» President’s report to the Annual General Meeting, Nelson 2006

I should like to thank the Top of the South team for all the hard work they have put in to produce such a fine conference.

It was with some trepidation that I took over the role of president of SLANZA from Liz Probert at the end of the 2005 conference in Auckland. SLANZA had achieved much in its first five years, and I was conscious of the need for SLANZA to maintain the impetus and enthusiasm of those first years whilst servicing a growing organisation.

By the end of 2005, SLANZA membership passed the 700 mark, a sign that we are reaching, and hopefully meeting the needs of a significant number of those involved with school libraries. More SLANZA members work in the secondary school environment than in primary schools. SLANZA needs to continue to work to engage those in the primary sector, particularly when staffing, resourcing and hours in primary school libraries appear to be eroded.

LIANZA, the Library and Information Association of New Zealand Aotearoa, invited SLANZA to participate in the first ever, National Remuneration Survey of Library Staff. The pay rates and conditions of school librarians were shown to fall significantly below those of library staff in public and other special and academic libraries. SLANZA has been in discussion with the NZEI, the union responsible for negotiating for non-teaching staff in state and integrated schools as part of what will probably be a long process to bring salaries in school libraries in line with the rest of the profession. While salaries for school library staff fall below those for the wider library community, schools will have ongoing issues with recruitment and retention of suitably qualified staff. There are very few males working in and providing role models for students in school libraries.

At its 2005 conference the Post Primary Teachers’ Association adopted recommendations put forward in a paper entitled The Secondary and Area School Library: Staffing and Funding Issues for a Crucial School Facility. This sought tagged funding for library print resources and tagged staffing for trained teacher librarians, qualified librarians and library assistants. While some SLANZA members were unhappy with the inclusion of trained teacher librarians in the recommendations, it was gratifying to see the PPTA members acknowledge the importance of the school library to learning outcomes, and know that they were prepared to advocate on behalf of libraries.

The Education Review Office published its long-awaited report, Student Learning in the Information Landscape, having visited some 280 state primary and 34 state secondary and composite schools in a six month period. ERO was very supportive of the vital role school libraries play in equipping students to navigate the information landscape, but felt that many school libraries were disadvantaged because they were inadequately resourced in terms of money, qualified staff or staffing levels, and in many cases the lack of ‘linking of the school library’s role to the overall vision for information literacy development.’ Many schools had an imperfect understanding of what information literacy is.

Regionally and nationally SLANZA continues to provide and encourage ongoing professional development at meetings and with workshops and conferences. For 2006 SLANZA offered 15 study grants to members working on professional qualifications.

Applications for SLANZA Awards have highlighted the excellent work being undertaken by library team members in schools throughout the country. The new award recognizing the role of school principals in the development of great school libraries had some strong contenders. The Awards Committee has revised the SLANZA Award of Merit for Information Literacy and the SLANZA Award of Merit for Research, and instituted a new SLANZA Award of Merit for Library Assistants. The details of these and other awards can be found on the SLANZA website. Thank you to the Awards Committee for their work and care in assessing these applications.

SLANZA has represented the interests of school libraries on the Epic Governance Group, AnyQuestions and the ICT Taskforce.

I should like to acknowledge the ongoing advocacy and support for school libraries of the National Library; particularly for their negotiations with the Ministry of Education to have the EPIC databases and SCIS catalogue records available to all New Zealand schools.

SLANZA is grateful for the ongoing financial support of RAECO. This support enables regional committees to meet the professional development needs of members as well as the National Executive to work on behalf of members.
LIANZA invited SLANZA to be part of its Taskforce on Professional Registration. Professional registration proposals have met with a mixed reception from the library community, but LIANZA members voted to proceed. Professional registration could confer much needed status on school librarians, but could also divide qualified and unqualified library staff. While the scheme will be administered by LIANZA, the proposal is that SLANZA members will be eligible to apply to LIANZA for professional registration. LIANZA acknowledges the varied qualifications and experiences of those currently working in libraries and the criteria for registration under the initial two year transitional arrangements make accommodation for this and prior learning. In the future, to be professionally registered, librarians will need at least an undergraduate degree and a professional library qualification, the equivalent of a Level 6 Diploma from the Open Polytechnic, or an MLIS or equivalent.

SLANZA members working in school libraries in a professional capacity and displaying competence in the body of knowledge, but without formal qualifications should be eligible to apply for professional registration if they so desire. While it may take some time for professional registration to impact on schools, those who are serious about librarianship in general, and who may wish to work in other libraries or school libraries in other countries should probably look carefully at applying for professional registration in the transitional period. LIANZA members have yet to vote finally on this, and there will be discussions around the country prior to LIANZA’s October AGM.

The National Executive has put considerable work into consultation and developing a strategic plan to direct SLANZA’s activities for the next three years. This plan acknowledges the challenges, particularly of distance, work commitments and resources of SLANZA members and outlines a pathway that should enable SLANZA to continue to advocate for school libraries, to provide ongoing professional development and to contribute to information literacy development in New Zealand schools.

School library team members provide wonderful service to staff and students in New Zealand primary and secondary schools.

Thank you to all who work for SLANZA regionally and nationally. I should like to acknowledge the work of Michaela O’Donovan, LIANZA’s representative on the SLANZA National Executive and Bridget Schaumann, the Regional Chair for Otago/Southland, both of whom are stepping down from the National Executive and have made a wonderful contribution to SLANZA’s work. And on a final note, our heartfelt thanks to Judi Hancock who served on the National Executive, as SLANZA President and Past President, and until earlier this year as SLANZA’s representative on the Epic Governance Group.

Johnann Williams

Barbara has just retired from a highly esteemed position as Teacher Librarian at the Palmerston District School in Canberra and is now tutoring in universities. It is apparent to her that the issues we face here are the same as elsewhere - that people in education are taken for granted!

The successful worker of today is the knowledge worker, with a strong education and an ability to apply theory to a practical world. Library staff are the information specialists and in the library we can nurture knowledge workers. For this to be successful the library needs to be a place where students want to be. Is your library like the one in Harry Potter; quieter than the troops being inspected by the General, or a place that invites and excites?

