

SLANZA MAGAZINE

COLLECTED

9

ISSN 1179-8548



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EDITORIAL

In this issue of *Collected* we share our love of reading in many forms.

As librarians, it is not just our job, but our passion, that makes us want to create and extend readers. We are fortunate to have an impressionable and captive audience on which to try our techniques, although we also have resisters, detractors and a generation gap or two to contend with.

So what is your method? Is it book-talks, great displays, new ideas, more diverse collections, rewards, book clubs? Does your school assist by making opportunities like SSR, or a terrific budget allocation? Do you use outside help such as visits from authors or famous people, do you apply for grant funding? And once you have hooked your readers, how do you extend them?

In this issue you will find articles that enlighten, inspire and challenge you. If you take away a simple idea and make it yours you are on the right track. Don't become overwhelmed by the plethora of ideas, take it slowly – one idea at a time.

Collected is a publication we can be proud of with contributions from school librarians around New Zealand. Some you may have heard of, but many are just like you – trying new ideas, taking risks and rising to the challenges of creating spaces our schools can be proud of, and our students want to go to. If we do our job well we have created library supporters for life. Then one day when the local council is threatening to cut services it won't be a lone librarian guarding the door, instead it will be a community of users who value the services provided. This is an honor as well as a responsibility, and that is why we need to keep thinking of how users view our

services, not just how we are affected by their use.

Our library fire survey – with a record number of entries – was very revealing. The only book mentioned more than once was *The Book Thief* by Marcus Zusak. Author John Green proved popular for high school libraries, but the rest of the list is as varied as we are. If you had to start a library from scratch this list would be a good starting point.

While *Collected* is published online, you may want to download and print a copy to pass around. There is plenty to interest your teaching colleagues and student librarians, so make sure they get to see it.

The next issue will focus on SLANZA's "Winds of Change" conference to be held in Wellington in the July holidays. If you can't make it to conference, you can still benefit from some great learning opportunities via the magazine; and if you were there our next issue will reinforce your experience.

Lisa Salter - Editor

PRESIDENT'S COLUMN

COLLECTED 9

The theme for this issue is near and dear to my heart, as I have been known to ponder the question 'Books or oxygen?' and have a serious think about whether I could survive without reading!

The best job for a book addict like me has to be working in a school library. It is such a pleasure to be able to help students find something to hook them into reading, encourage them to read widely, or to challenge them to discover a new genre or author. The buzz you get when a non reading Y12 comes back to let you know that she really liked the book you gave her (Grayson, by Lynne Cox), and asks for something else, or being able to give a student a book you know they are going to love, is incredible!

But where do you turn when you are faced with one of those curly requests for thematic reading? You know the ones, as we've all seen the queries on the School Library email list, and the range of brilliant suggestions that our colleagues provide. One of the strategic goals of the National Executive is to provide tools that school library staff can use to support student learning and achievement. Providing access to a wide range of literature is a key component of our work, and SLANZA's new reading website is an excellent tool for all to use. A dedicated team led by Miriam Tuohy and Bridget Schumann put in weeks of work to go through the lists on the SLANZA wiki, sort out, tidy up, and transfer the updated lists to the new website. The reading website provides lists for all levels and on a range of themes, with the option to add relevant suggestions to lists as well. Suggestions are very welcome, as are ideas for new lists. I've used several of

the lists already and know that you will find it as useful as I have. If you haven't explored it yet, find it at reading.slanza.org.nz

The upcoming SLANZA Conference, Winds of Change, will also provide attendees with great ideas, tips and tricks to create and develop readers, amongst a smorgasbord of topics. The conference committee has organized a wide range of sessions that will challenge, provoke and inspire you, and I am sure that you are looking forward to it as much as I am. Can't make it to conference? Follow it via Twitter, using #slanza13 to see what attendees have tweeted.

This is my final President's column, as my term as President will come to an end during the SLANZA conference in July. I hope to see lots of you there, to take advantage of the excellent professional learning opportunity that the SLANZA conference will provide, and to welcome Bridget Schumann as she becomes your President. Thank you for your continued support of SLANZA, and a massive thank you to all those who have supported me during my Presidency.

*Nga mihi nui,
Fiona Mackie*

READ MY LANGUAGE

MICHELE COOMBRIDGE – EPSOM GIRLS’
GRAMMAR SCHOOL AUCKLAND

It may be tucked away in an obscure part of your library. A tiny collection, overlooked and often neglected; a token assortment of books, many of them hand me downs from other departments and possibly looking like op shop finds. Does this describe your Languages collection?

Purchasing new resources for your International & Home Languages collection can be hard to justify – who can afford to spend money on this under-utilised area, when budgets are already stretched? Let me convince you that investment in your international languages collection can be full of rewards.

International languages collections became a focus for me while working in an IB school. In that school it was part of our commitment to the International Baccalaureate programme to provide a significant Languages collection that reflected the nationalities of students attending. I wanted to develop a rationale for purchasing, and on doing a bit of research I found this marvellous quote from Richard R Barter which gave me confidence to begin a structured collection development plan.

I remember a specific example of a good school with excellent libraries, in Germany. The librarian confided in me that she knew and understood all of this theory about the need to support literacy development in as many of the languages of her students as possible, but was finding that the German books simply weren't being read – either by Mother Tongue speakers or by students taking German as a foreign language. I asked her to describe her collection to me. Of course, it consisted of all the German 'classics' and when I pushed her, she admitted that no one read Goethe or Schiller in English much either! I sent her to a local bookshop known to have an excellent children's section and told her to buy anything that she recognised as being popular in English. Once the Beverly Cleary, Judy Blume and Roald Dahl (in translation) started flying off the shelves, she became more confident and her collection grew to include Christina Nostlinger, Erwin Moser, Ursula Fuchs, Tomas Brezina and many other German language authors who were equally, if not more popular with her students!

(Barter in Markuson, 1999)

Liberating isn't it? Basically Barter's words could be summed up into this sentence: 'Buy what they want to read!'

I have moved on from the IB school now and find myself with another Languages collection that needs some love and attention. Fortunately I can apply the 'Richard Barter'* methodology; routinely weeding and purchasing as time and budget allow.

Below are some basic guidelines I would apply when creating a vibrant and appealing collection of International & Home Language resources:

- Choose modern, popular fiction items – the type of book a child or young adult of that nationality would choose for themselves.
- Make sure book covers and illustrations look attractive. Avoid editions that look like text books.
- Selection for the collection is to fulfil two purposes:
 1. Reading for international students in their native/first language
 2. Reading for those learning a new language – primarily the subjects being taught in your school.
- This collection should be completely separate from your learning languages (400s) non-fiction materials. The bulk of your International & Home Languages collection should be fiction.
- Choose one or two languages to focus on each year. Adding even half a dozen items to that language each year will make a difference.
- Withdraw tatty & 'dusty' books, just as you would for any other part of your library's collection.
- Be specific when asking for or receiving donations. Make sure your criteria are clear and understood.

- Promote the area well to your language teachers and International student coordinator.
- Locate booksellers who can source the titles you require.

Your International Languages Collection becomes especially rewarding when a student discovers an item in a language they feel connected to. There have been several times I have heard conversations proving the value of carefully selected books that connect across language and nationality. Students and teachers who stop and make comment about a familiar book such as: 'My father used to read me these stories when I was little' (Monkey King – Chinese picture book), 'Look there's Pippi Longstocking in German' (overheard in a discussion by two German international students), 'Oh I love this book, we have it at home' (a Korean language story), make the effort of purchasing into this area rewarding.

International students often spend significant amounts of time in the library, using it as a refuge and quiet workspace. There are times when their international stay can be challenging and lonely. It can be comforting for these students to see that books are provided in their home language and that they are popular titles they will enjoy reading and be familiar with. Newly immigrated ESOL students struggle with the same issues. To read in their own language again may be able to give them some much needed down-time.

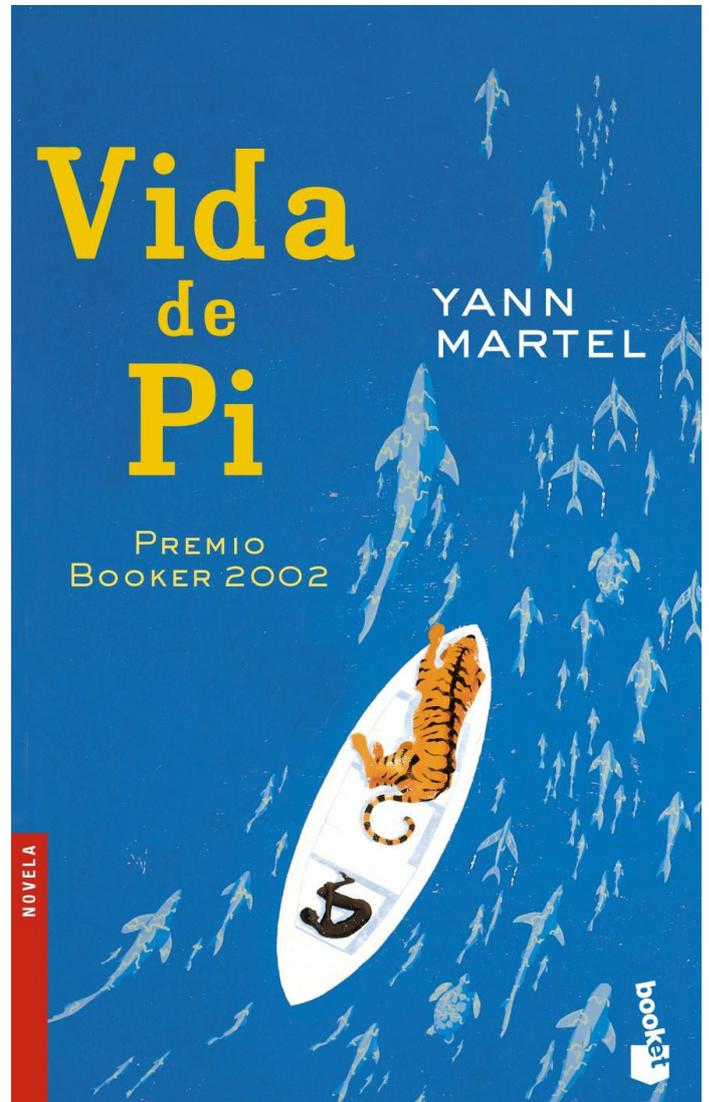
Magazines can also be very useful, and meet the needs for both new language learners and International students. Subscriptions are expensive and therefore deciding which language you will apportion magazines needs to be carefully considered.

Think about what you will call your collection. 'International Languages' is stylish but does it omit our Pasifika and Māori representation? 'Other Languages' sounds very bland (other than what?). Auckland City Libraries call theirs the 'Community Languages Collection', which has a nice ring to it and for this article I have called mine the 'International and Home languages collection', which is really a bit of a mouthful. The decision is yours to debate and consider.

Promotion of this area is vital, or as gorgeous as your new collection now looks, it will continue to sit unused. One creative Spanish teacher started each new year with a treasure hunt around the library, ensuring her students were familiar with the location of the languages resources. Take some time with languages teachers, ESOL groups and International Student Coordinators to show off the wonderful items you have put together. Enjoy creating a Languages Collection you can be proud of.

*Author's note – using the term 'Richard Barter methodology' I couldn't help but think of Life of Pi's tiger, Richard Parker. Languages Collections rarely require the sharp teeth of Richard Parker, but Life of Pi, in any language, would be a wonderful asset to your collection.

