

» From the Chair

The National Executive met for a face-to-face meeting over a day and a half in Christchurch in February. Once ratified, the minutes of National Executive meetings are available on the SLANZA website, and members can see the full range of business covered on these weekends. The minutes include reports of activities in the different regions. It is encouraging to see the range of collegial support and professional development opportunities being offered at regional level.



It was announced recently that the Ministry of Education would continue to fund EPIC for New Zealand schools, and that the service has been extended to include new datasets. Judi Hancock, who has represented SLANZA on the Epic Governance Group (the group responsible for evaluating and purchasing the electronic databases available to us through EPIC), has resigned from EGG due to work commitments. Adaire Hannah will fill in as the SLANZA representative on EGG until the SLANZA AGM in July. I would like to thank Judi for her years of work for SLANZA on the National Executive, and for her work with the Epic Governance Group.

SLANZA was a party to the *Remuneration Survey of the New Zealand Library and Information Profession* prepared for LIANZA. The report is available online to SLANZA members. If you have not received the confidential web address, please contact your regional chairperson. LIANZA proposes to hold a similar survey in 2007, and hopefully any problems experienced by school library staff in taking part in this initial survey will be addressed and ironed out by then. Thank you to those of you who were able to contribute. The only school librarians who were included in the survey were SLANZA members. The school sample was 99% female, and mean and median annual salaries in the school library sector fall below those for all other groups surveyed. While school librarians often tend to view their work as a vocation, I am concerned that lower pay rates, combined with eight unpaid

weeks, create a recruitment and retention problem. Anecdotally I hear of school libraries having their staffing levels cut, and staff hours cut back as well as qualified librarians leaving the school sector. I would be very interested to hear if any of you have experienced this recently. SLANZA is working to raise the profile of school libraries. We all need to be able to advocate for ourselves, for our libraries, and for school libraries in general to achieve the best possible outcomes for our students and for ourselves. It is encouraging to see so many SLANZA members applying for study grants, working towards recognised qualifications and taking part in professional development. This will all have a positive impact on school libraries and student learning outcomes.

At the same time the recently released ERO report, *Student Learning in the Information Landscape*, states that 'an effective school library requires an appropriate mix of teaching and library management expertise to ensure it is not only well-managed, organised and promoted but also plays a central role in supporting learning programmes.' (www.ero.govt.nz) SLANZA would appreciate any feedback members have to this report.

The revised SLANZA Development Plan 2005-2008 incorporating feedback from members is now available on the SLANZA website <http://www.slanza.org.nz/>. This will be formally adopted at the AGM to be held at the end of the Nelson Miniconference (13-14 July). The Nelson committee has been working very hard on arrangements for this conference and has prepared an interesting and practical programme. The keynote speakers will be Bridget Lowry and Barbara Braxton. Details can also be found at <http://www.slanza.org.nz/>. I look forward to catching up with some of you there.

Other initiatives that SLANZA is involved in are reported elsewhere in the newsletter. I am grateful to the SLANZA members who put so much time, thought and energy into this work from which we all benefit.

May term 2 be productive, and less frenetic than term 1 seems to have been.

Kind regards,
Johann Williams
 Chairperson

» Gala Dinner – Margaret Mahy’s 70th Birthday

Saturday March 11th, 2006 – an evening many will remember forever!

300 people from the children’s literature world attended the Gala Dinner birthday party held to celebrate Margaret Mahy’s 70th birthday (her actual birthday is March 21st).

It has been variously described as ‘brilliant’, a ‘triumph’ and a ‘spectacular success’.

The logo/theme of the event was Margaret’s lion, so how apt to begin with a dramatic presentation of *The Lion in the Meadow* by Tim Bray Productions. Lively and funny, this was well received. The Mayor of Auckland, Dick Hubbard, was able to attend this part of the event.