Recent research by John Holt describes four worlds of learning.

1. The world inside me (personal experiences)
2. The world I know directly (what I’ve seen and done)
3. The world I have heard about (what I have read or heard about)
4. The world of possibilities (what I don’t know yet)

The library is the gateway to world number three. Books are at the centre and can’t be replaced by the internet.

The library is the place where students choose to be, as well as the place that principals show prospective parents. This justifies the time you spend on landscaping your library. Examine what you do now and do it with more flair!

Barbara talked about the things to consider if building or remodelling your library, and things to jazz up your existing look:

- What is your purpose, who are your users, what services do you provide?
- Use priorities to place things – your number one priority is to see as much of the library as you can.
- Look at things from a child’s view. It’s a very big space; make it manageable for them.
- Many libraries have a high ceiling. Bring it down with signage, place books on the top of shelves, hang kites etc. Connect the ceiling to the floor.
- What happens at your front door is important; first impressions are critical. Use welcome signs. Have a prominent returns box e.g. decorate it with flowers.
• Make displays big and bold. Use seasonal, topical themes e.g. Chinese New Year, Christmas, extreme sports, CSI, seasons. Use children’s work, calendar pictures, fabric. Incorporate books in the display but let them be borrowed while the students are interested.
• Make access to resources easy, especially for your reluctant and youngest readers.
• Group types of books together. Make a series section for fiction and non-fiction e.g. Horrible Histories, jokes and riddles, boys only. Use signage for them.
• Build a series of rooms or spaces.
• Display as many books as possible with the covers showing.
• Weed out the old, tired books.
• Look for places to put kids’ work on the walls.
• Use lighting, use colour, use backgrounds

We left Barbara’s workshop inspired to brighten up our libraries, and full of the energy that flowed from her.

Colleen Shipley
Marlborough Girl’s College, Blenheim

I read Tania’s workshop blurb: ‘Why is it that there are equal numbers of people, regardless of age, who say “Eww, Shakespeare, boring”? ’ Well, I know from interaction with the students who visit my library that they agree with that statement. But I love Shakespeare and still think he is the greatest playwright that the Western world has ever seen.

It is easy to see that with Tania’s enthusiasm, no student would find Shakespeare boring at all. Tania makes Shakespeare relevant to the timeliness of the students she is teaching. She tells the story with visual cues and abridged stories that engage the students as they enter the world of the bard. She then identifies the key characters and relates similar stories from the media of their own world. Tania showed us a clip from Broken Arrow, with John Travolta playing an evil bad guy just like Richard the Third.

Tania then gives guiding questions for the reading and studying of the play. She gave us an example of a year nine translation of a sonnet from Demetrius, making it more relevant to our times. Tania herself has written school texts that explain Shakespeare to students. They look very user friendly and I can see them helping the most anti-Shakespeare student feel more confident. Tania recommends Harold Bloom’s book Shakespeare: the invention of the human. It is a book that I would like to get for our students so they can understand the world of Shakespeare. She also gave us a list of Shakespeare insults and their meanings; so I will bid you adieu, you surly, pox-marked, fly-bitten, flax-wrenches, while I get back to rereading Shakespeare’s sonnets.

Karen Clarke
St Andrew’s College, Christchurch

Brigid Lowry – Keynote address

It was a great pleasure to hear two of New Zealand’s gifted writers speaking about their craft at this conference and offering advice to would be writers. Even if you don’t intend to write, it is helpful to look at what forms the creative process. Brigid whose recent book With lots of love from Georgia was the Young Adult Fiction category winner in the New Zealand Post Book Awards, was introduced as ‘One who writes the words our young people want to read’. Brigid spoke of writers ‘taking our own and your lives, and putting them together - nothing is truth, it is all sifted through the writer’. Everyday life is abundant with ideas if you have the ability to notice them. Writers squirrel away little bits of life, saving ideas, words, people, and lines in notebooks and leaving them to percolate in the imagination and form a new whole. Her advice was to play with the lines and ideas and see where they lead you. Tell the truth as you perceive it - go into your own depths and offer it up. Don’t make the box too tight because everything feeds in to the end. If you experience writer’s block, nourish the creative spirit.

Writing takes discipline and determination, and juicy writing demands honesty, originality, freshness, a lack of clichés and the words in the right order; but don’t give up your day job! Her final advice: ‘Go and seek the poetry in life’. I came away feeling I could look at life in a fresh and quirkier way.

Johnann Williams
Rangi Ruru Girls’ School, Christchurch

SLANZA AWARDS 2007

Applications and nominations for SLANZA awards close on the 31st October 2006. If you know someone who is deserving of one of these awards, then please nominate them.

A new award for library assistants has been introduced this year. The 2007 awards will be presented at the Wellington conference next year. More information and the forms can be found on the SLANZA website.

www.slanza.org.nz
A collaboration story - presented by Bridget Schumann and Jenny Carroll

This session was a relaxed, tag-team effort from the librarians from King’s High and Queen’s High, in Dunedin. Bridget and Jenny have worked well together for some time and they were able to paint a picture of how effective and beneficial a collaborative relationship between like-minded libraries can be.

Together, they shared with us how the relationship was built, with the help of National Library, between school libraries and the Dunedin Public Library. It has been a two-way street to better communication and a sharing of resources and knowledge.

The group is called SLIC, School Library Interface Committee (don’t we all love the word committee!), and one of their aims is to change the perception of the public Library for secondary students. As Bridget so eloquently put it ‘if life is a journey, it’s possible to share the road map’, and once they realised the many common goals they all shared, this is becoming more of a reality. The key to success seems to be to make sure there is something of value for everyone and that you are flexible about planning the where, when and what.

This is an excellent way to share knowledge and skills and to learn from each other. There have been opportunities for professional development, website design sessions, tours of the different libraries around Dunedin, and library promotion in schools.

If you have a vision for collaboration in your area, I’m sure both Bridget and Jenny would be more than happy to supply you with all the information you need.