Michele Coombbridge - Epsom Girls' Grammar School



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BOOK TALKS

NOT SO QUICK AND SIMPLE, BUT THE PERFECT WAY TO ENGAGE STUDENTS WITH READING BRIDGET SCHAUMANN RLIANZA - KINGS HIGH SCHOOL, DUNEDIN

Many will know of Nancy Keane and her fabulous site [Booktalks Quick and Simple](#). For many years Nancy has been updating her lists of books, which are fresh and ripe for book-talking. She gives you hints and tips. When I first started out I used these all the time. Her books are great too; if you are new to this book-talking lark then I recommend investigating her work.

Book-talks are one of the most effective ways of getting readers interested in books. A recommendation is a powerful persuasive tool. When a friend recommends a book you are more likely to read it, this works for students too as we know how powerful peer pressure can be. A librarian recommending books they have read is another avenue. Book shops use stickers on books recommending them; well known people promote books on TV, in promotional material and online. We all like to have someone sell us a book, tell us what it's about, compare it to other books and encourage us to read it. It's hard to resist a charm offensive, especially when the books are carefully selected for the audience.

It has been my experience that if you offer to do a book-talk to classes there are few teachers who will turn you down. To start, you are going to need some great books, that you have read and that are already popular in your school. Next up – book a class, practice at home, then start with a couple of books and make your production bigger as you build confidence. Once you've got the students and a couple of staff members on-side you will be feeling the rush that comes from speaking about something you love to others, you will be just fine!

At our school the Year 9 and 10 students have a reading period every second week. I select resources of interest to the class: are they fiction boys, sporty types, practical guys? I try to get a mix that fits their tastes and reading ability with some wild cards – books which might be 'good for you' books, or off-the-wall weird and wonderful books. Often students don't see the books on the shelves, and selling them makes them far more likely to be borrowed. I always choose a mix of non-fiction and fiction, and something that is 'hot right now'. Yes, if the books aren't a hit it makes more shelving at the end of the day, but usually highlighted books are issued that period.

Good-natured banter ensues as the guys gather for the talk. Humour is one of the best ways to engage the students. We have lots of laughs and everyone is free to contribute. Their teachers are there, the rules are that they don't mark or do teacherly work while we are having our reading moment, and they are encouraged to join the book discussion. I often start by asking the students what they are currently

reading, and encourage them to use the suggestions book to assist with buying. We discuss the books they are reading and then I launch into my spiel.

Book by book I describe the action, or give hints at the kind of book it is, who I think the book will appeal to – if you liked this then try that. We talk about movies that have sprung from books and we talk about TV programmes that might have a similar feel to the book. If a book is one of those where the cover sells the book then I might just hold it up and wait for the rush of hands to grab it. The boys grab (sometimes fighting over) the books as they are spoken about and sometimes I make the teacher decide who will have the book first.

The conversations can be wide ranging and reference other books. Staff often join in. I like to whip the boys up in a lather of book-y excitement and the teacher's job is to keep them under control. Students gather really close to me and there is often a fight for the seat next to me for prime book access. I aim for about 10 minutes book-talking with each class. There are of course some classes which are harder nuts to crack than others. If I feel I've lost them, I'll chuck it in and move on quickly with just a couple of books.

After I've finished book-talking I'm out in the library finding books for the boys, answering queries, trying to fit a boy with a book, readers' advisory on speed! The action is fast and furious, the boys are queuing for attention and conversations about books, and recommendations of books from one boy to another are happening all over the library. In the perfect world the teacher is playing along and doing it too, or possibly standing at the issues desk and issuing books to the enthusiastic readers. It is a gorgeous thing and slightly mad, but our boys are loving reading and loving the engagement with other people who read the same books they do. After books are issued, sometimes there is time for some silent reading at the end. The students won't all take a book out, but a lot will, especially if I have done my job well.

I'm all about all of us having a good time, using teen-speak, building a relationship with the students and using the teacher to fire off. We are a growing school, so often these days there are two classes sharing the period. In that case I take one class and whip them through, then the next class is in. Busy times in a sole charge library – most weeks I have seen many more students than the teachers have.

I also do book talks for seniors, and tailor these to the requirements of the teacher. These are a great opportunity to get your senior fiction out and being used, and also to have real engagement with students,

get them hooked into more adult reads and talk about authors you love and the works they have written.

Of course, I have read the books! If I'm book-talking a book then I have read it! I really believe that unless you have read the books you are talking about it is unlikely that you can sell them convincingly. I try to keep up with the books coming into the library, reading as many as humanly possible, and not just Young Adult books; I'm reading to do book talks with the staff too. You have to keep current; you have to be ahead of the game if at all possible. Yes this borders on obsession, I accept that, but I want to be the person in our school that students know they can have a discussion with about a book, and chances are I will have read it. And here is my constant cry – if you don't love to read, what the heck are you doing in a school library job, and how on earth are you going to convince students to read?! Yes, I know there are other things we do in our jobs with information literacy et al, but this is one very important thing we shouldn't drop!

Bridget Schaumann - Kings High School

Some of my favourite books to use for a book-talk and a very short idea of what I would say about them (for Year 9 and 10):

The Maze Runner by James Dashner – set the opening scene. I'm in a lift, when it opens there seems to be a bunch of other very scruffy kids in front of me. Turns out we are in the middle of a maze and there are evil creatures patrolling it and we have to get out. It is dangerous and we will have to be clever.

Wonder by R.J. Palacio – Augy is a boy who was born with a munted face. He has been home schooled but has to join the real world now. Some kids at his new school have been selected to help him and look after him but you know sometimes the kids who teachers think are really good are actually not that nice. You can do heaps with this book especially if you can show them the book trailer.

Sam Stern's cookbooks – You like to eat? Then you should learn to cook what you like to eat! These are guaranteed to work, great to share and there are guaranteed 'girl catcher' recipes in here! Girls love boys who can cook! Actually everyone loves boys who can cook!

Being by Kevin Brooks – You go into hospital for an operation, nothing special, just a routine operation. While you are in theatre you can hear the voices of the surgeons speaking and they sound like they are talking about you. It seems they opened you up and you turned out to be made of plastic! What!?! Next minute you are on the run, bad doctors

are chasing you and it looks like they want to use you for their experiments. Great action in this book.

Rash by Pete Hautman – In a world gone safety mad you have to take drugs so that the peace is not disturbed, with a 'three strikes and you're out' policy, it is pretty easy to end up in prison. A prison set in the Arctic where you are forced to make McDonalds for the world, you are fed McDonalds every meal and the perimeter is patrolled by dangerous polar bears. Sounds unlikely – well... I'm not so sure.

I Hunt Killers by Barry Lyga – When your Dad is the most notorious serial killer around and is locked up, and people start to die in the same way his victims did, you are likely to come under suspicion. If you watch Criminal Minds and Bones etc this book is for you.

Miracle in the Andes by Nando Parada – Rugby team on a plane! But this plane isn't going to get where it is supposed to, it is going to end up on the side of a mountain, there will be no food. But wait! There are all these bodies lying around preserved in the cold. Yummmm! Would you eat human flesh if it was the only way you could survive?

And a quick list of Booktalking winners:

The Knife of Never Letting Go by Patrick Ness

The Boy in Striped Pajamas by John Boyne

In The Sea There Are Crocodiles by Fabio Geda

Scott Pilgrim by Brian Lee O'Malley (graphic novels)

Bone by Jeff Smith (graphic novels)

The Flight series (graphic novels)

The Age of Miracles by Karen Walker Thompson

Gone by Michael Grant

The Enemy by Charlie Higson

Life as we knew it by Susan Beth Pfeffer

After by Francine Prose

Six by Karen Tayleur

Wool by Hugh Howey

The Passage by Justin Cronin

Jasper Jones by Craig Silvey

Divergent by Virginia Roth

The 100 Year Old Man Who Climbed Out the Window and

Disappeared by Jonas Jonasson

The Kite Runner and A Thousand Splendid Suns by Khaled Hosseini

Open by Andre Agassi

Gold Rush by Michael Johnson

BOOK CLUBS ENCOURAGING READING

HELEN HENRY – OTAGO BOYS' HIGH SCHOOL

Alongside the Book Club, which is my nosy way of keeping in touch with what the boys are reading, I have made it an annual practice to ask some of our leaders to answer some questions for me and share their responses with the Book Club.

The boys typically invited to respond are the Head Boy, Deputy Head Boy, Head of House (hostel leader), a Board of Trustees representative, House Leaders and Prefects. In other words, boys who have attended high school for five years and have become recognised as leaders are quizzed.

The questions asked are:

- What is your favourite childhood book, or books?
- What do you remember of learning to read? Were there any difficulties?
- Who encouraged you to read when you were young?
- What do you like about reading?
- Did you ever experience a time when you were reluctant to read?
- Apart from school texts what else do you read?
- What books did you enjoy studying in Year 9 and / or 10?
- Some people advocate getting rid of 'book' libraries and relying on electronic sources for all reading. What do you think of that idea?
- What piece of fiction and/or non-fiction would be a strong recommendation from you?

The boys are given the questions to take away and think about. They attend our Morning Tea Book Club session and answer the questions (I invite the Book Club members to put the questions) then I collect the written versions of the responses in case we don't get through them all and I write up my findings in the school's newsletter.

That has been the process over the last four years. In that time quite a number of boys have been interviewed and some interesting information has come to light.

Favourite books recalled from childhood were books such as 'Hairy Maclary', 'The little yellow digger', 'Where the wild things are', 'Greedy Cat', 'The very hungry caterpillar' and 'Spot, the dog'. I would say a fair bit of discussion went on at home to come to some of these assessments. Boys recounted sitting cosily with a parent, most often the mother, while sharing books.

The process of learning to read brought forth many of the most revealing responses. The boys were candid in their self-assessment and recalled 'following words with his finger', 'sounding out syllables' (English a second language), 'pictures helped him', 'could not recall the process – it was easy' he thinks.



Break time at Otago Boys' High School library

The question related to reluctance to read has highlighted that almost all boys found there was a down time when suddenly they were involved in more sports, social events, meeting new friends, and other life events took precedence. Having said that, these boys tended to agree that reading was something they came back to and appreciated. They were keen to advise the younger boys to remain persistent, to try as many different styles of writing to broaden their reading experiences and make new discoveries.

I haven't covered all of the questions here but suffice to say that I think it's a worthwhile thing to do. Discussion is generated at home for these boys, they are introduced as fellow readers to the boys in the Book Club and it seems like a privileged connection. It has also been invaluable for me, as a librarian, to see the value of persistence, encouragement and understanding the importance of the student gaining confidence as they move through the secondary school system.



