finally those involved in school libraries in New Zealand had a national association. This is our fourth conference after the opening launch in Wellington, our involvement with the IASL conference in Auckland in 2001, the 2002 Wellington conference, the big Christchurch national 3 day conference last year and now this very successful Waikato mini conference.

We are often asked to provide representation on various advisory and national bodies such as the Internet Safety Group and Te Puna Advisory group. We have also been involved in the development of EPIC. Everyone here will be familiar with EPIC (Electronic Purchasing in Collaboration). Please keep using it so that the Ministry of Education will keep helping to fund it for schools.

SLANZA is also represented on the Online Librarian project. There has already been publicity about this project on the schoollib listserv and the SLANZA website will have more information. The project will have a ‘soft’ launch in October so watch out for news of that. Students will be able to request curriculum information from librarians using interactive software over the internet.

LIANZA has invited us to attend their council meetings although unfortunately the current meeting clashes with this conference but I will certainly attend the next one in September in Auckland.

**Access, journal of the Australian School Library Association (ASLA)**

SLANZA has made links with ASLA at the ASLA conference in Hobart last year and again in Dublin last month. We now contribute regularly to *Access*. The February issue carried a full report of the Christchurch conference and the May issue contained news of all our regional activities. There will be further NZ contributions in the following issues.

**Archive Policy**

SLANZA has drawn up a draft Archive Policy, (thank you to Pauline) with archives to be an ongoing repository for records of historic value, current value and continuing interest. We want to ensure that records, artefacts, photos, newsletters, programmes and memorabilia are collected and preserved. Regions will be provided with Archive boxes so watch for further information.

**Changes**

During the year we lost our President-Elect, Louise Robbie to UCOL in Palmerston North but happily she is now our newsletter editor while we have been very lucky to have Johann Williams from Christchurch to take up the position of President-Elect. Johann is currently NE secretary.

We are really pleased that Michaela O’Donovan has agreed to be the LIANZA representative on SLANZA. We will be able to fill her in on school libraries and also we warmly welcome Karen du Fresne as the National Library representative on National Executive.

**SLANZA Awards**

These awards are being presented for the first time today and we owe a great thank you to retiring NE member Andrea Thomson for the hard work she had put in to organising and designing these awards and to her Awards Committee.

**SLANZA Study Grants**

Another SLANZA initiative launched this month. We hope we have many applicants keen to start, continue or complete training in the field of school librarianship and teacher librarianship.

**Digital Strategy**

This was distributed last month to interested communities and SLANZA has or is in the process of putting in a submission. Put out by the Ministry of Economic Development with various other departments and organisations, its aim is to provide ‘a unifying vision for using digital technologies to shape an exciting future’. It acknowledges the ‘key enabling conditions – content, capability and connection and the needs of key user groups.’ It is really interesting to see how often the term ‘information literacy’ appears and there is even a definition provided. Developing information literate citizens is obviously seen as extremely important – ‘a key task for the government is to ensure that digital and information literacy are promoted at all stages of education and in all forms of training.’ And ‘For society to be inclusive, everyone must have the opportunity to become digitally and information literate’. Of course as we know (but the writers perhaps don’t) no one becomes information literate unless those skills are explicitly taught. See the SLANZA website for our submission.

All in all SLANZA has had an eventful and fulfilling year. We are building a solid support for the growth of our profession and I am often surprised when attending meetings at the number of people who seem familiar with SLANZA and who refer to our association. I think we are starting to put ourselves on the map but we need to increase our visibility even more so take every opportunity that arises to talk about SLANZA and remember -SLANZA Conference July 2005 Auckland. *Digital Literacies: Eyes to the future.* Be there!

**Liz Probert**  
**SLANZA President**

## Notes from the Editor Special Mini-Conference Edition

Hats off to the mini conference team for a thoroughly enjoyable and constructive conference. To Gerri Judkins, Linda McCullough, Gail Cochrane and their support network, our thanks for providing an excellent day of professional development. Organising a day's events is often just as demanding and challenging as a three day conference. Attention to detail and a professional and practical approach were evident throughout the day, and ensured a very successful and enjoyable conference.

The workshops were well attended and covered a variety of relevant and current topics of interest as you will soon discover.

All three authors were amusing and engaging. I really enjoyed sitting back and appreciating the joy of story and the witty anecdotes from Paul, Owen and Vince.

Our sincere thanks to Kay Greed and St Peter's College for hosting us in their beautiful facilities. Thanks also to the work-shop presenters and to our sponsors RAECO, Penguin, World Book, the National Library and Wrights Booksellers.