Senga Watson
James Hargest College, Invercargill

Creating better collaboration between teachers and librarians - presented by Alison Macdonald

This was a marvellous session on how the information literacy process can be integrated across the curriculum by using a collaborative approach. Four key elements were integral: who, what and why, when, and how.

Who:

Alison stressed the need for key people to be involved; at Waimea College they were:

- Rob McMurray, who as principal had the vision and provided the motivation
- Richard Dykes, who as an HOD and intranet developer saw the library as an integral part of the development and delivery process
- Jo Williman, who as librarian was the Director of the library
- Alison Macdonald, as a teacher, who had completed a Diploma in ICT

What and why:

A one term course was developed that focused on information literacy and the development of research skills. A six-step process was used. NCEA provided the catalyst, identifying issues with senior students who didn’t understand the process and the development of skills. This process produced an inspiring creativity and energy. The major issues were the lack of time and the crowded curriculum. Outcomes were increased use of the school library, due to the librarian having greater exposure in the classroom while team teaching with Alison, and use of the process in a comprehensive school wide approach.

How:

The development of the course was dependent on key elements, i.e. passion and dedication, excellent communication, respect of the role of the librarian, and support and trust. The ICT diploma course highlighted the professional respect due librarians and their skills that are integral to the development and delivery of an information literacy programme. Collaboration in the classroom between Alison and Jo enabled colleagues to see a model approach, and changed both staff and students’ perceptions of Jo. The role modelling that Jo engaged in was, however, at the cost of hours spent in the library, highlighting the difficulty of the library team having dual roles and responsibilities. Other departments came to accept that the programme worked. The measure of the impact of the programme was that students who had participated had higher achievement and levels of understanding than students who hadn’t.

Further developments:

- whole school focus on information literacy
- librarian and teacher led professional development for the whole school
- departmental PD provided by the librarian
- The checking of assignments by the librarian, before they are given to the students, for the inclusion of questions appropriate to developing critical thinking skills

Issues/considerations include:

- funding and time allocation
- Principal support
- teachers’ attitudes
- development of the library link on the intranet
- redefining the role of the library and librarians in the 21st century

All in all it was a great session, showing clearly how information literacy can be introduced on a school wide scale with vision, dedication and a collaborative team approach. This is surely a model that could be used to answer the concerns identified by the ERO report on student achievement.

Kaaren Hirst
St Mary’s College, Ponsonby
I'd like to write but I have to… presented by Tania Roxborogh

This was a very entertaining and highly informative session. Tania gave us all sorts of ideas and hints about various aspects of writing, from getting started to ideas on how to combat the sudden need to do lots of other tasks that suddenly arise when a writer should be writing.

Recommendations about how to start include telling someone your story and watching their interest level, and keeping a journal which could include letters, articles, job applications, poetry, copies of email and MSN. You never know when you might need the latter, as Tania discovered at one stage with a recent novel.

Ideas for getting started include setting and keeping to a routine such as always writing so many words each morning, setting deadlines, and multitasking. We also heard that writers need to develop thick skins, have much perseverance and find writing buddies such as mentors, groups or courses. There is also a number of tools the well-equipped writer must have including a laptop, dictionary, thesaurus and reference books. And then of course, writers need to read a lot ‘to fill ourselves with words and stories if we are to be creative’. Finally we looked at the generic structure of all stories: the main character and the object of desire, separated by the obstacle.

So, given so much sound advice, why aren’t we all beavering away at successful novels? Probably because few of us are able to match Tania’s writing accomplishments, try as we might.

Liz Probert
University of Auckland

Literacy and libraries - presented by Jenny Milne

This was a very informative presentation on the role of literacy development officers.

Literacy development officers are based in Ministry of Education offices as part of the Literacy and Numeracy Strategy. Their aim is to help raise achievement levels in literacy in Year 1-8 students in all state and state-integrated schools. They assist school leaders to influence teaching practice and thereby making a difference to literacy outcomes, is equally of interest to secondary school library staff.

This process of using evidence gathered from assessment data to influence teaching practice and thereby making a difference to literacy outcomes, is equally of interest to secondary school library staff.

Jenny then spoke of the relationship between literacy development officers, literacy and the school library by highlighting research (unspecified) which has shown that:

- Collaborative relationships between classroom teachers and school librarians have a significant impact on learning
- Integrating information literacy into the curriculum can improve students’ mastery of both content and information-seeking skills
- A print rich environment leads to more reading, and free voluntary reading is the best predictor of comprehension, vocabulary growth, spelling and grammatical ability and writing style
- The extent to which books are borrowed from school libraries shows a strong relationship with reading achievement whereas borrowing from classroom libraries does not
- The quality of the collection has an impact on student learning
- Test scores are higher when there is higher usage of the school library
- A good quality school library has a positive impact on students’ achievement

The workshop ended with a discussion on the findings of the report Student learning in the information landscape, recently published by ERO, and asked how our school libraries were supporting and assessing student learning in the information landscape?

Joyce Richards
Nga Tawa School, Marton

Lest we forget: those who cannot learn from history are doomed to repeat it – presented by Michelle Dawson

Michelle Dawson, a primary trained teacher at Marlborough Girls’ College, gave an enthusiastic presentation on how she taught a unit about World War I and II to her year 9 English classes, using a wide range of activities and resources including picture books, non-fiction and fiction.

The students began with a passport containing the contract for the unit. As each activity was completed, a visa was attached to the passport. Activities were colour coded according to the following criteria: remembering/knowledge; understanding/comprehension; applying/application; analysing/analysis; evaluating/synthesis; creating/evaluation. No more than two activities from any one colour could be chosen.

An oral history activity involving interviews with local people who had been involved in some way with one of the wars was very successful, but also a huge amount of work. A booklet was produced of all the stories, along with photographs. Interviewees, family and friends all wanted copies, and requests for copies are still being received.

An important aspect of this was the involvement of one of the office staff who helped by producing visa stickers and the booklet of interviews. Michelle acknowledged her important contribution to the success of this activity.

It would be good to see Social Science and English departments working collaboratively on such activities that involve the skills of office staff and the wider community.