Otago Boys' High School Library

**BOOK CLUBS TO
ENCOURAGE READING**

DEEP READING: THE SERIOUS TASK OF BEGUILEMENT

CORINNE HINTON RLIANZA - KINGS COLLEGE
AUCKLAND

Do you remember what it was like when you were young, and you used to get completely lost in what you were reading? Perhaps you still do? As Elizabeth Stroud, Pulitzer Prize winner, mentioned recently, "Sometimes I miss the kind of reading I did as a teenager, when you read and read and read ... it was so wonderful".¹

When this happens we are "deep reading." We are plunging headlong into reading (be it fiction or non-fiction) to the extent that we are able to block out and forget our physical surroundings. In the words of Saint Isaac of Syria "...Then, as in a dream, I enter a state when my senses and thoughts are concentrated".² Wolf and Barzillai's more technical description is "the array of sophisticated processes that propel comprehension and include inferential and deductive reasoning, analogical skills, critical analysis, reflection, and insight."³

As readers we take the words of the author and together with our imaginations, our knowledge, our emotions, and our experiences we build mental pictures in our brains. We empathise with the characters in the book; we follow the arguments of the author. We may laugh out loud; we may cry; our blood pressure may rise; our hearts beat faster. When we are "deep reading" we travel wherever the author takes us. Lately I have been up in a plane⁴, trapped in a house⁵ and dancing on the moon.⁶ Once we have "come back down to earth", and maybe even days later, if it is a good book, we may still find ourselves thinking about the book and making new connections with the ideas we have read. In the words of Peter Hitchens these are the books that "will beguile you and leave you better than you were before".⁷

In order to achieve this state of "deep reading" readers need practice and reading maturity. Reading is an acquired skill. We are not born readers⁸ and we have only been reading for 5,500 years.⁹ When we learn to read we start by reading out loud before we become silent internalised readers. We cannot begin to "deep read" until we are beyond thinking about the mechanics of reading and have become fluent readers. We need a sustained period of time to devote to the reading experience. We need tranquillity and peace, or in the words of Carl Honoré we need to find our "inner tortoise".¹⁰ We need to be actively engaged by choosing what we want to read; it is not the same if someone else chooses our reading for us, or we have to read something. We need to cultivate stamina and concentration, and we need curiosity. As this happens we are shaping neural pathways in our brain. "What we read and how deeply we read shape both the brain and the thinker",¹¹ "Human beings are changed by the evolving richness of the neural networks that we add through our reading over time".¹²

Deep reading brings us many benefits. A study investigating the role of fiction and empathy found that empathy was influenced but only

when people were emotionally transported.¹³ Deep reading gives us knowledge; connection; relaxation; and therapy. Being immersed in a book is an enjoyable experience. If you ask a reader "What was better, the film or the book?" The answer will invariably be, the book. Why is this? The answer has to be the time spent "deep reading" with imagination; the film always misses things out. James Cameron the film director and producer (Titanic and Avatar) said, "Imagination is a force that can actually manifest a reality".¹⁴

Perhaps of even greater importance "deep reading" gives us universal truths and ultimately - wisdom. Birkerts believes that "the search for truth requires deep reading and deep thinking,"¹⁵ and the authors of an article in 1997 wrote, "The search for truth should be the central focus of learning and schools. Deep reading and deep thinking are dual processors which inform such a search and lead us toward insight and illumination"¹⁶

There are many distractions that prevent "deep reading" and it is all too easy to blame it on the author and the book, and say that the book was "Not interesting", "Too hard", or "Boring". But factors that work against "deep reading" also emanate from the reader including not having or making enough time, not having peace and quiet, not having enough concentration, not using as much attention and having too much to read.

It is interesting to compare historical fears about writing and wisdom with current fears about Google, Twitter and "information foraging". Carr writes, "In Phaedrus, Socrates bemoaned the development of writing. He feared that, as people came to rely on the written word as a substitute for the knowledge they used to carry inside their heads, they would, in the words of one of the dialogue's characters, "cease to exercise their memory and become forgetful". And because they would be able to "receive a quantity of information without proper instruction," they would "be thought very knowledgeable when they are for the most part quite ignorant". They would be "filled with the conceit of wisdom instead of real wisdom".¹⁷

Today we have a multiplicity of digital mediums beyond the book with huge amounts of information. It will be interesting to discover whether the advent of eBooks has an effect on deep reading and our capacity to contemplate and think about our reading. As Maryanne Wolf writes "Will we lose the "deep reading" brain in a digital culture? No one knows - yet"¹⁸

And it is not only eBooks, is Google really making us stupid? Five years ago Nicholas Carr wrote, "Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a jet ski".¹⁹

With so much information available to us it is very easy to become distracted; to loose direction; and to skim and scan through the web. With this type of reading is it still the case that the more you read, the more you know? Birkets describes this as “the electronic impulse [that] works against the durational reverie of reading” but the answer to this barrage of information according to Maryanne Wolf is “to find the ability to pause and pull back”.²⁰

Does “deep reading” matter? Yes, it does, because reading goes hand in hand with writing, and how we read now will have an impact upon the culture of future generations. Can we balance deep reading with online reading? As an optimist I am hopeful and agree with Bill Thompson when he says, “I don’t think that having access to Twitter diminishes my capacity for deep reading, nor make it unachievable in the young, although it does mean it has to be something taught and worked at, like other skills. It also has to be maintained. But then, it always has been – making people fully literate has never been a trivial task”.²¹

Corinne Hinton - Kings College Auckland

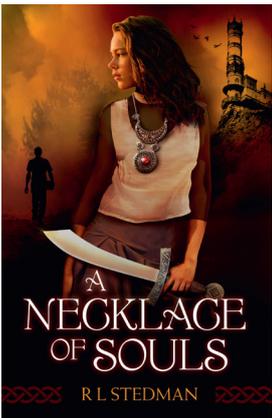
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STUDENTS INTERVIEW AWARD WINNING NEW ZEALAND AUTHOR RACHEL STEDMAN



Rachel Stedman's new novel, *A Necklace of Souls*, won last year's Tessa Duder Award for young adult fiction. It's published by HarperCollins and was launched at the Storylines Margaret Mahy Day in April. Lorraine Orman says in her GoodReads review: "A fresh and exciting fantasy from a new New Zealand author. The hero and heroine are excellently drawn – Dana as the princess who fights against her destiny as the magical (and doomed) protector of her kingdom, and Will as an orphaned baker boy turned warrior."

Mei-Lin Chew and Victoria Hos, students at Southwell School in Hamilton, asked Rachel about her life as a reader and writer.

Where did you grow up?

In Christchurch. I'm the oldest of six children.

Did your family encourage reading?

Yes. We had no television because Dad had an issue with them but we had lots of books. Mum was a big fan of libraries and we went every week to the library and came back with armloads. She had an account at Whitcoulls that she hammered pretty regularly, too, much to my Dad's shock.

Mum spent a lot of time hunting out books for me that I might like. She was almost always right in her choices. I still have a lot of them on my bookshelves.

What were your favourite childhood books and genres?

When I was a kid I read a lot of historical fiction and fantasy, especially books about English history. I loved books by Rosemary Sutcliff, and *A Traveller in Time* by Alison Uttley. Then there was the *Narnia series*, anything by Edith Nesbit (I'm still a big fan of hers, she had such an amazing gift), Noel Streatfield, Alan Garner and Susan Cooper.

Of course, I read Enid Blyton, only I got really annoyed by the *Famous Five* series, what with George looking like a boy and Anne doing the washing up because she was a girl!! So I gave them up pretty quickly, but I liked Blyton's other adventure books.

I loved Nancy Drew, of course, and a couple of other series about girls doing adventurous things. I read *The Scarlet Pimpernel* series – they were very exciting. I read lots of Marvel comics.

There's a group of books that I call tear-jerkers that I loved but made me cry because someone good has something awful happen in them. These are: *The Seven Little Australians*, *Little Women*, *A Little Princess* and *The Secret Garden*.

But probably my all-time favourite writer as a child was – and still is – Diana Wynne Jones. I'm just reading one of her novels now, and I still love the freshness of her voice and her ability to tackle really complex storylines and ideas in a way that's original and entertaining. My favourite book of hers is *Charmed Life*.

When I got older I started reading a lot of science fiction, especially Anne McCaffrey, and Georgette Heyer and classics like the Brontë sisters, Jane Austen, Daphne du Maurier and Alexandre Dumas.

Now, I read mostly sci-fi and fantasy, but I also really like Nick Hornby, John Green and lots of classic novels. But I don't read Dickens. Although I know his characters are fantastic, I find his novels very boring. I have a very random taste in books.

I have more writers listed on my website, too www.rlstedman.com.

At what age did you start writing?

Probably when I was about 30. I'm not someone who kept a lot of diaries or journals. I always wanted to write, though, but I didn't think I was any good at it so I didn't do it.

What made you want to be an author?

I liked reading. And I know what I like to read but I couldn't find what I liked on the bookshelves so I thought, blow it, I'll write my own!

Have you done any writing courses?

Yes. I did a few one day classes at Canterbury University and then I did a couple of six-month afternoon/evening classes with Diane Brown in Dunedin. They were very helpful and without them I don't think I could have ever gotten published. I'd really recommend doing writing courses if you are interested in writing – you learn a lot more in a group, with an experienced teacher, than you will working by yourself.

How did you get published?

I started sending short stories away to magazines and e-zines. I had a few acceptances, which was a buzz, and then I sent one to the School Journal and it was accepted. About a year later I sent them another one, and that was accepted too (in between I'd had one rejected) and they were published in the same issue! Then I entered the Tessa Duder Award competition and won! It was very exciting.



Rachel Stedman, author of *A Necklace of Souls*

As a physiotherapist and mother, how did you find time to write *Necklace of Souls* and how long did it take?

I actually work as a procurement specialist at the Ministry of Health, I'm not a physio anymore.

Time is always my biggest problem. I think if you're really passionate and committed to something you'll manage to squeeze it in, somehow. But there's no point in trying to write a novel if you're easily distracted. I think you just need to grab the space you have and use

For me, the space I have is in the evening or when I fly to Wellington (which I do quite often). When I'm in the plane I don't have to run the kids around to soccer or cook the tea and I can just focus on work and writing. I have tried the getting up early thing that some people do – like at 5.30 – but I can't do that. I just fade at the end of the day.

It took me about five years or so to write *Necklace*. I bet it didn't take that long to read!

Why did you write this particular fantasy story? Where did the ideas come from?

I wrote *Necklace* because of a dream I had, and because I wanted to write something on a more epic scale. I was interested in the theme of choices and rights and duties and I liked the idea of a magic talisman that destroys its wearer.

The ideas probably came from other books I'd read and movies I watched as well as my own internal thoughts and experiences. I'm a big fan of fairy stories, I like the way a fairy story can be simple or complex depending on how you write it, and I've always enjoyed adaptations of fairy stories. And I absolutely loved *The Matrix* and *Aeon Flux* and *Serenity*, movies about girls doing martial arts in black leather, so they made their way into the book, too.

Do any of the settings in *Necklace of Souls* describe a place you lived or have visited?

Yes, the Kingdom of the Rose is based on a real place. But it's also a fantasy world; a blend in my mind of real and imagined. I don't want to say where, though, because it might destroy the way people think of the Kingdom. But it's not Stewart Island. I just borrowed the place name.

Do your characters resemble anyone in particular? What inspired their names?

Oh no, they are all totally imaginary. Most of the names just happened – Cyrilla, Leovane and Rosa were all easy. Will was easy too, because he just is Will. But Dana was really hard. I liked the way that Dana is similar to Diana, the Virgin Huntress, and I knew a girl called Dana who was really cool; very active and strong and confident, so I thought that name would work.

“IT TOOK ME ABOUT FIVE YEARS OR SO TO WRITE NECKLACE. I BET IT DIDN'T TAKE THAT LONG TO READ!”

Have you written the next book in the series? Are you currently working on any other books?

Yes, I've done the first draft of the next book. It's quite different, I think, to *Necklace*. I've also got an idea for an adult's story, but I don't know if it will ever get published.

What genres and authors are you presently reading?

Just now I'm reading Diana Wynne Jones *The Merlin Conspiracy*. I'm about to start *Red Rocks* by Rachael King. I have a huge pile of books beside my bed... I'm also trying to read *Beak of the Moon* and *The Summer Tree* by Guy Gavriel Kay but they are taking a while. And I have *Complete Etiquette for Ladies*, a nineteenth century guide to good behaviour. It's hilarious but I only read it in small doses as it's so deeply annoying. I always have at least one book on the go.