Congratulations to the recipients of the SLANZA awards. Recognition by your peers is the most worthwhile of accolades and each one of you should be proud of your achievements.

I hope you enjoy the new look colour cover on this our lucky 13<sup>th</sup> newsletter.

This edition has been dedicated to the Cambridge Mini Conference. Our thanks to the variety of authors who were bribed and cajoled into making their contributions.

Minutes of the AGM can be found on the website.

Please think ahead to our next newsletter, the last for 2004, and if you would like to submit an article please e-mail me at

robbiefxb@xtra.co.nz

**Louise Robbie**

## Owen Marshall

Owen Marshall began his address by reading us one of his short stories. It was a "hard luck" story about a middle-aged man called Hodge who lived in a Christchurch boarding house. Hodge and his family have more bad luck than anyone should have to contend with. Indeed, having Hodge around could deflect misfortune. Owen had us spellbound, rolling in the aisles, as he read his story. He is a true artist of the short story. His tight stories are bound together by his use of and choice of words, the sense of place, the development of the character and his wonderful use of humour.

Marshall described himself as more of a reader than a writer. From his early days in the Waikato, Blenheim and latterly Timaru, he was lured into books – indeed, absorbed by books. Books were not a luxury to him, but a necessity of life where he could enjoy adventures in a bigger and brighter world, a world where he could be the hero. His childhood "literary heroes" were the likes of Sherlock Holmes and William (as in *Just William*), although he admitted to being temporarily disappointed when he discovered that William was created by a woman!

To Marshall, reading is part of life; a reader draws sustenance for life from reading. Books are pertinent to life. They show us a world which can mimic our lives; or show its diversity. Readers should absorb themselves in a book – they are worth our full attention.

A successful reader is not one who browses, just reads potboilers, or reads to pass the time of day; literacy, perception and sympathetic attention are essential for reading. From books we get the gift of description and an original perspective on life. He pointed to works of fiction that been instrumental in shaping attitudes, for example, Dickens' novels which changed attitudes to child labour. He described fiction as an x-ray: a picture of what we are, and described books as the archeology of our lives.

Owen Marshall concluded by encouraging us to pass on our love of books to the thousands of young people in our schools.

**Rosalba Finnerty**

## Auckland Region Report

### August 2004

Greetings from Auckland. We have had our AGM and were pleased to welcome 5 new members onto our committee – Karen Monk, Jacqui McCormack, Jane Mackie, Jill Dawson, and Shenita Prasad. I was dully appointed as Chairperson, and reported on the results of the data collected last year.

It is encouraging to see an increase in library team members from primary schools studying towards their library qualifications. The down side is the number of Teachers-with-Library-Responsibility who are finding it increasingly difficult to maintain their levels of enthusiasm for a job that has practically no recognition in monetary terms or relief hours.

The Auckland Committee has decided to have a quiet year as many of us are on the SLANZA Conference Committee for 2005. The Conference planning is progressing well with the venue and a number of keynote speakers already booked. We look forward to seeing you all, if you have never been before make 2005 the year that you begin.

In July we had our inaugural combined meeting of LIANZA and SLANZAK groups. The event was an information evening introducing the Online Librarian Project by Michaela O'Donovan. This was very interesting and generated much productive discussion particularly around the area of numbers and accessibility. The mix of librarians from so many different library and information centres was marvelous and we will be actively pursuing opportunities in the future to meet and discuss issues critical to our profession.

**Kaaren Hirst,  
Chairperson,  
SLANZA Auckland.**

## Central Regional Report

Our regional AGM was held on 30 June at National Library in Palmerston North. The guest speaker was Katherine Chisholm, from National Library, who demonstrated searching strategies of some of the EPIC databases. Our Committee for this year is Pat Bellhouse, Gaye Robertson, Gill Burns, Frances Gibbons, Pat McKenzie, Lynn Heath, Joy Hamilton, Andrea Thomson and Joyce Richards who was elected as Chairperson. A fond farewell was given to Louise Robbie and she was sincerely thanked for the tremendous work she has done for SLANZA, both within our region and nationally.