Adaire Hannah
Wellington High School
The principal and the school library - presented by Janice Gulbranson

Firstly, I want to say how excited and grateful I was to have SLANZA pay for my conference registration. If you haven’t been to a conference recently (or ever!) let me tell you that it is worth it. One is able to see that, while so many of us work in isolation, our colleagues share our problems, and our satisfactions.

Janice Gulbranson, Principal of Brightwater School, confessed she had to focus consciously on the school library for her presentation, as it is only one of many areas that principals have to deal with. The inference I took from this is that as librarians, we must be upfront and unashamed about selling our work to our principals.

She suggested that a principal’s support of the school library focused on 3 areas: staffing, funding and appreciating the library staff as people. Research (google: ‘School library and the principal’) shows that a principal’s support is critical for school libraries, that principals need to work with librarians, and that TLRs and principals need to work in partnership.

The critical success factors for school libraries (identified by the Ministry of Education to be information literacy, service, promotion of reading, access, information resources and place) can be supported by the principal, not only by funding maintenance (via the BOT), but also by leadership; fostering a culture and expectation of reading in the school.

We heard of two wonderful examples:

- a principal who insisted that every child in the school had to borrow a book from the library on the first day of the school year
- a principal who ‘sold’ books at assembly

Great modelling behaviour!

Beth Clayton
Redcliffs School, Christchurch

Ideas that work for all readers, including the most reluctant - presented by Rob Southam

Rob’s workshop centered on strategies aimed at increasing the likelihood of life-time addiction to reading. These strategies included:

Read aloud much more often:

Reading aloud acts as a commercial for the pleasures of reading. The more children are read to, regardless of age or ability, the higher their literacy skills become and they are more likely to become life long, independent readers. Rob suggested that fathers need to read aloud to their sons; this is good role modeling and can elevate books and reading to the same status as sports in a boy’s estimation. Dr Tim Hawkes wrote in his book Boy oh boy, that ‘Boys around the age of six will speak 7,000 words a day while girls will speak 20,000.’

Increase the conversation, especially the book conversation:

When parents and teachers read stories and discuss them, children learn to think about the words used in the story and what they mean, and they read more.

Entice children to read more on their own:

The more children read, the better they get at it. Reading achievement is linked to the amount of independent reading children do.

Value personal reading choices:

It is important that children select their own books as they are more likely to enjoy reading if they have chosen the book. The enjoyment of reading is the key indicator for engagement in learning.

Enlist coaches:

Rob believes the number one reading coach of the decade is Oprah Winfrey; every book she recommended went to number one in the selling lists because she had read the book and talked about the story with her viewers.

Expand your kid’s access to books:

Books should be available in the home, in the car, at the bach; wherever a child goes there should be a book for them to read. Voracious readers are made not born.

Rob inspired all who attended her workshop with her passion, enthusiasm and commitment to books and getting kids to read. Her strategies are simple and achievable. Her workshop was fun and informative.

Rob ended her workshop with this quote from Paul Jennings: ‘When you look in your child’s bedroom and find them so captivated by a book they don’t hear the call to dinner, you have achieved the ultimate goal’.

Jan Mathews
Melville High School, Wellington
Screenrights: making the most of visual media – presented by Simon Lake

This was an interesting workshop, revealing that as well as being a collecting society, Screenrights is also promoting the development of visual and media literacy skills of school students. Screenrights is a non-profit organization whose members own copyright in film, television and radio. They represent producers, distributors, writers, music copyright owners and other rights owners from around the world.

Using the example Frontier of Dreams from TVNZ, Simon showed how Screenrights is encouraging producers of television and radio programmes to create educational resources (study guides) to accompany the programmes. Also, Screenrights emails to subscribers in licensed schools, a free weekly television guide giving information about upcoming programmes relevant to the different learning areas. To subscribe to the guide, email schooltv@screenrights.org with your name, and the name of your school.

Simon then went on to speak about the Screenrights licence. Under the New Zealand Copyright Act, copyright owners have a general right to control the taping of their material and to charge a fee for its use. Special provisions, however, allow schools, universities and polytechnics to use television and radio programmes without having to obtain copyright clearances. A Screenrights licence from the New Zealand School Trustees Association (NZSTA), for a fee of $3.45 per student per year, enables a school to tape anything from television (both free to air broadcasts and cable transmissions) and radio without having to obtain permission from the copyright holder.

With a Screenrights licence a school can:

- copy any programme, anytime, anywhere (at home or at school)
- copy entire programmes or just excerpts
- make copies of copies
- show tapes in class as part of a course or keep them as a resource in the library
- copy in any format – VHS, CD, DVD, PC, and change the format subsequently

The only requirement is that the copying must be for an educational purpose of the school. The licence does not cover the copying of pre-recorded material such as bought or hired videos.

Joyce Richards
Nga Tawa School, Marton

Curriculum Alignment Project Information Literacy Survey: report and discussion - presented by Glynis Shields, National Library

The workshop discussed the startling results of a survey ‘to examine the perceived information literacy confidence and actual competence’ of Year 12, Year 13 and first Year Polytechnic students, collected from 293 teacher returns from 48 Secondary Schools and 142 first year Otago Polytechnic students, between July 2005 and January 2006.

Information literacy for this project was defined as ‘the ability to identify, use, acknowledge and evaluate information for problem solving and decision making’.

A variety of information literacy skills were assessed, including: deciding/understanding, finding/searching, selecting/using, and presenting/evaluating.

Students’ confidence in their own abilities at selecting, understanding and using information appropriately hovered around 80%, whereas the reality of their competence sunk to an average of 35%.

It seems that finally there is current evidence that supports what we school librarians have been saying for ages: the Y generation are nowhere near as information literate as they would have us or their teachers believe, or in fact they believe themselves.

The workshop discussed the fact that students are leaving secondary school with information literacy skills that are not readily transferable to the tertiary environment, so where to from here? Not a lot was resolved, but a lot was aired!

A copy of the complete survey is available from glynis.shields@natlib.govt.nz and makes interesting reading. It would benefit anyone needing to justify their library’s role in their school community.