Dinner was held in the Grand Tea Rooms of the Heritage Auckland; the setting was beautiful. The theme continued through to the table decorations: each table was a name of one of Margaret’s books, with a centerpiece of a picture of the cover mounted on a box holding an array of purple and silver balloons, imprinted with the lion logo. Placemats to match, and a programme of events and menu completed the picture. Cut-out letters scattered on the tables gave rise to many creative and interesting words being written!

A box of chocolates for each guest greeted them as they were seated.

Dinner was preceded by a specially written grace, presented by Joy Cowley.

Trumpeters, dressed in matching lion tabards, gave a fanfare to welcome Michael Hurst as MC for the night. Looking resplendent in his white silk Nehru jacket, he entertained us between courses including a rendition of Margaret’s adaptation of *I am a Very Model of a Modern Major Festival* from a Gilbert and Sullivan song, accompanied by Tessa Duder!

Other entertainment included:

- The delightful reading of *Small Porks*, a 1966 School Journal story of Margaret’s, by Sedef Duder-Ozyurt .
- Margaret’s life was dramatised by tertiary students, wandering among the guests.
- Harry, Margaret’s eight-year-old grandson, recounted the story of *Down the Back of the Chair*, a firm favourite of everyone

present, delighted to see it now in published format.

- HarperCollins launched Margaret’s latest novel, *Portable Ghosts*, and gave every guest a free copy.
- A speech by Judith Tizard, Associate Minister of the Arts, was insightful and well prepared.
- Music in the form of a string quartet and jazz combo rounded out the evening beautifully.

At the centre of attention, Margaret’s delight was evident throughout. When invited to speak, she entertained us with the language she is so well known for.

To end the evening, a stunning purple and silver cake in the shape of a lion was ceremoniously presented to Margaret as Happy Birthday was sung. Her family responded with an impromptu speech and haka!

The Gala Dinner committee from the Storylines Foundation was taken by surprise when tickets sold out within two weeks. It says a lot about Margaret and I feel certain that those who came felt privileged to be there. A night to remember, indeed!

Rosemary Tisdall

Chairperson Storylines Children’s Literature Foundation of New Zealand Inc



The Guest Of Honour



Beautiful table settings for the dinner

» **School library staff critical to meet information literacy and life-long reading goals – originally published in *Library Life***

The Education Review Office (ERO) report *Student learning in the information landscape* published this month has come out strongly in support of better resourcing for school libraries as well as closer integration of school libraries into the wider educational goals and practices of schools.

ERO was very supportive of the vital role that school libraries and school library staff play in equipping our young people to effectively navigate the 'information landscape'. However, again and again they found that school libraries were unable to meet their potential because of inadequate resourcing, in money, qualified staff or staff time, and/or the lack of integration of the library into the life of the school.

Information gathered during visits to 280 state primary schools and 34 state secondary and composite schools carried out in term 4, 2004 and term 1, 2005, was analysed in terms of three broad areas: connection, or the infrastructure that links students to information resources; content, or the resources themselves; and capability and confidence, or the skills, attitudes and values students need to develop in order to interact effectively with information resources. ERO was interested in the development of information literacy and students as life-long readers and learners, and took particular note of the attitudes and outcomes of Maori students.

The report showed that New Zealand schools still have some way to go to adequately value and resource their libraries and so reap the benefits in student achievement (see boxes on next page).

"A good quality school library is one that contributes to teaching and learning programmes and to raising the students' achievement. People are the key to this contribution. When school library staff have the qualifications and expertise to work effectively in partnership with teaching staff, they can make a positive contribution to student learning outcomes as well as managing library resources and services," states the report.

In order to achieve the government's goals for information literate students who are life-long readers, ERO proposes:

- Adequate money and suitably qualified staff time to develop and maintain the infrastructure for linking students to information resources (libraries and ICT).
- Visions and plans for ICT and library development developed

in alignment with one another and linked effectively into other school-wide plans. "A critical feature of effective practice was the linking of the school library's role to the school's overall vision for information literacy development. School staff had developed a shared understanding of the central role of the library in supporting information literacy development. Teachers had incorporated library use into their teaching programmes. There were strong communication links between teachers and library staff." p37

- Adequate money and suitably qualified staff time to select and maintain collections (including access to online resources) that meet the needs of students.