Thanks to HarperCollins, there are five signed copies of *A Necklace of Souls* to be won. To enter the draw email gerri.judkins@southwell.school.nz by Monday 24th of June with “*A Necklace of Souls* Draw” as the email subject.

Interviewed by Mei-Lin Chew and Victoria Hos with support from school librarian Gerri Judkins

AUTHOR VISITS

AUTHOR DAVID HILL VISITS TOKOMAIRO HIGH SCHOOL.

As the librarian in a small rural school I feel I should offer my clients opportunities to meet writers and creative people, to inspire them as readers and writers, and to help expand their life experience. I've been lucky enough over the years to have writers and illustrators visit the library at Tokomairo High School, a small Year 7–13 rural school in South Otago with a roll of 270.

I'm sure my experience is the same as many other librarians, but I think it would be good to talk about two of the experiences we have had at our school. Because reading takes centre place I believe that visiting authors can make an important contribution to the reading culture at your school, by providing a tangible connection between writers and their audience.

The most recent visitor we have had was David Hill, who is well known for his young adult fiction. David had visited us previously when he was Writer in Residence in Dunedin.

David was in the area and asked, through the New Zealand Book Council, if any schools would like his services. I jumped at the chance and in conjunction with the English department we asked if he would hold a workshop with our keen writers. The English department runs a weekly writing club and its members were invited to take part. English teachers also recommended students who were keen writers or who had showed a flair for writing. We also had two students involved who were interested in poetry and song lyrics. The 16 students who became involved ranged from Year 8 to Year 13, and David worked with them for three hours in our library.

David's presentation was especially useful to our students. He had a relaxed easy manner and quickly created a rapport with the kids. He used practical messages, humour and writing activities to reach out to the students, and encouraged them to read and work with their own writing. One of the prerequisites for entry, which David had stressed to us, was that each student had to bring a piece of their own writing to share. It was the "price of attendance", he remarked.

The students would talk with David and then head off to complete writing tasks before gathering together again. David was honest and forthcoming about his own work and work processes, and let them know how he created his stories. He also talked about the importance of reading; how it stimulates the imagination, helps you think creatively, and adds to your store of ideas as a creator.

The event was a success, and there was a great deal of positive feedback from the students. Students agreed that it was "an awesome experience", they really "enjoyed the writing exercises", and "enjoyed the opportunity to write and get feedback from a real writer".

I was also really pleased to see that nearly half the attendees were boys, and that all students felt comfortable sharing their work. There was much laughter and conversation, and I had some positive feedback from David about our students.

Another really constructive visit was from author and illustrator David Elliot. I had met David previously at a Young Adult Literature Conference in Dunedin and had admired the presentation he made. As an award winning writer and illustrator it was a no-brainer to have him come and speak to our English students about his books, his writing and illustrative work, and his creative work with other writers. He was very forthcoming about his ideas process, his visual designs, and his creation of the finished work. He had many illustrations and concept drawings. He also talked a little about his work as illustrator of Brian Jaques' "Redwall" novels. He mainly spoke to Year 8, 9, and 10 students.

I also arranged with the art teacher for David to spend two hours with art students in the art room. He spoke to them about careers in art, worked with the class on drawings, and taught illustrative techniques. I think the art teacher appreciated this from a practical perspective in terms of imparting skills as well as a way to teach the students about the reality of careers in art.



AUTHOR DAVID HILL VISITS TOKOMAIRO HIGH SCHOOL

David Elliot's visit was a positive one for our students; he was relaxed and shared with them in an entertaining way.

I guess being a host to an author relies on good organisation, good communication, and a little thinking outside the box. These weren't always my strong points, but with the help of the New Zealand Book Council we got through. The information on their website documents everything you need to know if your school or library is host to an author.

Our \$80 a year membership of the New Zealand Book Council covered both visits referred to here. The Book Council can also assist you in finding other writers, and help you organize trips where you bear the full cost of the visit. The only cost associated with David Hill's visit was a \$50.00 charge for the workshop with students. Along with

a small gift and card, the costs to us were negligible and I was happy to spend my library budget on this.

I have to admit that I'm ending up sounding like a shill for the New Zealand Book Council, but I don't hesitate to recommend this part of their service. For a small payment you get the opportunity for one free author visit per year. In schools with a limited library budget this can be a godsend. You can promote your library, inform and educate students and provide a positive experience for your library clients. It's easy to sell small extra costs to Principals. They hear "free visit" and their eyes light up! Many can appreciate this as a way of promoting literacy, showing the way that schools and their library offer opportunities to their students.

Greig Daniels - Tokomairiro High School, Milton

AUTHOR VISITS

THE OTHER SIDE OF AUTHOR VISITS FROM POPULAR YOUNG ADULT AUTHOR DES HUNT

2006 marked a watershed in my life. In December of that year I ended 44 years involvement in education, mostly as a teacher, but dotted with periods of curriculum development. As I filled miniskip after miniskip with resources dating all the way back to the 1960's, I wondered if I was doing the right thing. Not so much whether I would miss the classroom, but what influence it might have on my new career as a full-time novelist.

My worries did have foundations in the past. In each of my stints out of the classroom, I had prepared resources which later proved to be unsuitable when I used them with students. Sitting in an office well away from the end consumer, my understanding of students had shifted until I imagined them all to be able, conscientious seekers of enlightenment. I worried that the same thing might happen with my novels. Was it possible that, sometime in the future, my writing would drift to the stage where youngsters would no longer want to read my stories?

Within six months, I had my answer. In February of 2007, *Frog Whistle Mine* was listed as a finalist in the NZ Post Children's Book Awards which meant that in May, I could take part in the Festival Tour visiting 17 libraries in Manawatu, Whanganui, and Taranaki. Five days of contact with all sorts of youngsters, ranging from the avid reader to the bibliophobe, the model student to Dennis the Menace, and in some cases, the preschooler to teenager. It was enlightening; never before had I interacted with such a wide range of potential readers. Their responses to my speeches, my jokes, my experiments, my questions, gave me an insight into lives quite different to those I had accessed before. By the end of the week, I knew that I had found a substitute for the classroom. In fact, it was better than teaching: each prepared presentation could be used multiple times, and there was very little paperwork afterwards, particularly no marking.

Since then school and library visits have become a significant part of my life. In total I spend five to six weeks a year visiting schools and

libraries. Through them I can keep in touch with trends in adolescent language and vocabulary, get an idea of what current interests might be, and — this is an extremely valuable one — do consumer testing prior to implementing an idea. In the book I'm writing at the moment, I had an idea of using riddles to develop the story. Suspecting that some kids might not like riddles, I pretested a few, finding that most liked idea of them, but didn't want to solve them. As long as they weren't expected to work out the answer, they were fine with riddles, so that is the way I have used them in my story.

Visits come in many different forms, ranging from presentations to a whole school, through to working with a handful of enthusiastic writers. Not all libraries are suitable for presentations, but when they are I find them better than a classroom, especially when working with children younger than my usual readers. With *Years One and Two*, I try to give a fun experience involving books, and I believe that my message is enhanced when surrounded by shelves of books. For all presentations, my tools are an animated PowerPoint combined with science demonstrations. With groups aged eight and up, each bit of science is a metaphor for some aspect of the writing-reading cycle; I particularly emphasise how important it is to consider the reader when writing, and how reading is by far the best way of improving our writing.

Understandably, not all students get the metaphors during the performance. But I know many do, and of course there are always teachers present to carry the message to another time. To me this is an important part of each visit. If my message is to have any value, it must assist the teachers with the difficult job they have day after day. I want to leave them with ideas that they can use to improve children's learning. If just once, a teacher begins a sentence with 'Remember that thing Des Hunt did ...' then in my mind the visit will have been a success.

Des Hunt - Author

KARAMU HIGH SCHOOL'S READING REWARDS PROGRAMME

JAN CLOTHIER – KARAMU HIGH SCHOOL
HASTINGS

The belief that readers are succeeders is what has kept the library and English department of Karamu High School running a junior school-wide reading rewards programme since 2006. Karamu is a decile 4, co-educational state school in Hastings with a roll of around 830.

Testing showed that a higher percentage of our students read at or below their expected level when they entered high school and many students came from a background where leisure reading was not a normal part of everyday life. We found that wide reading in Year 11 would not be achievable for many students so we set about trying to provide a scaffold for their reading during Year 9 and 10, making wide reading a more realistic goal in later years. We also have a strong belief that the very act of regular reading has flow-on benefits in language acquisition, grammar, syntax, vocabulary and general knowledge.

The aim was to create a programme that was administratively simple but raised the expectation of what students should read. We also wanted to be constantly, yet subtly, sending the message that reading is a valuable activity, a normal activity and that it is something normal, ordinary people do.

Our solution was to create a four level rewards system: pewter, bronze, silver and gold, that all junior students participate in. Rewards occur after each 30 books, with a couple of 'specials' thrown in to encourage some tasting of new types of material. So, for instance to reach pewter level – a \$5 canteen voucher – the student must have 30 books signed off by their teacher or librarian. Among their 30 books must be a non-fiction book, a book set in another culture and a negotiated text – a book from a genre other than what they have been reading. Books must be commensurate with a student's ability. This is important: students from the remedial classes through to accelerate classes participate (we're talking conscripted, not volunteer participation) and students from both ends of the spectrum receive rewards. Of course, the library must buy to accommodate all types of readers, from the reluctant to the voracious.

Thirty books sounds a lot but it is not a randomly generated number – it equates to $\frac{3}{4}$ of a book for each week of the school year. Some students will get there at the end of a term, some will get there by

the middle or end of Year 10, and some will never get there at all. Each of the levels continues in the same way, but with more complex special tasks. Once upon a time, the 'specials' were based on the requirements of the old wide reading standard. Now they are more open to negotiation and aimed at encouraging a new direction in a student's reading. After the first level, prizes are book vouchers.

Each class has a folder kept in the library, and each student has a card. All students are required to do is to TAG the book i.e. – write in Title, Author and Genre. However, the student is required to chat to the librarian or their teacher about the books they've read. This is not an inquisition; more of a chat about what they liked/would change/favourite character and so on. For a lot of students, having the chance to talk with someone who is actually interested in what they're reading is a reward in itself. It's also a great chance to recommend the next book to them. In addition, teachers and library staff are good at observing student behaviours during reading time. It's a high trust model – but not too many students want to pretend to read books in order to get a book voucher! Along the way, there are random edible prizes for students who have been filling out their reading record.

Of course, there's a lot more to its success than the set-up of the programme: regular weekly time in the library, high expectations of engagement in reading during library time, active engagement between teachers/librarian and students to match the right book with the student, teachers role-modelling reading, lots of talking about books, the constant presence of the reading card reminding you that reading is expected of you, space on the reports to comment on personal reading habits, and certificates and rewards being presented at assembly to show that reading is every bit as normal and valuable as netball, choir or kapa haka.

Those who were already readers are pleased to be recognised positively for doing what they already love. The recalcitrant non-reader will still be one, albeit one who will have at least tried a few more texts. But the real success is in gently persuading those in the undecided middle ground that reading is something they do enjoy after all.

Jan Clothier - Karamu High School, Hastings

READING PROMOTION ACTIVITIES AT CHILTON SAINT JAMES SCHOOL

SUSAN MARSHALL – CHILTON SAINT JAMES
SCHOOL, LOWER HUTT

Chilton Saint James School is an independent girls' school with students aged from 2 to 18 years old. Here are some of the ideas about promotion that I spoke about at a SLANZA regional meeting in Wellington.