Paula Eskett
Riccarton High School, Christchurch

STUDY GRANTS FOR 2007

Now is the time to be thinking about study grants for next year. Applications for these close on the 31st October 2006. Conditions for applying and the application forms are available on the SLANZA website

www.slanza.org.nz
Barbara Braxton

Barbara’s presentation on school library websites was conducted over two sessions. She mentioned that the hands-on version of this presentation normally takes two full days.

In her introduction, Barbara pointed out that a school library website should support the needs of the staff, students and school community through information and links to appropriate resources, allowing anywhere/anytime access and that it becomes an integral part of the information services provided by the staff of the Resource Centre.

She then went on to talk about the why, who, what, when, where and how of developing a school library website. Once it is established why there should be a website and who the audience is going to be, it may be necessary to conduct an information needs analysis to determine what elements should be included.

The when, where and how are the more logistical and technical aspects of putting a site together, with further questions to consider.

Barbara’s presentation was certainly comprehensive and for someone that has already constructed a library website, albeit a rudimentary one, it certainly gave me a lot of things to consider that I hadn’t previously thought about. There isn’t space here to give Barbara’s presentation justice, however, it can be found at http://palmdps.act.edu.au/resource_centre/rc_main.htm. Inside out — your school library online is under the heading 021.7 Library Matters.

Niki Waterhouse
Lincoln High School, Lincoln

Greig Daniels

I quickly realized that I was not alone in feeling unfamiliar with the graphic novel genre. Although stepping into unknown territory, I was keen to understand the nature of graphic novels so that I could do our collection and our borrowers justice.

Greig was very well prepared and his workshop well structured. Tracing the evolution of the graphic novel from its beginnings as repackaged comic strips, Greig went on to define a successful example as being able to show not tell, with the text adding to the illustration and not merely repeating it.

There is consumer demand for comics written for different levels and Greig showed us examples of different styles, written for different levels. There is a market for reprints of older material but he warned that this is not always appropriate for school libraries; the different social, sexual and racial attitudes represented need to be understood in the context of the times in which they were written and may appear shocking to today’s readers.

Cultural differences account for a different type of graphic novel. The United States, Japan and France all come from a comic culture but the content of their comics often has sexual references and/or excessive violence not suitable as library material.

As well as explaining what to look for when evaluating prospective purchases, Greig had a huge range of samples to illustrate his point, and book list handouts appropriate to different levels of reader. He advised us of reputable local suppliers throughout the country where we could source good quality graphic novels.

Greig added a personal touch by telling us a bit about himself. His passion and belief in the educational, artistic and motivational aspects of comics came through strongly. He convinced us that the graphic novel is a great asset to the school library as a recreational read, to encourage reluctant readers, to cater for visual learners, and just because they’re such fun to read.

Bronwyn Rickerby
Lincoln High School, Lincoln

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Cultural differences account for a different type of graphic novel. The United States, Japan and France all come from a comic culture but the content of their comics often has sexual references and/or excessive violence not suitable as library material.

As well as explaining what to look for when evaluating prospective purchases, Greig had a huge range of samples to illustrate his point, and book list handouts appropriate to different levels of reader. He advised us of reputable local suppliers throughout the country where we could source good quality graphic novels.

Greig added a personal touch by telling us a bit about himself. His passion and belief in the educational, artistic and motivational aspects of comics came through strongly. He convinced us that the graphic novel is a great asset to the school library as a recreational read, to encourage reluctant readers, to cater for visual learners, and just because they’re such fun to read.

Bronwyn Rickerby
Lincoln High School, Lincoln

Library Week 06 - Every direction. Every possibility.

“Every direction. Every possibility” is the theme for Library Week 06 which will be held from 18 – 24 September.

This year we’ve turned up the heat on Library Week. To start, a nationally representative committee has been put in place to coordinate the development of a busier Library Week promotion and stronger publicity campaign.

The Library Week Committee has received significant sponsorship funding for the 06 campaign and this year there will be a strong focus on strengthening the Library Week brand and gaining high levels of publicity and media interest in bigger local activities. This will be achieved by using recognised activities that people would expect to see (the nation-wide book reading) alongside brave new activities at school and public libraries.

Schools will play a much bigger part in Library Week 06 campaign. Our aim is to promote what truly awesome places school libraries are and how they give children incredible opportunities to explore and discover.

Library Week 06 will highlight the wealth of knowledge that school librarians offer and the incredible world children can connect to through them.

School libraries will be sent a bright and exciting toolkit of posters, giveaways and promotional ideas, especially for Library Week 06.

If you would like more information about Library Week 06 please contact Megan Mathieson at LIANZA on 04 473 5834 or megan@lianza.org.nz

Dee Brooker
2006 SLANZA Awards

- Principals Award
- Merit for Promotion of Literacy and the Enjoyment of Reading
- Merit for Promotion
- Merit for Information Literacy
- Certificate of Appreciation

Principals Award

The recipients are Principals who have enabled the successful development of their school library to support student learning and who have promoted the importance of excellent school libraries to the wider community.

- Kerry Hoskin, Corinna School
- Prue Kelly, Wellington High School
- Peter Pointon, Seatoun School
- Chris Ryan, Henley School

Kerry Hoskin

Kerry received the award in recognition of his role in promoting the importance of excellent school libraries within his school and the wider community.

Kerry achieved this by:
- Appointing a qualified librarian as a Library Resource Manager
- Developing a new library which includes an ICT centre and teacher resource area which opens at 8.00am daily
- Providing funds for the library team to attend external courses
- Promoting the importance of school libraries for improving literacy levels
- Sharing his vision for school libraries and student achievement
- Presenting at National Library courses
- Making his library a centre for learning and information before it was trendy

Prue Kelly

Prue received this award in recognition of her role in promoting the importance of excellent school libraries within her school and the wider community.

Prue achieved this by:
- Appointing qualified library staff
- Supporting a school-wide information literacy programme
- Involving the school library team in the design of the new library
- Providing a substantial library budget
- Supporting the TTL attending meetings during school time as a SLANZA representative
- Promoting the successes of the school library and library team to the whole school community
- Publicly protesting the closure of the Cambridge High School Library
- Writing a submission with her library team on the Draft Digital Strategy

Peter Pointon

Peter received this award for his long track record of outstanding support for school libraries.