- Close liaison between library and teaching staff. "Untrained library staff and limited allocation of hours for the designated teacher made it difficult for meaningful links to be made between the library staff and teachers." p41

- School-wide, integrated approaches to information literacy using an information process model.

- A whole-school commitment to developing and maintaining students' interest in reading with staff who are knowledgeable and enthusiastic about children and young adult's literature, who model reading behaviour and who integrate library time into the teaching programme, encouraging students to be involved in the reading culture. "Less effective practice typically included weak links between teachers' literacy (and other curriculum) plans and the library." p41

- Adequately staffed school libraries with trained library staff able to undertake an appropriate mix of teaching, library management and clerical roles and to link in effectively with the school's teaching and learning. Adequate staffing allows good access to the library. "Generally, hand in hand with ineffective library staffing were a poor (or poorly planned) library environment, ineffective library systems and management, and limited library access." p33

- Provision of a range of relevant, good quality resources chosen to reflect the diverse individual and group needs of Maori students and their learning programmes. Library collection development plans that reflect the needs of Maori students, with the resources actively promoted, attractively displayed and well maintained.

In short, staff, staff, staff, commitment, money, staff!

Sanya Baker

» Primary schools

Connection

63 per cent school leadership effective in providing appropriate infrastructure. 68 per cent of school libraries effective in enabling the students to connect

Content

In 75 per cent of schools the content of school (and accessible online) information resources effectively supported the needs, interests and abilities of students. In 68 per cent of schools the library resources (and those available through online services) effectively supported the needs, interests and abilities of students

Capability and confidence

Information literacy

Almost half of schools effective in helping students develop information literacy skills. In 53 per cent of schools, the school library was set up effectively to support information literacy development

Attitudes to reading

81 per cent of schools effectively fostered positive attitudes to reading. In 70 per cent of schools the library was set up effectively to support positive attitudes to reading

Student Outcomes

In half of the schools, students were acquiring the knowledge, skills and values of information literacy to some extent
In 88 per cent of the schools, students were acquiring positive attitudes and values towards reading to some extent

» Secondary schools

Connection

In three-quarters of schools, leadership was effective in providing appropriate infrastructure. 70 per cent of school libraries effective in enabling the students to connect

Content

In 79 per cent of schools the content of school (and accessible online) information resources effectively supported the needs, interests and abilities of students. In 85 per cent of schools, library resources (and those made available online) effectively supported the needs, interests and abilities of students

Capability and confidence

Information literacy

Just over one quarter of schools effective in helping students develop information literacy skills. In 53 per cent of schools, the school library was set up effectively to support information literacy development.

Reading development

53 per cent of schools effectively fostering development of positive attitudes to reading. In two-thirds of schools, the school library was set up effectively to support positive attitudes to reading.

Student Outcomes

In 32 per cent of schools, students were acquiring the knowledge, skills and values of information literacy to some extent
In three quarters of schools, students were acquiring positive attitudes and values towards reading to some extent.

» Te Tai Tokerau news

Firstly, congratulations to our Northland members who were successful with SLANZA study awards and SLANZA awards.

2006 is shaping up to be an extremely engaging year for Tai Tokerau SLANZA members, particularly with planned events relating to reading and information literacy.

Term 2:

The Whangarei SLANZA committee is arranging the following events to celebrate the annual NZ Post Children's Book Awards:

- On Monday 8th May, 11am at the Tikipunga Community Centre, John Parker, author of *The weight of world wars 1897-1949* (Frontier of dreams: the story of New Zealand), will speak with local students about his work and be involved in the launch of the award celebrations in Northland.

- On Wednesday 17 May, 2pm at the new Whangarei District Library, we will celebrate in style with our own waka and an array of artwork from local students based on the book *The waka/Te waka*.

- Also happening in term 2 is the annual Northland Storylines tour with Gavin Bishop, Brian Falkner and Colin Thompson. This wonderful array of talent will be touring Whangarei in mid June. An evening event with Brian Falkner is planned for June 14th, at Hot Chocolate Café, Whangarei.