The new Committee has since met on 18 August at Palmerston North Intermediate Normal School. Pat Bellhouse was re-elected as Secretary and Gill Burns as Treasurer. Special congratulations were given to Pat on receiving a SLANZA Award of Merit for Promotion at the Mini-Conference in Cambridge last month. Activities in our region for this coming year were discussed. A genuine effort is to be made to hold at least one function in each of the areas within our region. Amongst other things we are to have an Author Visit early in Term 4 (details later) and a Professional Development Day is to be held on Saturday 5 March, 2005 – please enter this date in your diaries now! We look forward to a busy and exciting year as we recognise our vision of strengthening and promoting the role of school libraries in our region.

**Joyce Richards**

## IASL (International Association of School Librarianship) and SLA (School Library Association) Conference

June 17<sup>th</sup> – June 20<sup>th</sup> 2004, Dublin, Ireland.

From Aesop to e-book the story goes on....

I was fortunate recently to attend the above conference in Trinity College, Dublin. The conference was attended by four hundred people from thirty-eight countries most of whom arrived in Dublin on June 16<sup>th</sup> which was the 100<sup>th</sup> anniversary of Bloomsday, the celebration of Ulysses by James Joyce. The conference theme was the power of story and the importance of the basic literacy, reading.

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# Regional Reports

## Aoraki Regional Report

Our professional development day on the 25<sup>th</sup> June was very successful with 35 people attending. Three sessions from last year's conference were repeated as well as a session with Glenda Fortune on seven habits of highly effective library staff members. This was a great opportunity for those who either couldn't attend the conference or for those who attended other sessions and therefore missed these ones.

The first session was Julie Moor, principal of Rangi Ruru Girls' School, talking about negotiating the information highway to the principal's office. She had some very useful and positive advice about how library staff can be more proactive in being seen and heard by principals and Boards.

John Dingwall then showed us the principles of displaying merchandise with a variety of props to illustrate the points he was making. Then it was our turn. Several people had a go with some amazing results.

Jane Teal talked to us about archiving and what to do if the school archives land on your desk. Glenda's session on the seven habits made us think about our values, beliefs and ultimately our practice. The Christchurch Boys High school library was an ideal venue and the food was superb. It was a great day to take out from our own busy libraries to refresh and reaffirm what we do in our profession.

### Aoraki – Top of the South

During term 1 we were very fortunate to have Wayne Mills "the Tsar of children's literature" speaking to us about the "Kids Lit Quiz" a literature quiz which he has created and is now marketing off-shore. Wayne is a senior lecturer in the Centre for Languages at Auckland College of Education. He was very enthusiastic about the success of his quiz and promotion of children's literature in general and we all were motivated by his enthusiasm and expertise. It was also fun and interesting to speak with him informally when the committee took him out for dinner the next evening.

As part of a National Library school services professional development course, *SLANZA* members had the opportunity to have a "hands on" EPIC session with Dylan Owen. Dylan works in National Library School Services as Collections Librarian. He has assisted in the marketing and promotion of EPIC to schools. This course was held at the local Polytechnic and was followed by our *SLANZA* AGM.

We have yet to host our major event of the year. Plans are well underway however to hold a one day seminar in conjunction with "The friends of the Tasman District Library" in October this year. Our guest speaker will be Kate de Goldi and we have confirmed Linda Forbes who will present "Mining for gold in the 398's," a repeat of her very successful conference workshop on indigenous myths, legends and folktales. Also confirmed is John Dingwall who will re-run his successful hands-on workshop on making the most of displays and promotional areas within the library environment.

**Niki Waterhouse**  
**Chairperson – SLANZA, Aoraki**

## SLANZA Awards For 2004

The *SLANZA* Executive established a range of awards this year to recognise and celebrate the achievements of its members and individuals or organizations that have contributed significantly to school librarianship in various ways.

The Awards Committee was delighted with the response from members and was especially pleased with the quality of the applications and nominations. This year twelve awards were conferred, in addition to the Certificates of Appreciation which were given to recognise the contribution of retiring Executive Committee members and conference committees. The 2004 *SLANZA* Awards were presented at the 2004 *SLANZA* Conference held at Cambridge in July.

### SLANZA Award of Merit for Information Literacy.

This was awarded to two members of *SLANZA* who demonstrated success in implementing an outstanding information literacy programme for students which involved information literacy skills in a New Zealand School library or information centre.

**Jo Nees, Rangitoto College and Brian Waddell, Karori West Normal School.**

### SLANZA Award of Merit for Promotion

Five members demonstrated success in implementing initiatives which have raised the profile of the library in their school and been actively involved in promoting school libraries to the wider community.