Peter achieved the following:
- Positioned the library both physically and operationally at the heart of Seatoun School and at the heart of learning
- Fostered a close relationship with the National Library
- Developed an Information Literacy model
- Initiated a teacher survey which led to further initiatives being made in the library
- Ensuring that his library is fully staffed throughout the day

Peter’s belief in the integral role that the library plays in supporting teaching and learning, together with his enthusiasm and vision, has resulted in one of the most effectively used school libraries in Wellington.

Chris Ryan

Chris received this award in recognition of his contribution to transforming the perspective and importance of the school library to the staff, students and the wider school community.

Chris achieved this by:
- Providing financial support and time to the library staff
- Consulting with, encouraging and supporting ideas and initiatives from the library staff
- Developing a new information literacy programme
- Promoting the library to the whole school and wider community via weekly newsletters, school assemblies, staff meetings and also writing numerous articles about library events for the local newspapers

Merit for Promotion of Literacy and the Enjoyment of Reading

The following recipients have demonstrated success in implementing an outstanding literacy or reading programme for students, which involves reading in a New Zealand library/information centre.
• Dee Brooker from Whangarei Boys’ High School
• Gerri Judkins from Southwell School, Hamilton
• Rosemary Tisdall from Remuera Primary School

Dee Brooker
Dee received this award in recognition of her success in implementing reading initiatives to further the cause of boys’ reading.
Dee achieved this by:
• Arranging an annual Dads and Lads evening to reinforce the bond between fathers and sons, to promote the value of reading and to increase the usage of the school library
• Developing a collection that pulls the boys into the library
• Arranging and running team quizzes in the library
• Arranging authors/illustrators to visit the school
• Making certain that the library is a foundation for the school's literacy programme and a catalyst for the development of lifelong learners
• Working consistently towards seeing that the students use the library as a destination where reading is enjoyable, stimulating, rewarding and informative

Gerri Judkins
Gerri received this award in recognition of her role in being a successful, passionate and dedicated stalwart for children’s reading and literacy.
Gerri achieved this by:
• Starting each year with a survey to establish each student’s hobbies and reading interests
• Developing weekly themes where new books are featured
• Running a Lit Club on even Thursdays of each term
• Participating when classes visit the library acting as the guide on the side and talking with students and teachers
• Being heavily involved in book weeks, arranging visiting authors, holding parents evenings with themes such as What’s hot in kids books?, and of course book character days
• Making large contributions to SLANZA and the Children’s Literature Association

Rosemary Tisdall
Rosemary received this award in recognition of her passion and energy in promoting children’s literacy.
Rosemary achieved this by:
• Being highly regarded and extremely passionate about literacy. Rosemary is continuously finding ways of promoting books and reading with students at her school
• Being very active in the Children’s Literature Foundation of New Zealand
• Igniting the flame for reluctant readers and encouraging those students who need extending in their reading
• Reading all the books that come into the library, so she would be in a better position to match the right book to the right student
• Ensuring there was a continuous stream of authors and illustrators visiting the school library
• Founding the school’s Senior Book Club

Merit for Promotion
The recipients have demonstrated success in implementing an initiative which has raised the profile of their library in their school.

• Amanda Bond from Takapuna Grammar
• Dianne McLennan from Aotea College
• Mary Pollock from Porirua College
• Chris Archbold from Riccarton Primary

Amanda Bond
Amanda receives this award in recognition of her role in promoting the library within her school and the wider community.
Amanda is recognised for:
• Promoting a love of reading to students and staff through special events and book discussions
• Promoting the library by creating colourful and current displays
• Promoting the library by running professional development seminars for teachers on a variety of topics
• Consulting with Heads of Department and specialist staff on collection development and the buying plan
• Initiating study skill evenings for students and parents
• Training large numbers of student library monitors
• Surveying students and staff on how to improve the library’s services
• Negotiating a substantial increase in the library budget
• Developing a positive relationship with local booksellers and the public library
• Her enthusiasm and advocacy for school libraries

Dianne McLennan
Dianne receives this award for her dedication to Aotea College library and in raising the library’s profile amongst students and staff of the College.
Dianne is recognised for:

- Actively encouraging students into the library
- Her outstanding library week programme
- Her role as research coach
- Her participation in regional library meetings
- Her orientation programmes for new students
- Her role in implementing a school-wide literacy programme
- Her constant striving for new ways to draw students and staff into the library
- Her commitment that sees her contribute more to the library than her official duties and hours dictate
- Her close relationship with the public library and other schools

Mary Pollock

Mary receives this award for her outstanding library skills which have raised the profile of the library at Porirua College and formerly at Naenae Intermediate School.

Mary is recognised for:

- Transforming the library into a well-resourced, well-administered, well-organised, well-used library
- Her extensive knowledge of literature and her ability to transmit her passion for books to students and staff
- Her friendly, helpful, efficient, consultative approach which ensured that the library is a popular place for students and staff
- Her contribution to SLANZA

Chris Archbold

Chris receives this award in recognition of her role in promoting the library within her school and the wider community.

Chris achieved this by:

- Maximising opportunities to promote her school library
- Assisting to obtain a 20% discount for local school libraries from Whitcoulls
- Fund raising for a library budget as the school only allocated funds to staffing the library
- Promoting the library to teachers
- Arranging SCIS training sessions for local schools
- Attending National Library network meetings
- Being enthusiastic, energetic and dedicated to school libraries

» Merit for Information Literacy

Awarded to a member of SLANZA who has demonstrated success in implementing an outstanding information literacy programme for students which involves information literacy skills in a New Zealand School library or information centre

Jackie McCormick

Jackie receives this award in recognition of her work encouraging excellence in implementing information literacy in her school and the wider community.