Term 3:

The committee is considering running a series of workshops around Northland to include Teresa Francis, focussing on book-making, and 'the X factor in the curriculum'. Additional workshops, possibly run in conjunction with our Auckland SLANZA members, are yet to be confirmed.

Conferences to be considered include:

- SLANZA mini conference World of words – the art of literacy, Nelson, 13-14 July 2006.

- 30th Reading Association conference, Waitangi, 24-27 September 2006. The theme of this conference is Nge kete – the bringing together of literacy and information literacy.

Both conferences will be of value to you, as SLANZA members, so ... plan to be there!!

Dyane Hosler

» Auckland region

This term has seen the Auckland committee throw its energies behind the celebration of Margaret Mahy's 70th birthday celebrations. This was done in the spirit of forging closer ties with other bodies who are stakeholders in school libraries. Auckland members had the opportunity to attend the Storylines AGM and rub shoulders with current New Zealand authors and the recipients of the various awards that they administer.

The winner of the Margaret Mahy Medal and Lecture Award was Robyn Belton, whose lecture gave us a wonderful insight into the day-to-day inspiration that she finds in everyday objects and events, e.g. the emergence of 'greedy cat'. She spoke of the encouragement and influence that family had on her, and the comments that educators can give at critical moments – all themes that we in schools know and understand. Immediately after her lecture the audience was wowed by an impromptu performance of *Down the back of the chair* by Margaret Mahy, this dazzled the crowd. It provided a wonderful example of the thrill that she has created with audiences for decades; she definitely hasn't lost her touch.

Jill Stotter with the help of the Auckland committee compiled a list of suggested activities that librarians and teachers could utilise to celebrate her birthday. They are available on the SLANZA website. We hope that members had great fun with them.

Term 2 sees the Auckland AGM at St Mary's College on June 10th. We have Stu Duvall as a guest speaker doing two sessions – one on presentation and another on books. It will also be a chance to visit a new purpose built library, and have books from Jabberwocky for purchase and a Raeco supplies stand. We welcome anyone who lives in Auckland or is visiting the region at that time. See you there.

Kaaren Hirst

Auckland Regional Convenor,
7 April 2006.

» Waikato/Bay of Plenty region

Our region began the year with a committee meeting at the Loose Goose in Tirau. After a catch up and a lovely lunch we started planning for the coming year.

On 22 March, National Library and SLANZA delegates met in the Rotorua Public Library to discuss strategies for better connecting your library with literacy developments. Pauline Cleaver, Literacy Development Officer for the Ministry of Education, was the guest speaker. Over 20 people attended and it was deemed a great success with many people gaining new ideas and strategies for connecting their libraries with literacy developments in their schools.

On 29 March, delegates from SLANZA and the Tokoroa Public Library met for coffee and looked at ways to liaise and be of mutual assistance in helping students.

The regional AGM will be held on the 6th May at Kaitao Middle School Library in Rotorua. The topic will be *Knowledge is the answer, what is the question?* Bev Hodges will be our guest speaker, talking about enthusiasm, planning information literacy lessons and their content, and the all important hook.

Gerri Judkins, librarian at Southwell School, Hamilton, will talk on *The book complementing electronic information and entertainment in the digital age* and on how Bev's ideas have enhanced her 2006 library programme.

» Wellington region

Esme Gibbons, the Writers in Schools coordinator for the New Zealand Book Council, was the guest presenter at our final meeting for 2005. Many schools, particularly primary schools, have taken part in this excellent programme, however not so many secondary schools have been involved often because of timetabling, NCEA and other programme pressures. Esme spoke about a new initiative called *WordSpace* the Book Council has been trialing this year in conjunction with CWA New Media and with the support of the Todd Foundation.