Author visits

Our two subscriptions to the NZ Book Council entitle us to a visit each year for the Primary school and a visit for the Secondary school. We have an excellent pool of authors in Wellington, but I also use author events at SLANZA conferences, Storylines Family Days, book launches, etc to hear new authors to find suitable visitors. If authors are coming to Wellington for an event, it pays to have them as your Writer in School because it saves paying their travel costs. You are also able to share travel costs with other interested schools for a particular out-of-town author.

We have been fortunate to host a few international authors, courtesy of the wonderful John McIntyre, owner of The Children's Bookshop, Kilbirnie. These include Cassandra Clare and John Boyne.

The NZ Post Book Awards are a good opportunity to have free visits to your school. Speak to your local coordinator about hosting an



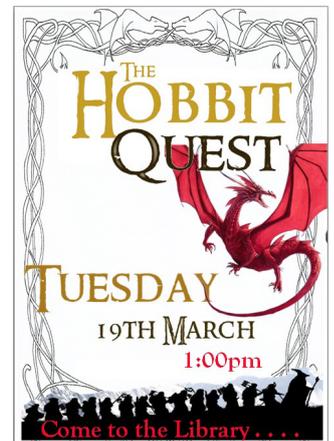
visiting author. Perform! Group put on musicals based on the NZ Post Book Awards finalists. Another performance group to visit our school is Little Dog Barking.

Skyping an author via Book Talks is another option we have used.

Bookclubs

We have an Intermediate School and a Secondary School book club at lunch times and from this term we are introducing a Junior School book club. These have a relaxed atmosphere, involve games and quizzes and of course lollies!

The benefits include seeing the new books first and being able to reserve them, and being able to take out an unlimited number of books.



Book challenge

Some of the rules of our Book Challenge include:

- To read books from library recommended reading lists for their year level – or above.
- The books have to be taken out from the school library and read this year.
- There is a limit of 3 books by the same author or from the same series.
- The students fill in a form briefly describing the content of the book.
- The library staff ask a couple of pertinent questions about the book.

In addition to the daisy appearing against the student's name on the boards in the library, they also earn 20 house points for each book read. The winners of this competition are announced at a full assembly. Each winner and runner-up receives a certificate and a book voucher.

Library Week

We tend to have a theme for Library Week and always have a dress up day and displays. Our technically proficient student librarians produce bookmarks and posters to advertise the events. We have daily questions and a week-long challenge, e.g. Match the teacher with their favourite childhood book.



Chilton's Stowe House dragon mascot, Smaug, guarding the treasure

We normally have one special event during the week.
Examples include:

- A Hobbit Quest. A plan of the school with names of buildings, etc amended to Hobbit places. Questions to be answered at each station.
- The Hunger Games activities. 5 stations, each with an activity: knife (plastic!) throwing at a cardboard cutout of a person; archery (\$2 shop bow and arrow) aimed at knocking over a furry woodland creature, etc.
- Cherub Challenge. An obstacle course with competing teams.
- A Quidditch match. Staff vs Yr 13. Strict rules!
- A-cake-emy Awards ceremony: Yr 13s and library staff baked book-themed cakes and other edibles.

- HIBS vs Chilton charades
- Staff vs Yr 13 debates.

We always have quizzes and a scavenger hunt, craft activities, games e.g. Jeremy Fisher fishing game, activities like 'Match the illustration with the title', a themed morning tea for the Juniors, themed decorations around the library, student librarian book recommendations displayed imaginatively e.g. as a quilt in house colours, visits from booksellers, readings by various staff, etc.

For further explanations of any of these, please contact Susan Marshall: smarshall@chilton.school.nz

Susan Marshall - Chilton Saint James School, Lower Hutt

IF THE LIBRARY WAS ON FIRE...

WHAT IS THE ONE BOOK YOU WOULD SAVE?

Down the Back of the Chair by Margaret Mahy. This is such a fun book to share with a wide age range – the language is magical and just begs for audience participation. A perfect example of Margaret Mahy’s true brilliance. It holds many special memories of hearing Margaret recite the poem well before it was published as a picture book. - *Julie Harper*

I’d save **Markus Zusak’s The Messenger**, because I think every teenager should read this. - *Sue Esterman*

Jane Eyre by Charlotte Bronte. This has to be the book which, in teenage years, fuelled my passion for literature. There is nothing I don’t love about this story – the tale of a miserable childhood and horrible boarding school, the determination of Jane to be as independent and free thinking as she can be in her circumstances, the romance between Rochester and Jane, and the mysterious woman in the upstairs room. My favourite bit is when Jane is in the outdoors and far away from Rochester but still hears him calling to her in her mind. Truly romantic and compelling! - *Rosemary Middleton*

The Encyclopaedia of New Zealand. Vol. 2. Auckland provincial district would be the one book that I would save in a fire. It is a valuable local history resource, which was published in 1902. - *Joanne Lovell*

Peter Pan by J. M. Barrie. Never fails to paint a picture and engage my imagination with its descriptive language and impossible level of fantasy. - *Diane Broadbelt*

The Cat in the Hat by Dr Seuss. Because Dr Seuss is a good read for any occasion and will brighten any day. - *Anon*

Kiss! Kiss! Yuck! Yuck! - Kyle Mewburn. My go-to book for every single class in my primary school. Helps with every situation – someone threw up in class, let’s go to the library and Kris can read us a story; Year 6 teacher stuck in traffic – read them a story; newly registered teacher needs a book to read aloud right now; you are new to school and don’t have anyone to play with – I know a great story, who wants to listen? Truly a book for all ages, cultures, and states of mind. A funny, rich, empathetic story that lets librarians use funny voices. - *Kristine Saunders*

What a hard question to answer! I would choose **The Book Thief by Marcus Zusak.** Written from an interesting perspective. Firstly, the narrator is Death, and also, from the German perspective of what happened during the Second World War. The book raises many poignant questions and takes us on a journey that reflects the good and the bad in humanity. - *Ethel Colohan*

Falling Up by Shel Silverstein or Macaroni Moon by Paula Green. They make me laugh plus I am quite fascinated by poetry. There’s something about poetry that intrigues me. It’s not that I read a ton of it but I do find myself drawn to it, but often too busy reading other C&YA literature to spend much time reading poetry at the moment. - *Paula na Nagara*

There are quite a few books I would like to save if the library was on fire but this one comes to mind - **Pipi Longstocking by Astrid Lindgren**, the picture book version because it is just magical and wonderful as a read-aloud too. Also I grew up with this book – now that was many moons ago. - *Anon*

“...I never saw another butterfly: **Children’s Drawings and Poems from Theresienstadt Concentration Camp 1942-1944.** This book is a poignant reminder of the horrors of war. The drawings and poems the book contains are all that is left of these children, for most of them did not survive the war. Whoever reads this book cannot help but be moved by the tragedy of the of these children’s lives cut short by war. - *Anon*

Dick Frizzell - The Painter. It’s a glorious comprehensive survey of his work with loads of colour photos including his iconic Kiwiana images. - *Rachael Findlay*

The book I would save is **Goodnight Mister Tom by Michelle Magorian.** The descriptions in the book are delightful. You fall in love with the characters as they struggle to get to know each other, then you hope that the young boy will be saved in time. - *Karen Clarke*

I would save **The Nickle Nackle Tree by Lynley Dodd.** Everyone knows and loves Hairy Maclary, but I think this lesser known work of Dodd’s has a lot going for it too. It has delightful words, great illustrations of imaginary bird creatures that live in the tree, counting, and

repetition. It has potential across all aspects of the curriculum - art (create a nickle nackle tree in your classroom), maths (how many in total?), social sciences (conservation, habitats), language (as above - the made up words, the rhyme and repetition and rhythm) and finally, it is just a FUN book to read, and read aloud. - *Jenny H*

I would save **Artist of the New Zealand Bush** by our local resident artist Rei Hamon, now passed on. - *Naomi Chase*

Looking for Alaska by John Green because it has started more students reading in our library than any other title. And because it's a fabulous book. - *Jane Shallcrass*

The Book Thief by Markus Zusak. Because it is such an interesting book on several levels. The narration by 'Death', the historical story, the incorporation of illustrations in the story and the love of books. - *Coralie Walton*

This would be a very difficult decision to make as I love all the books in the Library. Would I choose **The Guinness Book of World Records 2013** because that's the students' favourite book, or **Kyle Mewburn's Old Hu-Hu** because I haven't had a book move me as much as this one did in years. Can I take two? - *Penny Fischbach*

This is soooo hard, but... if I'm only allowed to pick one, I would pick **If... by Sarah Perry**. It is such an amazing book. It is a picture book with the most amazing visuals, and imaginative ideas. "If cats could fly....If mice were hair." Hugely popular with any age group, and I give it a lot to our new ESOL students who have limited English and they just love it. It is also used by teaching staff to encourage students to write their own, so many wonderful uses. - *Chris Archbold*

Destroying Avalon by Kate McCaffrey because it is recent and a realistic portrayal of a teen issue (cyber bullying); all students who have read it have enjoyed it. It is not difficult to read - from memory it is partly written in text message format. - *Jayne Downes*

After the War by Bob Kerr. Simply put story, great illustration and still provoking after all these years. - *Lucy Tomlinson*

Wonder by R. J. Palacio. It has the power to grip anyone from 10-100. There's humour, pain, honesty and fear. - *Anon*

The History of the Otago Regiment in World War 2 by Lieutenant A.E. Byrne. It would be impossible to replace. It is used all the time by history students, it is a wonderful resource for them and while other books could be purchased this lovely old book has King's history

in it's pages and online resources just wouldn't be the same. I would of course be completely gutted to lose this library but at the end of the day most books in our collection are reasonably current or a replacement could be found. - *Bridget Schaumann*

Lord of the Rings by J. R. R. Tolkien. It's my safety blanket in times of stress as I can lose myself in the story and the wonderful rich language in which it is written. - *Anneke Philips*

The Miraculous Journey of Edward Tulane by Kate DiCamillo. This is one of my all time favourite children's books. - *Annette McKittrick*

East Tamaki including the adjoining areas of Flat Bush and Otara, Papatoetoe Historical Society 2002. This is a great resource for our students and it is not in print anymore. Plus any art books from the reference area I could get. - *Anon*

Well, cliched as this may sound - **The Book Thief by Markus Zusak** keeps coming to mind. And why not? A very clever book, contains a story within a story, will occupy and entertain one's mind, covers historical ground and is long enough to keep you going whilst out shopping to replace the other lost stories. - *Tracey Winslade*

The Recruit by Robert Muchamore because year after year this is an incredibly popular book with young boys, and as a result Robert Muchamore is to be congratulated for his contribution to literacy. But of course I love it when they grow up, and are persuaded to start reading other authors. - *Corinne Hinton*

Harry the Dirty Dog by Gene Zion. This book is truly a classic. I remember it from my own childhood, I read it to my children, and I recently bought it for our school library where it has been a great hit with the children of this generation as well. The pictures are really cute and the story doesn't really date. It's a feel good book that makes me go all gooey inside! - *Jennifer Cunningham*

The Anzac Book written and illustrated in Gallipoli by the Men of Anzac (1916). This book has recently been updated (3rd edition published in 2010), but I think it is amazing that this copy was printed while World War 1 was still in full swing. The students at Rangitoto find it amazing, full of primary source material about the Gallipoli campaign. - *Trish Webster*

Grandma's Wooden Leg by Elysse Cullen. It is good for stimulating story writing, and out of print. **Tadpole's Promise** I can probably still buy. - *Nova Gibson*

Oxford English Dictionary OED (complete), however many volumes it currently stands at, you would have to save this, because from this book comes great writing, in English. One of the greatest books ever devised, it remains truly relevant in 2013. - *Paul Tudor*