**Pat Bellhouse, Queen Elizabeth College, Lois Huston, Liston College**  
**Louise Robbie, Manawatu College, Garth Rodda, Whangarei Intermediate,**  
**Jane Shallcrass, Wellington High School.**

### SLANZA Certificate of Recognition

This award was given to individuals and organizations which either gave a contribution of a significant special service to *SLANZA*, a continuing significant service to *SLANZA*, or made an outstanding contribution to school librarianship and school libraries in New Zealand.

**Judi Hancock, Rangiruru Girls' School, Aaire Hannah, Wellington High School, The Thomas George Macarthy Trust's, Barbara Murison and Jill Stotter.**

### SLANZA Certificate of Appreciation

This was awarded to retiring members of the *SLANZA* National Executive in recognition of their contribution to *SLANZA*.

**Jenny Wilson, Te Tokerau Regional Representative, Pauline McCowan, Auckland Regional Representative, Louise Robbie, Central Regional Representative, Jill Barker, Southland Regional Representative, John Kenny National Library Representative and Treasurer and Andrea Thomson, LIANZA Representative, Webmaster and member of the SLANZA Steering Committee.**

The 2002 *SLANZA* Wellington Conference Organising Committee in recognition of their contribution in organising and planning the 2002 Mini Conference.

**Ruth Baker, Rosalba Finnerty, Jo Grant, Aaire Hannah, Janet McFadden, Susan Marshall, Mary Pollock and Barbara Walker**

The 2004 *SLANZA* Cambridge Conference planners and organizers for their contribution toward the 2004 *SLANZA* Mini Conference.

**Gail Cochrane, Gerri Judkins and Linda McCullough.**

*SLANZA* will be offering these awards again early next year and encourages all members to consider applying for an appropriate award, or nominating a member for the *SLANZA* Awards of Merit, or a member, person or organization for the *SLANZA* Certificate of Recognition.

The range of awards and their conditions as well as full citations for the 2004 awards can be found on the *SLANZA* website, go and have a look.

**Andrea Thomson**  
**SLANZA Awards Convener**

## Write, Yeah Right!

This was a superb, intensely motivating session, spent listening to two enthusiastic New Zealand writers, Gretchen Brassington and Alison Robertson, talk about their love of writing, the motivators for their writing, and their newest publications.

Gretchen Brassington, more commonly known as Brassy, describes herself as a shy child from a large family, who largely went ‘unnoticed’. She writes for children about children doing children’s things, and has an overriding aim to help children overcome their fears.

Brassy keeps an exercise book with her wherever she goes so she can record things that inspire her for future reference. She also keeps all correspondence, such as emails, relating to a work. The things that happen in her books have all really happened – she just dramatises them and changes the names. Her new book, ‘Paperchase’, about two girls travelling around Australia is based on enjoyable times she spent walking around New Zealand as a child with her older sister. Keep on writing Brassy, your books are delightful!

The second writer at this session was Alison Robertson. Alison’s interest in reading developed when she obtained a school holiday job in a bookshop where she read all the children’s books. She has had a varied career working in broadcasting, with Radio New Zealand then as a sports reporter and for a community newspaper. After having her family she took a Polytechnic course on short story writing, and it was one of the short stories she wrote on this course that became the first chapter of “Knocked for Six” that won her the Ester Glenn award.

Alison kept her audience captivated with the story of her latest novel, ‘Finding Isabella’. Based on the true story of her great grandmother, this tells the story of young lass, pregnant to a married man with four children, she is sent out to New Zealand in disgrace.

Currently Alison works at the Waikato Management School as a home tutor for new Immigrants, but writing remains an important part of her life.

How fortunate New Zealand is to have these wonderful writers of children’s fiction, and how privileged the attendees of this workshop were, to be able to hear a little of the backgrounds of their life and works.

Joy Hamilton

## Running a Successful Bookweek

Presented by Lois Huston, Liston College, Auckland

As one who has never been brave enough (yet) to launch into a Bookweek I was really keen to learn more about such a big event. I could not have chosen a better place to start than this presentation by Lois for motivation and good practical advice.

Dressed in a beautiful purple cape adorned with stars which she uses during her Bookweeks, Lois began by reminding us that the purpose of a Bookweek is to focus on the importance of reading, to have fun, to unite the whole school, to expand students’ knowledge, to add to the Library Collection – and not to cause stress !!! (Yeah, right). Preparation should begin at least a year ahead deciding on the scope of the project – ranging from a book reading to a community event; gaining support; associating it with wider events such as NZ Post Book Awards or LIANZA Bookweek; and setting aside funds within the School Library Budget.