WordSpace has been designed primarily for secondary school members of the Book Council and consists of a series of ten video conference writers' visits, which supplement the half day visits. Schools who wish to take part would need access to video conferencing equipment, either their own or in their neighbourhood. The video conferencing medium has been a way to bring schools together that would not normally have contact. Esme highlighted one interaction between students from Papakura talking with their peers from Roxburgh and the realization that there were indeed a few differences between students living in different parts of the country.

One of the video conference clips Esme presented involved students from Greymouth, Wellington, Taranaki and Central Otago secondary schools in discussion with playwrights Bernard Beckett, Lynda Chanwai-Earle and Hone Kouka.

To view the clips visit;

http://www.digitalconversations.org.nz/wordspace/playwriters/index_e.php

Each *WordSpace* programme is based on a theme and provides a great opportunity for students studying English, Drama or Media Studies for example, to complement their studies. Some of the focus topics have included: working as a writer, poetry, Maori writers, and play writing.

As practical support for e-learning, CWA New Media have developed the Digital Conversations website;

<http://www.digitalconversations.org.nz/index.php>

This is the site where the *WordSpace* clips can be found along with other conversations between New Zealand students, local and overseas personalities. For those schools who are unable to take part in the actual video conference there is still access to part of the programme including the transcripts which can be viewed at any time through the link above.

Video conferencing is a powerful medium being used here to pro-

vide access to people not necessarily easily accessible. The trial to date has shown that the student participants are highly motivated, even if they were a little hesitant initially and enthusiastic about being able to interact with 'real' people who produced interesting material. Esme's lively presentation certainly had the Wellington SLANZA audience enthused. For more information her contact address is web@bookcouncil.org.nz or you might like to check out the Book Council site for more information on the Writers in Schools programme at;

<http://www.bookcouncil.org.nz/education/aboutwritersinschools.html>

Our first meeting for 2006 was held recently in the Karori West Normal School library, Te Awa o Tupu.

A reasonable sized group of around thirty five gathered to hear Wiremu Grace, Content Developer and Manager Maori, for Te Kete Ipurangi (TKI). The focus of the session was to explore a selection of Maori resources currently available through TKI.

Wiremu introduced his presentation by way of a brief outline of his life's journey, experiences from his early years going to school in the far north, his father (the local school principal) and mother (Patricia Grace - the writer), to his present involvement in the development of Maori resources for TKI.

As Wiremu led the group through a range of Maori Interactives and resources he gave the story to each, as well as the rationale. All the activities developed had been trialed and evaluated by students as part of the development process to ensure they would appeal and were appropriate for their audience. As the name suggests the Interactives section invite much interaction from the user with either Maori or English versions available, many with sound providing an excellent Maori pronunciation model; ideal for those schools who do not have ready access to confident Te Reo speakers. A technical point to note is that most of the activities require a Flash-plugin-in (a download is available with each activity). Broadband would also be advisable to ensure that the activity ran smoothly. Some of the titles demonstrated included: Hang, Wharenuui, Matariki, and Kopu Mahatanga, all relating to the appropriate curriculum document for example Science, Health and P.E.

The URL's below will take you to the areas we looked at:

http://www.tki.org.nz/r/wick_ed/interactives/index.php

http://www.tki.org.nz/r/wick_ed/maori/index.php

The WICKED site is well worth checking out as new material is added all the time.

Brian Waddell

» Aoraki region

At our first committee meeting in February time was spent planning our Professional Development day to be held at Rangi Ruru Girls' School, Christchurch on the 19th of May. It will cover various topics including an EPIC update, trends in primary and secondary fiction, book repair and a session by Rosemary Murphy on Clickview. Starting the day for us will be John McKenzie who was awarded the 2005 Betty Gilderdale Award. He is the Head of the Centre for Children's Literature at Christchurch College of Education.

A wine & cheese evening was held at Merivale Paper Plus during March. We were able to chat over the lovely refreshments and buy books recommended to the group by each other. It is always good to hear what is being read and enjoyed in other libraries, and it helped that we were able to buy the books at discounted prices.