The Suggestion Book: the book in which our students write their suggestions of books for us to buy and we write replies to them. I thought about the Shakespearean Folio we were given but like almost everything else it could probably be replaced at a price. - *Anne Fahey*

Code Name Verity by Elizabeth Wein. The best book I read last year; beguiling and intriguing and emotionally stirring. My students however would choose The Hunger Games series! - *Mandy Ditzel*

Local fiction **The Unknown Kaipara by Brian Byrne**. It is rare, local and a resource I would need to start over if everything else burned. - *Lisa Salter*

ONE book - that's so not fair! OK, I would save our copy of **Shackleton Bear Goes South by John McCrystal** because it is a lovely book about a lovely bear and we have our very own library Shackleton Bear guarding the book. So we could save Shackleton at the same time. - *Clare Forrest*

Talk about your hard questions! For my school and community I'd save a box of 10 local history books I have set aside for research. For me and the readers probably **Lord of the Rings** – a gateway book for me, and **100 Years of Solitude by Gabriel García Márquez** because it gave me another way of looking at the world. - *Greig Daniels*

This has been a really hard choice. I think it would be my copy of **The Atlas of New Librarianship** for my book! For the students it would be **The Fault in Our Stars by John Green** (heaps of reserves on it and it is widely loved across the deeper thinkers). - *Lis Marrow*

My folder of books written and made by our students, because they are unique and irreplaceable. Real gems. - *Florence Micoud*

Tuesdays with Morrie by Mitch Albom. A lovely story with a strong message. - *Judy Dawson*

Rotorua 1880-1980 Limited Edition by the late Don Stafford. This book was retrieved when our school library was razed by fire in 2001. It has singe and soot marks on the text block and sits on the shelf behind me. Apart from being irreplaceable (signed by the author) and an important piece of local historical writing it serves to remind me that

from the ashes the phoenix rises. Paper and wood burn, but literature and the love and importance of it is durable, everlasting and assured when a community pulls together to rebuild ensuring that the library remains the beating heart of a community. - *Lyn Le Lievre*

Maori Patterns: Painted and Carved by J.H. Menzies, published by Hagley Press, Christchurch 1975. This beautiful large book (now probably a rare find) details Maori patterns and carvings, and is a valuable resource in our school library which is used time and time again by teachers. - *Helen Muxlow*

The Natural History Book (The ultimate visual guide to everything on Earth) by DK. This book has something for everyone to enjoy (students and staff alike) and really has the wow factor. Described as... A breathtaking visual catalogue with more than 5,000 full-colour entries including plants, animals, fungi and microscopic life forms. This encyclopaedic directory also covers rocks, minerals and fossils, providing an unparalleled survey of the natural world. - *Jacqui Burrows*

The Cambridge Lot by Iris Parker – it is an old local historical book that we could never replace. The second would be **The invention of Hugo Cabret: A Novel in Words and Pictures by Brian Selznick**. This is a signed personal copy for Cambridge High School. - *Glenys Bichan*

Our library is called the Memorial Library. It was built in honour of our Old Boys who have gone to war and sacrificed their lives for New Zealand. So the book I would save is our **Book of Remembrance**. Each page in the book is dedicated to one of our fallen soldiers. This book is irreplaceable and holds a special place in our school so is definitely the one to grab. The choice of book at home, however, would not be quite so clear cut! - *Stephanie Ellis*

Hello, I would run for the collected edition of **Jane Austen** novels. I know that I can read and re-read and always get pleasure and find something new that is incisive and amusing. - *Michael Jongen*

I was listing all the many books I'd try to save, when I realised that it was a waste of time, as those books are never on the shelves anyway! So what sits on the shelf, doesn't go out much, but is truly valued by our school and community? It would have to be our collection about St Cuthbert, especially **Saint Cuthbert of Durham by Hilda Colgrave, published in 1947**. It is worn, pages foxed and very yellow, with a much mended spine, but is irreplaceable, especially as it was donated by Mrs Violet Wood, a long serving headmistress of the school. - *Fiona Mackie*

THE BOOK COUNCIL HELPS WRITERS INSPIRE YOUNG READERS

**SARAH FORSTER – EDUCATION MANAGER,
NEW ZEALAND BOOK COUNCIL**

Last year, more than 40,000 young readers in more than 200 schools met 71 of their New Zealand writing heroes, and were inspired, encouraged and mentored to tell their own unique stories and cultivate their love of reading. This is why for the past 40 years, with the support of Creative NZ, the New Zealand Book Council has run the Writers in Schools programme in schools all over New Zealand.

Once upon a time, we had writers come to us with a proposal to promote their books, and we would hand-pick schools for these writers to visit, and run the programme on the basis of dozens of these small tours. This programme has grown and developed since those years, with the introduction of school membership, giving schools the power to request an author that fits with their own curriculum.

We continue to give schools this power over the Writers in Schools programme. Writers inspire readers, no matter why they are invited to schools. Are you doing a class study on New Zealand authors? Invite a writer! Are you holding a book week? Invite a writer! Are you learning more about your environment? Invite a writer. In fact, the topics that our stable of writers are experts on is so wide, that a visiting writer could enhance any number of learning targets.

This is why our visits are so popular. To book a writer to inspire your readers, our main tip is to plan early. Like, really early. If you get your request in for a visit for Term 4 six months ahead, we are much more likely to be able to proceed with the visit, than if you get it in two months ahead. There are cut-off dates for booking visits for each coming term, but we find the visits filling more and more quickly, so please don't set your calendar by them.

Each year we try and add value to the programme by finding extra funding for our literary pursuits, but as this doesn't always come through, we have to put rules in place to ensure everybody has a fair chance to book an author. We allocate a certain number of visits to each month and term, to ensure we can pay our writers – this is why occasionally we have to shut the visits off earlier than the stated cut-off. Even the best-prepared librarian can sometimes fall afoul of the popularity of our programme, but if you do miss out we will always offer to save you a visit for the coming term/year.

We live for the moments of joy that our writers give your readers. Andrew Fiu recently visited King's College in Auckland, and received a standing ovation. I have witnessed audiences at Apirana Taylor's visits stomp and whistle afterwards. And seeing students line up

after a Writers in Schools visit with scraps of paper for our authors to sign is very telling – in this culture of celebrity, writers should most certainly occupy a space at the top table.

St Kentigern's College in Auckland provided this response to a Writers in Schools residency with Kate De Goldi: 'Teaching creative writing can be a herculean effort, but Kate's relaxed approach to an at



Kate de Goldi at Horeke School

times stressful process of putting words to paper has lifted student confidence and provided staff with fresh approaches and zest for the task.'

While Writers in Schools is our key programme, there is more to the Book Council. The writers' files on our website have formed the basis of thousands of school author projects. The School Library quarterly e-publication contains reviews, author interviews and more to inform you about current NZ publications and our Book Council activities. And our new programmes Speed Date an Author, and Books & Brekkie, inspire writers as well as readers.

We encourage you to join the Book Council, and help to give your young readers an extra edge. Head to www.bookcouncil.org.nz to find out more about our programmes, and join us.

Sarah Forster - Education Manager, New Zealand Book Council

PROMOTING READING THROUGH LIBRARY EVENTS

JANE SHALLCRASS – WELLINGTON HIGH SCHOOL

In choosing what I do in the little uncommitted time I have left over in my paid day I try and work out whether the amount of work I am going to have to put into doing something, is going to be worth it in terms of extra value to the students / teachers. Is it going to increase students' reading or their useful skills? I try and think like that when I plan promotions such as Library Week.

Even though there is no longer funding for a national Library Week the LIANZA website still has pages with good activities. Go to the Resources tab on their website, scroll down to Advocacy then Promote Libraries.

Our first year, 2009, we had a Living Library. We asked 6 amazing people from the community to be live books. Both 'readers' and 'books' got a lot out of the event. However, it was a huge amount of work and we haven't repeated it – yet.

One of the students' favourites is Library Lovers' Day when we have Blind Date with a Book and quizzes. We wrap books in brown paper and put them in a big basket and students and teachers choose one, have it issued and take it home – still wrapped – and read it, no matter what it turns out to be. Quizzes are very popular, with the questions based around our books and library. Library Lovers' Day can be an excuse to decorate the library and have displays of romances and books on relationships.

The teachers really like Guerrilla Reading where they get to silently read for 10 minutes at lunchtime, wherever they are. This is great role-modeling for the students. One of the favourite things in Library Week is the "First Line of a Novel" competition, in which school staff were invited to write the first line of a novel and students voted for the best, not knowing who had written what. The next year we had a "Last line of a Novel" competition.

Last year our competition was teachers writing haiku and students judging them.

We also had a tweet book review competition for the students. The standard was not that high but we got about forty entries and it did get the students thinking about what they had read. The English teachers got on board for that one – it's always good to partner with another department and share the work. We also had a read-aloud picture books session in the library. We chose titles we wanted to read and then the students chose some and either read them or got us to read them. Students began re-exploring picture books they remembered from their childhood.

We have now developed a tradition of having a staff/student debate during Library Week. They can be extremely entertaining. We organise these in partnership with the debating teams.

On National Poetry Day we invite everyone to a Poetry Party in the library. We choose short poems or haiku or verses of poems written or chosen by students and write them on balloons. These balloons are piled on the floor in the middle of a circle of chairs and students and staff come and read their poems or read a poem off a balloon. Afterwards, they take the balloon and share them with their classes for the rest of the day, reading the poems to their classmates and teachers. It gets students reading poetry and taking poetry books out of the library. Around the same time we have a poetry workshop using the impetus from the Poetry Party. This is now organised by the English department and the workshop is taken by local poets. From the work written in that workshop the poets select two poems to be mounted and displayed in one of the school's 'linkwells' as part of the Writers' and Artists' Walk. Teachers from the art and graphics departments are involved in this project and the poems are professionally printed and mounted. A Board member, the poets and their parents, the Principal and all the staff involved attend a morning tea ceremony when the poems are hung.

We have lunchtime lectures through the winter terms. We can have 250 people in the library for a talk. Memorable ones have included Swee Tan, Nicky Hager, Celia Lashlie, David Rutherford – the Human Rights Commissioner – and a debate between Luisa Wall and National MP Tim McIndoe on gay marriage.

All these activities lead to those conversations that R. David Lankes talks about, that lead to knowledge creation. They also make the library obvious and attractive to students, teachers and senior management and that leads to more interested, stimulated visitors. Anything that makes the library an interesting part of every student's life at the school, is likely to lead to more use of our resources and the services of the library team. All this means more reading.

Anything that gets the library front and centre with teachers, senior management and the students is worth doing. Invite your BoT, your principal and senior management and all staff to your events.

Involve the teachers as much as possible in library promotions – the students will pay more attention if they think their teachers find the library cool and important. Even if it makes you feel uncomfortable to draw attention to yourself as a way to draw attention to the library, Just Do It – it pays off and then you will feel more comfortable going on doing it. Give yourself a Promotions line in your budget and make sure your principal knows it's there and why it's important and why you won't back down on it if they try and cut your budget. It's as important as your resources budget.

Jane Shallcrass - Wellington High School

TMMC.

THE MAGAZINE MARKETING CO LTD.

BUSINESS MEMBERS

BRINGING IT ALL TOGETHER

THE INS AND OUTS OF MAGAZINE COLLECTION MANAGEMENT

TMMC offers school and institutional libraries a unique service to streamline magazine management and maximise purchasing budgets.