A Term ahead, perhaps at a Staff Meeting with coffee and food provided, decisions need to be made about: the theme; whether or not a Book Fair is to be held in conjunction with the Bookweek and if so who the supplier(s) will be, the hours, location, management, etc.; will there be a staff member reading event; will there be a Character Parade and if so a plan, a map, certificates and a wet weather plan are required; will there be a Grandparents’ Day; will there be a PJ night; an Arts Evening perhaps and what memories of the event will be produced e.g. bookmarks, photo displays/albums, etc. How will the Bookweek be evaluated? Lois emphasised that whilst it was important to delegate jobs it was important to have one clear leader – delegate don’t abdicate.

Two weeks ahead motivate and enthuse everyone. Publish a newsletter and a timetable with planning folders for teachers, set up book and author displays and liaise with the media. Organise guest transport, greetings and thank yous by students and morning or afternoon teas or lunches. Then comes “Crunch Time” when, with all this careful planning, all will fall into place!

An enlightening and enjoyable presentation.

Joyce Richards

## Dites, Vites and Swallows

Wayne Mills introduced a fascinated audience to the arcane world of comic book language and visual effects at the July SLANZA mini conference.

Comics and graphic novels are not just random doodlings by artists who have not ‘grown up’. They contain a rich visual language that has been studied and described and can be used from level 2 in the Visual language strand of the English Curriculum.

Wayne began his session by showing us a classic illustration from a 1938 Superman comic. From there we saw how artists use in their work, signs, symbols and special effects to create actions, movement, and mood, that move the story line forward and create sophisticated visual effects. We looked at how backgrounds are created using Dites to show polished mirrors and glass. Vites, on the other hand show a polished floor or ice. And swallows? They are the lines that show a golf swing or aeroplane propellers whirling.

Dr Bundy acted as a critical friend at workshop groups following his address, and posed hard questions about issues that needed to be addressed. This was in the context that joint use libraries have sometimes failed or become dysfunctional because of failure to identify, and then address, operational concerns. Some of the “hard questions” appear below:

1. What was the rationale for the establishment of the libraries and is everyone convinced that rationale is still valid?
2. Are the parties truly committed to the concept, or effectively tied to making it work for reasons of political or financial expediency?
3. Are all of the users happy with the libraries? How do you know users are happy? Do the libraries deter community non-users?
4. The uniqueness of most joint use libraries militates against the creation of general criteria for evaluating them, and meaningful summative comparison with other libraries. What summative/formative self and external evaluation of the libraries has occurred, and should be provided for in the new agreement?
5. To what extent is there optimal engagement in the libraries about their opportunities to foster information literate, lifelong learning communities?

Many other issues were also considered in the workshop sessions, which explored the vision for the joint use libraries for the next five years. They included marketing and promotion of joint use services and facilities, design and layout of library space, communications between college and library staff, program and training partnerships. Staff at all levels were dynamic, responsive and cooperative as difficult and challenging issues arose and were explored.

We are indebted to Dr Bundy for sharing his wide knowledge and experience of joint use libraries. He saw Erindale and Tuggeranong as examples of successful joint use libraries and emphasised that it is essentially people who underpin that success. It is important that staff are well integrated, and recognise the value of a joint use partnership.

The groundwork for establishing the new MOUs had begun with informed dialogue and the next step was to complete these for both joint use libraries. Participants in the forum recognised that both of the joint use libraries have real issues to address to achieve improved synergies. However, they were unanimous that they wished them to continue, and to build on their considerable record of success in meeting school and community needs for quality library service.

**Catherine Marshall**, Acting Manager, Tuggeranong Library and **Janice Wilson**, Teacher Librarian, Lake Tuggeranong College. Janice was formerly the Faculty Leader of Technology at St Oran’s College in Lower Hutt. Since leaving New Zealand in 2002, Janice has retrained as a Teacher Librarian and completed a Masters in Education in Teacher Librarianship via CharlesSturt University.

*IASL and SLA conference - continued from page 4*

Keynote speakers included Patricia Donlon, Arnold Graves Scholar at Dublin Institute of Technology discussing “Because a fire was in my head: Stories to fire the imagination.” Margaret Meek Spencer, Reader Emeritus, The Institute of Education, University of London talking about “What counts as growing up in reading? The intellectual and affective evidence of authors and texts.” Aidan Chambers novelist, teacher and Honorary President of the School Library Association UK, with “Beyond Words.” And a very special highlight was Michael Morpurgo, Children’s Laureate from England. Those of us who work in school libraries and language-rich classrooms in New Zealand are familiar with the writings of Michael Morpurgo and Aidan Chambers and have shared their books with many students of all ages. Aidan Chambers’ famous quote, “Readers are made by readers,” now has a great deal of research to back up this experience.