The Top of the South Committee is well ahead with plans for the mini conference which is being held on 13-14th of July in sunny Nelson. Barbara Braxton is the keynote speaker and I am sure her talk will be a stimulating session for us all. Dinah Warren and her committee are to be congratulated on all their hard work so far. I hope to see you all there.

» Otago/Southland region

SLANZA Southland had a meeting at the end of last year which was well attended and hopefully will be the beginning of a revitalised Southland area. Senga Watson has reported that there was an overwhelming positive response to the idea of having get-togethers in Southland and several plans were hatched for future action. There were wide ranging discussions about the Remuneration Survey, the future of the Region, the listserv and the paper presented to the PPTA. The position of Otago/Southland Representative will be passed to a member of the Southland area at the AGM, now that a nomination from the deeper south has been received!

Plans for our AGM, combined with a buying trip to the University Bookshop in Dunedin and dinner are well underway. If you haven't received information about this, then please contact me at sc@kingshigh.school.nz or bschaumann@xtra.co.nz. It is hoped that members from far and near will attend, particularly our rural members who seldom get a chance to attend meetings.

As my term as Representative comes to a close I would like to thank Jenny Carroll and Jenny Millar, who have been an invaluable support to me. I have learnt an enormous amount being on the Executive Committee of SLANZA and have thoroughly enjoyed the time I have spent at meetings with the very skilled and focused group of women who are on the Executive. I have made great friends, and would encourage others to volunteer for the position of Rep when it comes up. In terms of professional development, you can't get better than this opportunity.

» NZEI report - April 2006

For many of you the start of the year was fraught with wage issues, e.g. no pay. I would encourage all waged members to check with their Executive Officer/Pay Clerk to make sure they have you on the right scale, have included any January 1st increases, and any increments due to you as a result of your successful appraisal outcome. Please keep records of any appraisal reports and your wage slips, checking for any discrepancies. If you have any concerns contact your site rep or local field officer.

As many of you are aware, NZEI will initiate another round of employment and wage claims with the government this year. As union members, you are able to influence what those claims are. The claims come from reference group meetings in all the regions, which are compiled and sorted under collective headings. I encourage you to become involved in a reference group as it is your chance to ask for conditions that you want and know you need. Please contact your site representative or local field officer for more information. Usually involvement only requires attendance at one or two meetings after school.

The continuing increase in Support Staff members enrolled with the Union is giving us a firmer base from which to push our concerns and needs. We need this trend to continue for that voice to get stronger still. Please discuss with your colleagues the collective advantage of belonging to the Union. <http://www.nzei.org.nz>

If you have any queries please contact me,

Kaaren Hirst,

Support Staff National Caucus Kaiawhina Tautoko Rep
Auckland District Council,
NZEI.
khirst@stmaryak.school.nz

» Nelson Mini Conference 2006

Librarians are dealers in words. New ways of presenting them are appearing with astonishing speed, but the aim of school librarians remains the same - putting the world of words into the world of kids.

After 33 years in schools this remains the passion of teacher librarian Barbara Braxton, who will be a keynote speaker at the SLANZA Mini Conference to be held in Nelson July 13 – 14th 2006. Barbara will be well known to subscribers to the school-lib listserv, especially for her wealth of ideas for promoting and celebrating school libraries.

The other keynote speaker, Brigid Lowry, has struck a chord with readers here and across the Tasman with the quirky heroines of *Guitar Highway Rose*, *Following the Blue* and *With Lots of Love from Georgia*. She has taught creative writing at many levels, to children and adults.

The conference committee in Nelson has been hard at work, and there is a great line up of interesting workshops balancing the technical, information delivery side of librarianship with the art of inspiring kids to read for fun. Writer Tania Roxborough, Stuart Bryant from World Book Online and Greg Daniels, expert on graphic novels, will be there, to mention just a few.

The committee has also been working on such diverse matters as gathering goodies for your bags, designing a fashion statement for themselves that will make them distinguishable in the crowd, and choosing a band for the conference dinner. This, by the way, promises to be a great event as does the whole conference. So come along and join in for support and stimulation, laughter and learning. We can guarantee that whenever librarians get together there will be no shortage of words.