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The Distribution Consolidation service offers a cost-effective and efficient way to obtain publisher, agency and imported titles. Deliveries are dispatched from our warehouse to be received weekly on the day nominated by you. Your magazines arrive complete with manifest and Track & Trace delivery services, on time and when you want them.

Many school libraries are now taking advantage of TMMC's shelf-ready service options. Plastic magazine covers, staples and hinge tape are all great ways to extend the life of each magazine coming into your collection. Designated library stickers and barcodes all help your helpers get magazines to the right places. Tattle Tape and RFID stickers help to ensure those magazines leave only when you say so! Choose the services that best suit your budget and needs.

You know your students better than anyone. So you probably have a good idea about what they are reading to keep up with sporting heroes, world politics, assignment info or new technology. They could be researching fashion trends, photographic techniques or the latest fusion facts. Or they could just be keeping up with the Kardashians. To help you ensure your library is offering the best possible collection to keep your students satisfied and stimulated TMMC offers an annual Collection Review process complete with an account manager who will keep you up to date with what's new, what's best and what's appropriate for your library readership.

Latest News: two new titles available NOW!

The award-winning publishers of [Healthy Food Guide](#) magazine have launched [Green Ideas](#), a bi-monthly magazine packed full of practical ideas for Kiwis who want to live more sustainably. Climate, energy and science, Conservation, Recycling, Upcycling are just some of the well-researched topics discussed with emphasis on useful solutions to help families and communities create a sustainable future.

[Red Bulletin](#) is a "beyond the ordinary magazine" for those with a zest for life and the guts to get out there. Published by Red Bull, this title brings the extreme world "playgrounds" to readers covering everything from surfing to snowboarding, BMX and mountain biking, climbing, kayaking and even motor sports on two wheels and four.

Visit our [schools and libraries](#) page for more information or email stuart.shepherd@tmmc.co.nz.

You can view our website at www.magmag.co.nz

Megan Carter



Communications Trust

BUSINESS MEMBERS

SCHOOL LIBRARIES AS COMMUNITY DIGITAL HUBS

LAURENCE ZWIMPFER MNZM – 2020 COMMUNICATIONS TRUST

The government is investing \$1.5B in fibre infrastructure to connect schools and libraries (and eventually our homes) with ultra-fast broadband internet. Most of today's internet connections use copper wire infrastructure and this has serious limitations for most users unless you are lucky enough to be located next to a telephone exchange or an optical fibre connected distribution cabinet.

Some schools are already connected and have access to dazzling connection speeds – up to 10 times faster or in some cases 100 times faster than what was possible before. The question many schools are now asking is how their communities can take advantage of this opportunity. In low socio-economic decile 1-3 school areas in particular, many families can no longer afford a standard telephone line and are wondering how they will ever be able to benefit from the government's bold ultra-fast broadband programme. Many people living in these school communities are feeling further disadvantaged without access to a computer in their homes or even the confidence to use a computer and the internet.

The American Library Association has suggested that the goal of the school library is to ensure that all members of the school community – students, staff and parents – have equitable access “to books and reading, to information and to information technology”.

So perhaps now is the time for school libraries to accept this new challenge (as they did over 100 years ago when communities had limited access to books) and become digital hubs for their communities, providing not only physical access to the internet but also delivering digital literacy training programmes for their communities.

There are three steps to becoming a community digital hub:

Location. The library must move to the front of the school with street access. I am aware of one new school in Wellington where the public reception desk is also the library desk – the library is in effect the entrance foyer for the school. This makes a clear statement about the role of the school as a community hub for access to information and knowledge.

Access to computers and the internet. One of the first things that a parent should see when stepping into the school is a cluster of public access computers and a free wifi zone. Public libraries are quickly realising the importance of this and are starting to relocate their public access computers into their entrance spaces. Innovative libraries such as the University of Otago in Dunedin discovered this many years ago and located all the student access computers on the ground floor – the books moved to other floors.

Provision of digital literacy training. In many ways this is the most important step, but typically the most challenging one. Schools do not have a clear mandate to provide training for parents; likewise, most public libraries do not see it as part of their job to provide training for their communities. But this is changing. Since the year 2000, 261 decile 1-3 schools (35% of all schools in this group) have participated in the 2020 Communications Trust's Computers in Homes programme. Parents must complete 20 hours of training to 'graduate', take home a computer and get access to a subsidised internet connection. Most of this training takes place at the school.

In 2010 Hutt City Libraries partnered with the 2020 Trust to pilot our Stepping UP digital literacy programme at three of its community libraries. The programme – which is based on 2-hour 'digital steps' – was hugely successful and is now running on a business-as-usual basis in five Hutt City libraries.

Now, wouldn't it be interesting to bring these two ideas together and see every school library offering digital literacy training? We are not talking about re-inventing the existing adult and community education (ACE) programmes, currently restricted to just a small number of schools, even though in December 2012, the Minister for Tertiary Education, Skills and Employment, the Hon Steven Joyce, added digital literacy as an educational priority area for adult and community education funding. We need to follow the lead from Hutt City Libraries; they didn't wait for a central government hand-out, but quietly got on and worked out what they could do with existing resources. Our Trust has assisted with gaps such as identifying suitable trainers and providing a curriculum, but working with library staff, we have remained firmly focused on how the programme can be scaled and sustained.

For school libraries this might mean having to assign a pod of 6 computers for parent use for 2 hours once or twice a week. For library staff who don't feel confident providing the training it might just be a matter of working through another of our Trust's digital literacy programmes

– KiwiSkills is available with online learning resources and sample online tests. Learners can sit an online exam to achieve a level 2 NCEA qualification. A number of secondary schools already offer this programme for their students, but it is suitable for any computer user who wants to upskill and increase their confidence. Given the recent comments by Karen Poutasi, NZQA's chief executive, encouraging schools to start thinking about online examinations, Kiwiskills provides an opportunity to test this out now.

In setting up a library space for digital literacy training, there are a few practical considerations.

Furniture. Modular desks set up in a hexagon format create an ideal learning space for groups of 6 people. Desks like the ones at Paraparaumu Public Library come equipped with an underneath shelf suitable for holding computers and all the cables for power as well as the computer screens, and keyboards are safely located out of the way. It is important to also think about power and data cabling to the desks; in-floor recessed boxes are ideal.

Data projection. Trainers need access to a data projector, screen and whiteboard. In areas with high lighting levels, special consideration needs to be given to the placement of the screen so that it is not washed out by direct sunlight but is clearly visible to people using the library computers. Ceiling mounted data projectors that are already used in many classrooms would be a standard fitting in digital hub libraries. Provision must also be made for data cabling between the data projector and an accessible wall (or floor) outlet for the tutor to plug in their computer.

WiFi Access. Many public libraries now offer free wifi internet connections for their communities. School libraries should also consider making this a priority, whether for student or public use. There is an explosion in the growth of portable digital devices such as smartphones, tablets (e.g. iPads) and laptop computers. The feature that they all have in common is the need to connect easily and inexpensively to the internet.

More information about the 2020 Communications Trust's digital literacy programmes can be found at www.2020.org.nz

References

¹2020 Communications Trust, Computers in Homes Half-year Report (January 2012) reported an estimated 90,000 New Zealand families with school-aged children without access to a computer and internet connection in their homes.

²American Library Association, Standards for the 21st Century Learner cited in Wikipedia entry on School Library

³Hon Steven Joyce, Digital literacy added to community education in schools <http://www.national.org.nz/Article.aspx?articleId=40111>

⁴Dr Karen Poutasi, Future State Presentation to SPANZ, 26 April 2013 <http://www.nzqa.govt.nz/about-us/news/spanz-speech-from-dr-karen-poutasi/>



**COMPUTER DESKS AT PARAPARAUMU LIBRARY
ARE PERFECT FOR DIGITAL LITERACY TRAINING**

READING FOR LEARNING IN THE 21ST CENTURY

Reading in the 21st century has changed.

I'm sure you agree, there is no better feeling than the experience of relaxing with a good book, but unfortunately, our busy lives and the need for knowledge 'at the touch of the button', have changed the way we access information, and increased our demand for reading through digital media.

Reading in schools is also changing. Today, the school library requires a cloud library platform + ebooks + mobile app to deliver the knowledge and information our students' need, on the technology that they want.

In a recent Australian eBook trial, 80% of students said technology helped them read. This trial, conducted by Softlink, was one of the first trials that objectively studied the benefits of eBooks for teaching and learning innovation.

Results from the trial found a high level of engagement among students, teachers and parents, providing access to some 5000 OverDrive eBooks and eResources in various formats (EPUB, PDF, video, audio, music) via Softlink's Oliver.

Softlink's Lyn Walker said technology to support reading in schools would continue to evolve, with the latest in eBook innovation – browser-based reading. "Browser-based reading provides instant eBook access on tablets, smartphones and computers. The experience enables readers using standard web browsers to easily connect with books, authors and booksellers, online and offline, without installing any software or activating the device," explains Lyn.

"Simply, your eBooks are stored in the cloud, enabling you to access and sync your books across a number of different devices. This change also supports teacher-librarians to reduce the amount of time spent on technology mentoring around access to eBooks on devices."

Lyn said digital device use across the world and including NZ was prolific. In April, a Gartner report forecast that by 2015 the overall sales of smartphones are expected to surpass 1.3 billion, which will account for 70% of the total mobile device market.

David Cearley, an analyst at Gartner, unveiled the researcher's 2012 Top 10 list in a recent New Zealand CIO article* "by next year, mobile phones will overtake PCs as the most common web access device worldwide and by 2015 media tablet shipments will reach around 50 percent of laptop shipments."

Lyn explained it was the rapid increase in digital device consumption that was driving schools to provide anywhere, anytime access to eResources. "Now in addition to a scalable cloud library system and eBooks, schools are looking for technologies to streamline usability on devices," Lyn said. "Like the new browser based reader, these technologies help improve the readers' experiences and make access to resources easier through modern digital devices (including Bring Your Own Devices (BYOD) and Bring Your Own Technology (BYOT) programmes)."

Without a reliable library management and lending solution, schools would not achieve the same level of integration of eBooks or transparency of lending of their eResources. "The combination of the two technologies enables eBooks to be easily added to any library and managed alongside their existing collection," explains Lyn.

Browser-based reading is easily accessible on the computers and devices people already own including Windows® PC, Mac®, iPad®, iPhone®, Android™ phone or tablet, Sony® Reader, NOOK™, BlackBerry®, Windows® Phone and other devices. It is currently only available through OverDrive.

Softlink provides leading knowledge, content and library management services to primary, secondary and higher education schools across the globe, and integrates with a large range of technology and digital content partners.

OverDrive, the leading global supplier to libraries and schools worldwide, provides a growing catalogue of 300,000 popular, classic and educational titles in eBook and audiobook formats. For more information visit our website www.softlinkint.com/overdrive-ebooks

*<http://cio.co.nz/cio.nsf/news/gartners-top-10-tech-trends-for-2013>

COMPLETE NATIONAL GEOGRAPHIC VIRTUAL LIBRARY NOW AVAILABLE

**BRIGITTE READ – MARKETING COORDINATOR
CENGAGE LEARNING**

The archive spanning 125 years of National Geographic magazines, books, images, maps and videos, is now available as a dynamic and fully searchable digital library, the National Geographic Virtual Library, with only a two issue embargo.

The Library brings together an extensive collection of National Geographic, National Geographic Kids and National Geographic Traveler magazines, along with an array of National Geographic books, images, maps and videos.

As the official journal of the not-for-profit National Geographic Society, National Geographic magazine has built its reputation by delivering the highest-quality photojournalism and cartography in the world. An intuitive database enables users to fully search every article from every issue.