Workshops covered a multitude of themes to do with the work of school libraries. Of particular interest to those working in school libraries was the research presented by Dr Ross Todd, Director of Research, and Carol C. Kuhlthau, Director, Centre for International Scholarship in School libraries, Rutgers University, USA and Ann Tepe, Special Projects Consultant, INFOhio Columbus, Ohio, USA. Ross Todd and Carol Kuhlthau presented at the 2001 IASL Conference in Auckland. Their 2004 paper reported key findings of a large-scale research paper “Student Learning Through Ohio School Libraries’ undertaken in 2003 in the state of Ohio, USA. A report on this work can be found at

The New Zealand experience of school libraries and reading was affirmed by the research presented internationally and the everyday frustrations and triumphs of working in a school library were also celebrated and affirmed. Further conference information and follow up can be viewed at

**Pauline McCowan Library Adviser, National Library, Auckland**

## Towards Greater Synergies In A Joint Use Environment

Joint use libraries have been increasingly developed to optimise library resources within a community. There is an understanding by partners in them that shared facilities, resources, operating costs and staffing offer greater benefits to users than separate facilities.

Joint use libraries require providers to create strong practical and philosophical partnerships within the one building to serve different client groups and achieve maximum synergies. There are many different types of joint use libraries in Australia and overseas, each with unique characteristics. They range from small rural school/public libraries to university/TAFE/public libraries.

In Canberra, Erindale College and Lake Tuggeranong College partner with the ACT Public Library Service. They were among the first examples of urban joint use libraries and are still among the largest such libraries in the world. The libraries provide a service for the broader public as well as their Year 11 and 12 college students.

All joint use libraries require a formal agreement or Memorandum of Understanding (MOU) to establish the ongoing management of the library. This document needs to be re-negotiated periodically to ensure that it continues to meet the requirements of both parties and supports joint use ideals. Joint use libraries may have significant challenges to negotiate about budget allocation, facility and technology management, staffing structure and work practices. Successful MOUs address these fundamental issues and provide mechanisms for resolving ongoing joint use management challenges if optimal outcomes are to be achieved.

The current MOUs for Erindale and Tuggeranong were overdue for renegotiation and this was a catalyst to re-visit the way things are done and take a visionary approach to the way things might be done in the future.

In anticipation of a new agreement, a one-day forum was held on 22 July 2004 for ACTPLIS management, executive staff from Erindale and Tuggeranong Colleges, public library staff and the teacher librarians from the colleges. Student representatives were invited but were not able to miss the day's classes at their respective colleges.

This was a diverse group with ambitious aims to consider big picture issues for joint use libraries and avoid being side-tracked by details of existing operational or joint relationship challenges during discussions. Associate Professor Patricia Milne of the University of Canberra acted as a superb facilitator in what was a very demanding role at times. She emphasised the fact that there is no one model for a joint use library and encouraged each group to think about the context and needs of their own joint use library for the next five years.

The principals began the day by communicating the vision for their colleges and ways their libraries fitted within this. The Principal of Erindale College, Michael Bradley, referred to the importance of lifelong learning, the changing clientele of the College, possible International Baccalaureate courses, increased numbers of international students, the need to prepare students for a range of options and the flow-on impact this has on the library service. David Edmunds, Acting Principal of Lake Tuggeranong College, emphasised the significant and unique learning advantages students have as users of the integrated learning system offered by joint use libraries. These include: access to a massive range of resources, increased access to expertise from the teacher librarians as well as the public library staff, significant information literacy programs to support learning and longer opening hours compared to standalone school libraries. David highlighted information technology issues and possible technical solutions. He outlined some of the dilemmas faced by educators as they seek to implement improved models of teaching because many students need considerable motivation and support in order to become independent learners.

Dr Alan Bundy, University Librarian, University of South Australia, and an internationally renowned expert on joint use libraries and school-public library partnerships, was guest speaker.