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» Book Review

The information literate school community 2: issues of leadership, edited by James Henri and Marlene Asselin and published by the Centre for Information Studies, Charles Sturt University, 2005.

This recent publication from the Centre for Information Studies, Charles Sturt University, provides a valuable guide and a critical analysis for principals, teachers, teacher librarians and the school library team seeking to understand the changing nature of learning communities within the information landscape. The Information Literate School Community (ILSC) (Henri, 1995) is a concept that is growing and changing as more people use the term, resulting in misconceptions and misunderstandings. In the opening sections, Henri seeks to clarify the current meanings behind the concept within the context of a changing learning culture.

In the first chapter, co-editors Henri and Asselin provide an interesting outline of the current context schools are working within. They have identified four major developments (p.2) they see as shaping current thinking, and the practices of teaching and learning that schools need to address as they move to becoming truly information literate communities.

The first development focuses on the learner who is now placed in the centre of the learning environment, as well as the global and technological environment. This in turn shapes current thinking about the practices of teaching and learning and our view of what constitutes contemporary pedagogy.

The second development explores the new literacies and multi-literacies the learner must develop if they are to be able to function effectively in contemporary society. However, while new learners are very fluent in many literacies associated with the new technologies, there are other literacies that have been identified with which they require help.

The third development acknowledges the impact that globalization and new technologies are having on our social and personal lives and on the traditional concept of communities. New communities can be formed and created in new ways. For an example from New Zealand, think about the recent phenomenon, the *TradeMe* community, with over a quarter of the population participating. This development has implications for the role of the teacher librarian in how to utilise technologies to create and support learning communities.

The fourth development views teaching as a political activity; issues of social justice, globalization, ethical use of information, and empowerment are beginning to become more prominent in the curriculum and classroom.

The above themes permeate throughout the book as the respective chapters, written by an eclectic group, according to the blurb on the back cover, explore issues of leadership within a range of topics. Each topic is critically analysed and evaluated and ideas challenged. For example, in a section on teacher mastery Henri clearly makes the point that: 'The idea of the information literate school community challenges the suggestion that teachers don't have to be information literate.' What good is there in schools having access to large amounts of information if the people within the school community place little value on being informed?

A later chapter presents a challenge 'Who's community? Which knowledge? Cushia Kapitzke critically evaluates the ILSC concept itself as she claims that in only one chapter out of twenty in the previous edition of 'The information literate school community: best practice' (1999), was there some empirical evidence that an information literate community exists. In this edition a number of chapters refer to recent research, in fact there is a reasonable balance between research and practice.

Of particular interest to New Zealand readers will be Bartlett's chapter on the integrated curriculum, providing a focus on the learner through the development of a student-centred inquiry process in a programme developed at Kurunui College in the Wairarapa. The development process of this programme is outlined in some detail, as are the underlying principles. The success characteristics identified as a result of the programme demonstrate close links between this development and the characteristics of an information literate school community.

Another perspective from New Zealand is Selby and Trebilcock's chapter, 'Generating change through professional development: a New Zealand perspective.' The purpose of this chapter is to provide an overview of professional development and in particular, how the 'Infolink: information literacy skills' course 'has provided a catalyst for change in schools in New Zealand.' The results of recent evaluations of the course are presented.

Throughout the chapters there is an emphasis on leadership, leadership being brought to bear throughout the school organisation, similar to that proposed by Sergiovanni and his notion of 'leadership density.' All members of the school organisation,

how the 'Infolink: information literacy skills' course 'has provided a catalyst for change in schools in New Zealand.' The results of recent evaluations of the course are presented.

Throughout the chapters there is an emphasis on leadership, leadership being brought to bear throughout the school organisation, similar to that proposed by Sergiovanni and his notion of 'leadership density.' All members of the school organisation, principals, teachers and the library team, have a role to play in leading the change towards the development of the ILSC.