Jackie is recognised for:

- Initiating and planning a new information literacy unit for year 9 students
- Developing, implementing and contributing to the teaching of this unit to the year 9 students
- Using evidence based practice to establish the students’ knowledge prior to and after the delivery of the unit
- Promoting information literacy along with this unit to teaching staff within the school
- Promoting information literacy alongside this unit to a workshop for teachers from a cluster group in the wider Auckland area
- Raising the profile of School Library Services to students and teachers at Auckland Grammar and to teachers in the wider Auckland area

» Certificate of Appreciation

This award is given to all retiring members of the National Executive, Regional Chairs, and Conference Committee members of SLANZA to formally recognise their contribution.

2006 Nelson SLANZA Mini Conference Committee

- Marion Colville
- Karen du Fresne
- Alison Gamlen
- Bev Huston
- Gaye Mountfort
- Jane Pearson
- Pauline Smith
- Dinah Warren
- Jo Williman
- Clenda Wockner
- Retiring National Executive and Regional Chairs
- Judi Hancock - EGG representative
- Bridget Schaumann - Otago/Southland
- Michaela O’Donovan - LIANZA representative
Te Tai Tokerau SLANZA - upcoming 2006 activities

Following in the footsteps of our Far North committee, the Whangarei SLANZA committee is planning some interesting events.

Term 3 events include (in collaboration with the Northland LIANZA group):

- Visits to some of the new and inspiring Auckland libraries. These may include Tupu Children and Teens Library, Albany Junior High School and the new Albany Public Library. More information and details to follow soon.
- Reference interview training (date to be confirmed).

Term 4 events include a hands-on workshop entitled Transforming literacy – bookmaking with Teresa Francis. This hands-on workshop will offer participants the opportunity to combine the power of literacy with the creativity of the book arts to produce a handcrafted book that can be used to encourage literacy development in the classroom or home.

Date: Saturday, 4 November, 9.30am - 1.00pm
Venue: Parua Bay School library
Cost: $25 per person, incl. morning tea

Contact Dyane Hosler at dyane.hosler@natlib.govt.nz for further information.

Auckland regional report

Auckland held its AGM on 10 June, at St Mary’s College in Ponsonby. We had three retiring members, namely, Pauline McCowan, Jane Mackay and Lois Jamieson. Pauline has served on SLANZA national and regional committees since the organisation’s inception and previously was an active member of the ASLA committee. Jane is taking time to write the history of her school, and Lois is retiring from active participation after many years as treasurer. We wish them well in their future endeavors. Three new members have been appointed, and the committee has approached National Library and the Auckland region public libraries for representatives. These appointments will afford SLANZAK the opportunity to liaise and coordinate with other initiatives throughout the region.

After the AGM we were entertained and challenged with a presentation by Stu Duvall. He challenged the library image we present, suggesting that four straight walls, tidy, organised books and rigid rules don’t convey an inviting atmosphere for our prospective clients. His views were thought provoking; motivating us to re-evaluate how we present our libraries, what we allow to happen in them, and how we interact with our clients. This was a wonderful professional development opportunity and I would encourage anybody to take the opportunity to attend this presentation.

The committee wishes to thank Raeco for the opportunity to purchase their new products and for sponsoring Stu, and Jabberwocky Children’s Bookshop for their continuing support and selection of wonderful books for us to purchase.

Look for our Presentation seminar to be advertised shortly. This seminar is an introduction to the process of developing and delivering a presentation.

Kaaren Hirst

Waikato Bay of Plenty regional report

On 2 May, Carol Spanhake, the Waikato Bay of Plenty LIANZA Chairperson, invited SLANZA members to a meeting in Tauranga where John Garaway spoke on professional registration. I attended this meeting and whilst some questions were answered, I feel there is some fine-tuning to do as far as school librarians are concerned, with regard to qualifications, experience etc, and where we will fit in.

AGM

Our regional AGM was held on 6 May, at Kaitao Middle School Library in Rotorua. The topic was Knowledge is the answer, what is the question?

Bev Hodges was our guest speaker. Bev was previously a school librarian and is now Information Literacy Lecturer at Bay of Plenty Polytechnic. Bev spoke about enthusiasm, planning information literacy lessons, the content, and the all-important hook.

Gerri Judkins, Librarian at Southwell School, Hamilton, spoke on ‘the book - complementing electronic information and entertainment in the digital age’, and how Bev’s ideas have enhanced her 2006 library programme.

This was very well received with many who attended expressing interest in attending Bev’s workshops.

Nineteen members attended the AGM. We voted on two new committee members: Alison Holloway from Morrinsville College and Cynthia Frankcombe from Taupo Intermediate.

Because of the high number of apologies this year, and the fact we had changed the date of the AGM (previously our AGM clashed with Storylines), we decided to canvass members regarding their reason for non-attendance, checking whether it was the date, distance to travel, time of the year, guest speakers, selection of workshops etc. We sent questionnaires out by e-mail and gave members a three-week response time.

At the conclusion of the meeting we had a lovely lunch at the local café.
Committee meeting

We had a committee meeting on 18 June at the Fine Swine café. The Loose Goose was fully booked but the Fine Swine proved more than adequate.

We didn’t get a great response to our questionnaire but it has given us a good indication of what members want, especially regarding professional development. The majority is very happy with what has been offered to date. I have copies of the questionnaire and responses if anyone would like to have a look at them.

Professional development

Our professional development for term 3 will be on graphic novels and will be entitled Warning: This workshop has graphic content. Wayne Mills and Jeremy Bishop are coming to speak to us. It will be held in Hamilton on 9 September, venue to be confirmed.

We are planning library trails to Auckland and Tauranga in term 4.

Jan Mathews

Central regional report

The most recent event in our region was a mini-conference feedback session at Feilding High School, on 26 July, followed by a lovely dinner at Alley Katz café and bar.

Our AGM was held in Wanganui on 7 June with 23 people present.

Our committee for this year is:

- Joyce Richards, Nga Tawa, Marton (Chairperson)
- Pat Bellhouse, Palmerston North Girls’ High (Secretary)
- Gill Burns, Palmerston North Intermediate Normal (Treasurer)
- Beth Mooney, St. Peter’s, Palmerston North
- Joy Hamilton, NLNZ, Palmerston North
- Vivienne Langley, Palmerston North Boys’ High School
- Dianne McConnell, NLNZ, Palmerston North
- Sue Callaghan, Feilding High School
- Heather Manning, LIANZA Representative

We have farewelled four committee members this year, namely, Andrea Thomson, Gaye Robertson, Frances Gibbons and Sue Nimmo and are greatly appreciative of the work they have done.