He delivered a thought provoking, stimulating, informative and inspiring address, concentrated on the following areas involving significant change, challenge and need, and set each of these in the context of the 21<sup>st</sup> Century which will see:

- information abundance
- public libraries redefining their role
- schooling changes and school library changes
- public libraries and schools being partners in learning
- joint libraries as the ultimate form of co-operation
- the Erindale and Tuggeranong libraries facing the future with great potential opportunities

Comic book language is rich in onomatopoeia. Rat-a-tat-tat will indicate gunshots, Kaboom, for explosions and all those innocent keyboard symbols, which when put together, show the rudest swear words possible. \$#@^&\*!!

Next time you get a chance, borrow or buy a range of comics and look to see how the artists have conveyed the tone of voice of the characters. If the print is large and bold the person will be shouting or angry. Study the speech bubbles and see how they differ if the character is whispering, thinking or relaying their voice. Find out how feelings of despair, fear and surprise are created.

The strange vocabulary comes from the United States, and if you want to find out more, read 'Understanding comics' By Scott McCloud. ISBN 0-87816-243-7. A PhD thesis no less! If you get really hooked, visit Gotham Comics in Onehunga, Auckland.

**Jeannie Wright**  
National Library Napier

### Censorship And Children's Literature: Whose Reality?

This session focused on one aspect of the 'Introduction to Children's Literature' paper at the University of Waikato for the Bachelor of Teaching degree and was co-presented by Stephanie Dix and Marilyn Blakeney-Williams.

Following a brief outline of the course contents, we looked at censorship – deciding what is, and what is not acceptable in the library collection.

Occasionally, schools are faced with a title being challenged by a parent or a member of the community. The ALA defines a challenge as a formal written complaint filed with a school or library in an attempt to remove or restrict materials based upon the objections of a person or group. Challenged and censored material usually falls into 8 main categories:

- Sexually explicit (nudity, sex education)
- Political ideologies
- Racism and portrayal of cultural groups
- Religions ideologies (promoting the occult, religious view points)
- Destructiveness of self esteem
- Violence and abuse
- Offensive language
- Teenage angst/social taboos

As a result of further investigation and debate a title may be banned, that is, removed from the collection.

As well as the presenters reinforcing the importance for libraries to have a 'Request for Reconsideration of Library Materials' form available to hand out to a complainant, feedback from the audience highlighted the need for procedures dealing with this issue to be clearly documented.

Before appearing on our library shelves books pass through a series of 'gatekeepers' i.e. the author, agent, publisher, editor, reviewer, and bookseller. As teachers and librarians we also carefully consider the risky or sensitive issues and the values of our school community before purchasing.

It would have been interesting, had time allowed, for feedback from the audience on what books have been challenged or banned from their libraries, and for what reasons.

**Gloria Dravitski**

### Great Reads for Gutsy Girls

Presented by Fiona Mackie, National Library

This was a session that I had looked forward to for a long time. I was finally in the right place at the right time. The session was Mark II of an original session presented over two years ago. Changes were necessary to accommodate the new Gutsy Girls published since. Fiona captured the audiences' attention within the first minute sending us on a trip down memory lane. We were treated to a session of shared stories that included past reads and experiences with literature. With Fiona's enthusiasm for the topic and her teaching experience from 'many moons ago' the audience were able to enjoy this session to the full.

Scattered around the room were tables of books that Fiona laid out for us to browse through. One table was set aside for books from her own personal collection that ranged over her life as a reader of good and engaging stories. We were provided with a 24 page printed list of books with abstracts, this proved very useful with much scribbling of notes as a number of the books listed were introduced. Unfortunately Fiona was limited to space so could not include every title she felt warranted inclusion.

Topics discussed included filling the gaps in our history through stories such as 'Ivana'. Looking at New Zealand's social history, Troy, the 1920's, the future, and cultural identity all through stories written about Gutsy Girls. We came away wanting to access these great stories that affirmed the female role. Lastly, refreshingly, it was good to hear somebody talk about girls and reading instead of the continuing focus placed on the reluctant boy reader. This Gutsy Girl will definitely not be disappointed and will be hunting out these great reads.

**Kaaren Hirst.**

## Meeting Maori Students' Literacy Needs In School Libraries

Presented by Alice Heather

Alice is a library adviser, with particular responsibility to Maori, with the National Library's School Services in Auckland. She came to this workshop nursing the remnants of a migraine, poor thing, but despite this she delivered a valuable and worthwhile session. We left with a pile of useful material, from reading lists to advice about appropriate signs for our libraries.

We had time at the end to browse through a wide selection of resources which Alice had brought with her. Alice spoke about many of them, and it was helpful to be able to see first hand what she was talking about.