Another emphasis is on collaboration, and Henri, in his introductory discussion on collaboration, throws out a challenge for the reader in a quote from Cooper and Boyd (1995), 'Collaboration, rather than isolation, unfortunately is a foreign practice to many educators.' It is seen to be too threatening, yet collaborations and collegiality are seen to be key ingredients of a healthy learning community and an indicator of an ILSC. Another challenge for principals, teachers and the library team and it is suggested that it could begin with the library team (TL) who are in a position to 'lead the development of schools as sites of Collaboratories' (p.5).

The wide range of topics covered includes: the development of new literacies; leadership; the importance of reading development; knowledge management; ICT and student learning; research on information literacy. An extensive bibliography also provides a valuable source of further reading. This book will appeal to all educators concerned in guiding schools to become effective information literate school communities as they support the development of truly independent learners.

Brian Waddell.

» Using the SCIS Websites

You can search the SCIS OPAC (Online Public Access Catalogue) for websites that have been selected by the SCIS team as having useful educational content, as per the instructions below:

Instructions

1. Log onto <http://www.curriculum.edu.au/scis/>
2. Click on log onto SCIS
3. Enter school username and password
4. Click on SCISWeb
5. Click on SCIS OPAC
6. Click on Guided Search
7. In the top Find box type in your focus area eg weather.
8. In the top In box, scroll down and click on subject. To do this, use the little arrows to the right of the box showing "keyword anywhere" to scroll up and down the choices
9. In the second Find box type in the word website.
10. In the second In box, scroll up and click on title.
11. Click on the search button to view your selection of websites that match your subject.
12. Click on Sort by and scroll down to publish date (most recent first).
13. Save options. Either print out the entire list or to email the list or selected records click in the left hand box by each site, enter an email address and click the email box.

You can search for websites on any subject this way. If you are not sure if your topic is a SCIS subject heading, search for it as a "keyword anywhere", instead of as a subject.

Teachers or Library staff could search for SCIS websites at the beginning of a unit, and set them up as favorites on the school Internet computers. Or, library staff could print out or email teachers a list of possible sites on their topics, thus extending the resources provided from the library to online resources.

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National Library of New Zealand Advisers

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Tape from TV to *enhance* your library collection.



Frontier of Dreams images used with permission from Whakapapa Productions Ltd.

Your library's audio-visual collection can have high quality educational value, be engaging, and challenge students to perform to their best. Combined with study guides, AV material really is a powerful educational resource.

No copyright restrictions

Did you know that when *Frontier of Dreams*, the landmark documentary series that follows the history of New Zealand from its first creation through to the 21st century, was recently broadcast on television, schools with a Screenrights licence could tape it and keep it in the library as a resource?

And it's not just documentaries that schools are taping and keeping. The licence covers everything broadcast on free-to-air and pay TV, including: language programmes, drama, news, current affairs, and Maori programmes. There's no need to obtain individual copyright clearances, and most of the time you don't keep a record of what you're taping. Copy as much as you like.

So how does it work?

The licence is a simple one. Your school makes an annual payment of \$3.54 per student to Screenrights, the non-profit organisation representing copyright owners in film and television. Once you have made this payment, you can copy whatever you want whenever you want. There are no limits on the amount of the programme you can copy, nor on the number of copies you can make. This means that for less than the price of a movie ticket, your school can give each student unlimited access to a world of teaching resources. And it includes recording radio programmes too.

A librarian's dream

Screenrights has taken out the hard work of finding relevant programmes. Each week you'll receive an email guide with upcoming educational programmes from all pay and free to air channels – so you won't miss out taping programmes.

Your school will also have access to a wide range of free Study Guides compiled by educators. These are filled with activities and ideas to bring learning to life and to save valuable research time.

Getting a Screenrights licence

The New Zealand School Trustees Association will send all school principals an application form for the licence in May. If you would like more information, please contact Screenrights (details below) or speak to your principal.

screenrights

Freephone: 0800 44 2348

Freefax: 0800 44 7006

Email: licensing@screenrights.org

Web: www.screenrights.org/nz_schools.html

Some images from Margaret Mahy's 70th Birthday