The guest speakers at the AGM were from ERO, speaking about their recently released report Student learning in the information landscape. They were Frances Salt, National Manager, Reporting Services, ERO, Wellington, and Diana Anderson, Area Manager, ERO, Wanganui. While this was a good presentation, it was felt by those present that the report didn’t adequately address the real problems that exist in school libraries, e.g. trained and adequate staffing, funding, resources, etc.

Our committee has met once since the AGM. Discussion was held as to how to increase our membership. A reminder is to be placed in the next NLNZ Central Region School Services newsletter and letters are to be sent to those who have not renewed their membership this year, as well as those schools that do not have a SLANZA member. Personal approaches are also to be made to non-members.

Future SLANZA activities in the region will be:

- a briefing/information sharing session with LIANZA on professional registration, 19 September, in the Massey University Library staffroom with Rosalie Blake, a member of the taskforce
- a LIANZA workshop on customer service with Sally Angus on 7 November
- a Christmas event on 15th November in St Peter’s College Library with Caroline Robinson, the Town Crier, as guest
- a SLANZA Day at Tararua College, Pahiatua, term 1 next year.

Joyce Richards

Wellington regional report

The Wellington branch of SLANZA held its term two meeting and AGM at Wellington High School, on 29 June. The speaker was Violeta Apostolovski from Clickview.

Violeta explained about Clickview - a software programme that stores videos, DVDs, MP3s, photos and (soon) video podcasts, and allows concurrent multiple uses of the same image. The software is a tool to allow easy access throughout a school to digitised images that are searchable by keyword. It is also possible to capture TV images and existing videos and DVDs into Clickview, to add to the one thousand videos already contained there. There are eighty new videos added each year.

Students can save relevant film on a flashdrive and take it home to watch and work with. It then self-deletes in two month’s time as a copyright protection! There are approximately one hundred and ten schools in New Zealand already using Clickview. More details are available from the Clickview website: http://www.clickview.com.au/home.php

The AGM was held following the Clickview presentation. The existing committee members were all re-elected and will carry on with the portfolios already held. Although the next year will be a busy one, organising the conference to be held in July 2007, the committee is enthusiastically looking forward to the challenge of ensuring that the 2007 conference is successful, in terms of professional development and networking, for all who attend.

Committee members for 2006–2007 are: Adaire Hannah (Convener), Liz Pfahlert (Treasurer), Mary Pollock (Minute Secretary),
Aoraki regional report

At the beginning of the term, Johnann Williams, Jude Hancock and I were invited to an evening event to meet Penny Carnaby, Chief Executive of the National Library. It was great to receive an invitation and for SLANZA to be represented alongside local body authorities and community libraries.

A wine and cheese evening at Paperplus Books provided members an opportunity to discuss library issues and purchase well selected books at discounted prices for their school libraries.

In May, fifty members attended a thought provoking and stimulating professional development day at Rangi Ruru Girls’ School. Workshops included:

- An introduction to new EPIC databases by National Library
- John Mackenzie, encouraging us to be enthusiastic readers/storytellers, self-reflective practitioners and the literacy leaders in our schools
- An informative session on Clickview which is being installed in more and more New Zealand schools
- Bill Nagelkerke, keeping us up to date with trends in children’s fiction
- Raeco, demonstrating how to maintain our books, using their extensive range of products

We took this opportunity to hold our AGM, regretfully losing three long-standing members but gaining another. Chris Archbold was presented with the SLANZA Award of Merit for promotion of literacy and the enjoyment of reading.

The regional AGM was held on Friday 9th June at Logan Park High School in Dunedin. It was very well attended, with four people traveling from Southland to attend.

While in Dunedin, those of us from Southland took the opportunity to arrange a visit to the Otago University library to speak with two of their reference librarians about how they tackle information literacy at tertiary level. This was extremely worthwhile and everyone who attended found it useful on some level. This was an idea that came out of the Curriculum Alignment Project survey report seminar, which I attended in February this year. It has become increasingly important that we see the value of teaching information literacy and research skills, and for me personally, I wanted to see how they go about this from a tertiary perspective, so that I can more confidently work with our year twelve and year thirteen students in preparing them for this next level. It has become even more important with the release of the ERO report, Student learning in the information landscape.

We also took the opportunity to have a buying trip to University Bookshop, which was opened especially for SLANZA members. They treated us royally, sharing their expertise as well as providing us with wine and nibbles! A most pleasant way to shop! Also, I had underestimated the benefits of shopping with other school librarians. We were able to recommend good buys to each other.

Since the AGM, there have been opportunities in both areas for get-togethers. The Otago members have had a tour around the Hocken Library collections and we in Southland had the pleasure of a visit from Bob Docherty from the National Library.

On a more personal note, I am very excited, if not just a bit nervous, about taking on the role of regional chairperson. I am looking forward to being part of such an enthusiastic and professional group and I am hopeful that I have something I am able to contribute to help SLANZA.

Karen Clarke

Otago/Southland regional report

The regional AGM was held on Friday 9th June at Logan Park High School in Dunedin. It was very well attended, with four people traveling from Southland to attend.

Karen Clarke
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.

Copy as much as you like

- Copy any programme anytime, anywhere
- Copy entire programmes or excerpts
- Make copies of copies
- Show tapes in class or the library
- Keep copies as resources in your library
- Copy in any format: VHS, DVD, CD, PC
- Copy anything on free-to-air TV, pay-TV, Radio
- Avoid any individual copyright clearances or fees.

And most of the time you don’t have to keep a record of what you’re taping – it’s as simple as pushing the record button.

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 has sent all school principals an application form for the licence. 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
Stuart Bryant

Networking

The Committee

Adaire Hannah promoting the Wellington Conference

Breakfast Time

Dinah Warren the Conference Organiser