Her selection of new, favourite, diverse and essential Maori resources should be compulsory reading for every school library in the country. A really helpful breakdown was the list of books and other resources by topic.

Alice alerted us to the inaccuracies in some books we might have in our collections. These included mistakes in Maori language books, such as the macron being placed over the wrong letter, as well as factual errors in history books.

She offered some excellent ideas for promoting the library to the Maori community, with suggestions of guest speakers and special events, as well as organizing Maori-themed displays and activities. Alice's workshop finished with our having to note down what our libraries were doing now, what we could do next term, and what we could do next year. This was a good focusing exercise.

As the librarian at a school where over half the roll is Maori I found Alice Heather's workshop invaluable. It has provided me with much food for thought, not to mention a head start on my budget for next year!

Alice is happy to be contacted at:

alice.heather@natlib.govt.nz

Mary-Jane Revington

## World Book Online

I seized the opportunity at the mini conference to attend the session on World Book Online run by Stuart Bryant and Margaret Charlton. We have it in our library but I have never made the time to sit down and look at it in depth. It is worth doing so!

The database is updated daily and the world events are supported by related World Book articles. Magazine articles are also received daily from Ebsco, providing the "news behind the news."

A number of features struck me as being particularly useful to secondary school students. Citations are provided for articles, making it a straightforward exercise to record this information when doing NCEA research standards. Articles can be emailed, enabling students to cut and paste at ease but hopefully, more positively, enabling them to use the resources both at home and school. The facility for highlighting key words effectively supports skimming and scanning skills while reading the full text articles.

Of particular interest to busy teachers are the lesson plans provided each month, complete with self-marking quizzes, and the downloadable projects. Websites abound (14,000 of them) and the good thing is that they are "dead ends" – they do not provide access to the Web.

It is possible to have a trial month of World Book Online and I suggest that this is a good way of seeing if it is appropriate for your school. You just have to make the time to have a good look at it!

Judi Hancock

## Libraries + The Enabling Adult = Literacy

Presenters: Jeannie Skinner and Pauline McCowan

Waiting at Auckland Airport for our connecting flight on the return home, I was struck by a vignette that summed up this presentation- a father and son, heads together as the child excitedly shared passages from the book he was carrying for the journey, with an adult who was giving him the courtesy of his undivided attention and obvious enjoyment. Everywhere I looked, there were other lifelong readers clutching their books. Somewhere along the reading journey, enabling adults will have provided books, stimulated the desire to read, demonstrated reading behaviour, and responded to the child's reading. Jeannie and Pauline described the school library as the foundation for school literacy programmes and a catalyst for the development of lifelong readers. Critical success factors in this process (documented in *The School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools*) include teachers' use of the library, how well the library functions, teachers' knowledge of children's and young adults' books, the importance of role modeling, the creation of a school reading culture, and links with other libraries.

In our library we have a policy of providing books that the staff will enjoy reading. Enthusiastic adults model good reading behaviour, and encourage students to read. Libraries are only as effective as the library team that runs them, and well-informed library teams of enabling adults who create libraries that meet the guiding principles of service, access, place and information resources with the passion Jeannie and Pauline displayed will entice children into life-long literacy.

Johann Williams

## EPIC Session

EPIC (Electronic Purchasing in Collaboration) is an exciting development for school libraries allowing free access to large collections of electronic resources. The EPIC database was developed to support teaching and learning in New Zealand schools and contains not only thousands of full-text articles from newspapers, journals, magazine and reference publications but also multimedia material.

The workshop An 'EPIC' resource was a very popular session at the SLANZA conference. This session was presented by Dylan Owens, Collections Librarian for National Library who provided participants with a very 'hands-on' session. Dylan gave us an overview of EPIC then took participants quickly through most of the databases spending time searching for a specific topic in each database.

The databases we searched were most impressive and they appeared to be quality, authoritative databases. It was evident however, that most of the databases have a strong U.S. focus, and that there is limited New Zealand information. Many of the databases do have an information literacy focus with an option of access to research tools. It was also pleasing to hear that students can access the databases from home as well as from school. I quickly put all I had learnt at this 'EPIC' session into practice the following week for our Year 13's research assignment on Shakespearean plays. The staff and students using the databases were most impressed with the full-text articles they retrieved, particularly those from the **Literature Resource Centre**. Dylan's workshop session had proved to be extremely useful. We have certainly been pointed in the right direction to help our students with online research.

Kay Greed

Librarian, St Peter's School.