US librarian and blogger Bonnie Swoger described the content of National Geographic Magazine Archives as “phenomenal”.

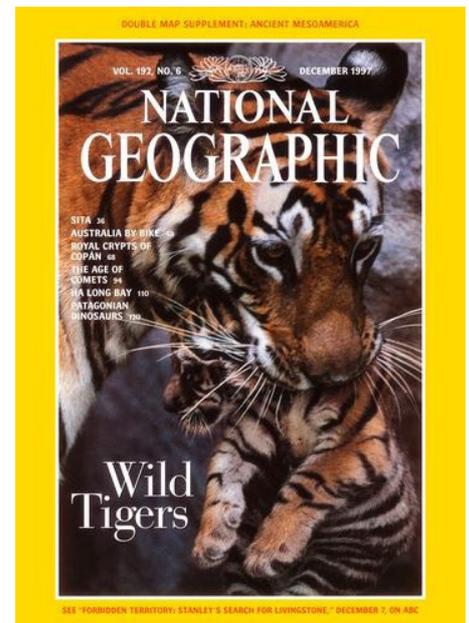
“The scanned issues are of great quality and browsing and searching interfaces are quite good,” said Ms Swoger, the science librarian at SUNY Geneseo’s Milne Library and author of the Undergraduate Science Librarian blog. “The archives include some interesting analytical tools. My favourite, called the ‘Graphing Tool’, allows the plotting of occurrences of words and phrases in the archive over time, and is similar to the Google NGram viewer.”

The first of the National Geographic archives, National Geographic Magazine Archive 1888-1994, was released in the second half of 2012. Colleen Finnerty, the Electronic Resources Librarian from Christchurch City Libraries, said: “We hoped the online version would be popular with our customers and have not been disappointed with the usage to date. It also means if print copies are in archival storage or out on loan, then we have an alternative to offer our customers.”

Ms Finnerty said that library patrons had found the keyword and image searching function particularly user-friendly. They especially enjoyed the ‘term frequency’ search to research specific topics such as ‘the rise and fall of tobacco advertising,’ and often lost track of time when browsing through the extensive range of cover pages.

Every article from every issue of the National Geographic magazine from 1888 to 1994 is available through an intuitive interface that is fully searchable. Libraries that subscribe to or purchase the National Geographic Magazine Archive 1888-1994, now have the opportunity to also subscribe to the National Geographic Magazine Archive 1995-Current and National Geographic: People, Animals, and the World.

National Geographic Magazine Archive, 1995-Current includes every article of National Geographic magazine from the mid-1990s through to today’s current issues. With only a two issue embargo, the 1995-Current archive includes the latest hot research and popular topics. Combined with the 1888-1994 content, the National Geographic Magazine Archive brings the history of exploration to libraries in an intuitive, easy-to-use digital resource.



The National Geographic Society also publishes a wide array of acclaimed books, periodicals, maps, videos and more, which have been packaged into *National Geographic: People, Animals, and the World* to support student learning and assignments, recreational and business travellers and those seeking to improve their general knowledge. This archive includes:

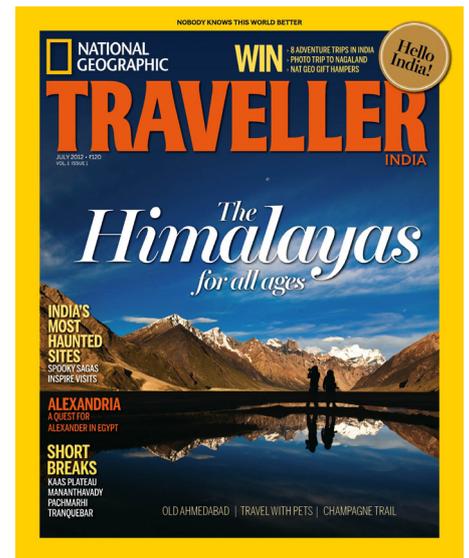
- Full-text atlases and books on travel, science and technology, history, environment, animals, photography and peoples and cultures
- Full-text *National Geographic Traveler* magazine from 2010 to the present (3 month embargo)
- 325 videos on topics ranging from the Islamic world to the lifestyle of Beluga whales
- 655 full-colour maps and 600 *National Geographic* downloadable images

The final archive to be released as part of the Virtual Library is *National Geographic Kids*, which takes younger users on amazing adventures through science, nature, culture, archaeology, and space. This archive includes:

- *National Geographic Kids* magazine, 2009-present (3 month embargo)
- 200 National Geographic Kids books
- 500 downloadable images

The Kids books includes popular titles such as: *Face to Face With Cheetahs*; *Countries of the World: Australia*; *Great Migrations: Amazing Animal Journeys*; *National Geographic Investigates: Ancient Egypt--Archaeology Unlocks the Secrets of Egypt's Past*; *Ultimate Weird But True: 1,000 Wild & Wacky Facts & Photos*; *National Geographic Kids Everything Rocks and Minerals*; *Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)* along with many others.

The *National Geographic Virtual Library* transports users of all ages into a wonderland filled with adventure and fascinating discoveries. Set aside an hour (or more!) to take an in-depth browse of this impressive collection.



CONTAINS GRAPHIC CONTENT

TAKIO - BY BRIAN MICHAEL BENDIS AND MICHAEL AVON OEMING

Published by Marvel Comics // ISBN 978-0785153269

The authors of this graphic novel for teens are both well-known writers and artists in the comic book sphere. Both have created comics for the major publishing companies and have worked in a majority of genres. They are well known for their superhero/police procedural series for adults, 'Powers'.

Takio is their first collaboration on a comic aimed at teens and fittingly it sits in the teen superhero category. A young girl and her even younger sister receive strange powers from a freak accident. How can they control their powers? How does the father of Takio's best friend figure in the strange accident?

Bendis has a good ear for teen dialogue and the kids' reactions and motivations feel real to the reader. It is not too plot heavy and the ending leaves things open for more adventures for the characters.

Avon Oeming's slashing and loose pencil style fits the subject and his characters, and action scenes have a distinct anime feel.

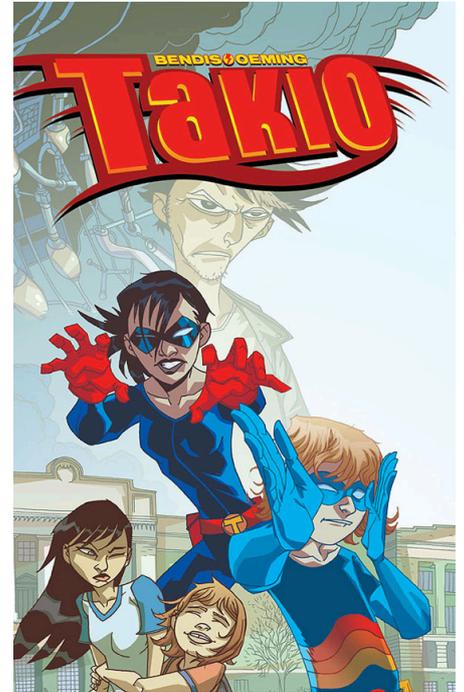
He lacks the smooth edge of the anime cartoon style, but his drawings have visceral appeal. His style is simple and cartoony, but is open enough to include action sequences, humour and even the odd emotional moment.

Takio, like a lot of superhero comics, is about learning to handle power and skills in a responsible way, but there are some nice teen twists on family relationships, friendship and wish fulfillment.

Takio is presented as a digest sized hardback with full colour interiors and runs to 96 pages.

This is a fun undemanding read with a great graphic style that will appeal to readers from 10 to 14.

*Reviewed by
Greig Daniels, Tokomairiro High School*



COPPER - BY KAZU KIBUISHI

Published by Scholastic // ISBN 9780545098939

Kazu Kibuishi is the well-known author of the Amulet series. He has recently been signed to create new covers for the Harry Potter series.

Copper contains short stories about a boy (Copper) and his dog Fred, and their real world and fantastical adventures.

Like a lot of dogs in comics, Fred talks, acts and reacts like a human, and while the adventures are fantastic, the characters' responses are realistic and human. Most stories are small adventures or observations of life. Their brevity forces Kibuishi to be precise in art and story, and this gives these small stories quite an impact.

Kibuishi works in a very loose, appealing, cartoony style, and tells his stories with precision. He works mainly in one-page stories and uses colour with effect to

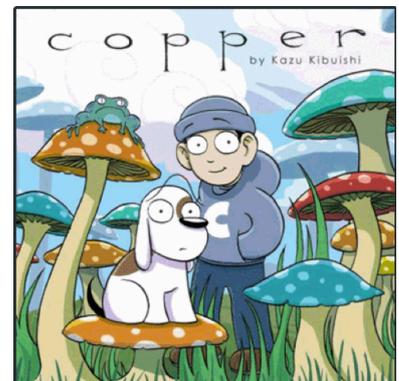
represent the fantasy world and Copper and Fred's real world. His rounded panels and soft pastel colours reinforce the non-threatening and dreamlike nature of the stories.

Copper and Fred are appealing characters and are each given characteristics that make the reader identify with their reactions, if not their fantastic adventures.

There is a small section at the back of the book that looks at Kibuishi's work process, but the real pleasure here is the lovely style, witty observations and fantastical landscapes.

Copper is a large format paperback with colour interiors and has 96 pages.

Copper would appeal to readers from 10 to 13 years of age.



I welcome comments and questions on all types of graphic novels. Feel free to email me at greig@tokohigh.school.nz.

*Reviewed by
Greig Daniels, Tokomairiro High School*

BOOK REVIEWS

MY HAPPY LIFE - BY ROSE LAGERCRANTZ

reviewed by Fiona Mackie, St Cuthberts School

Daniela can't sleep so she counts all the times she has been happy, and what caused that happiness. One joy is her new schoolbag, just right for starting school, but she is concerned that she might not make any friends. Her father listens to her fears, supporting and encouraging her on her first day. Once at school, Dani decides that school is great, but friendships are going to take a little longer. While watching everyone play, Dani notices a girl standing alone and plucks up the courage to ask her to swing

with her. Ella agrees and a firm friendship is born. Dani and Ella are inseparable, sharing everything from desks to sleepovers to food to surprises.

However, Dani's happiness is shattered when she discovers that Ella is moving away. She is inconsolable and wonders where all her happiness has gone. Dani learns that it is possible to make more friends, but none will replace Ella, and that happy things will happen again.

This charming illustrated chapter book is perfect for beginning readers and would be a wonderful read aloud too. It gently shows the grief felt by Dani after Ella leaves, and her resilience in coming to terms with such a big event in her life, as well as the loving and close relationship between Dani and her father. Highly recommended for all primary schools.

THE YELLOW BIRDS - BY KEVIN POWER

reviewed by Bridget Schaumann, Kings High School

It isn't often I read a book about modern warfare, but we have been searching for fiction to extend our Year 13 students and this book came highly recommended. This small book packs a powerful punch. It moved me. Reading the memories of John, a soldier from Virginia, USA, and his reflections on what happened when he was in Iraq was gripping, moving and thought provoking. You will also see how he suffers on his return from the war, how he deals with the promise he made to his friend's Mother, who now can't bear to be near him. The writing in this book is poetical, with imagery that is vivid, clear and bleak. You know he speaks from personal experience, as a veteran of tours of duty in Iraq. While I'm sure it is even more horrific than the picture he paints here, this book makes you

think you have some idea of the experience, with descriptions of the architecture blown to bits, dirt and bleakness. Tales of the translators who cannot show their faces for fear of being executed. The attitudes of the locals to the American soldiers and their attitude to them, and in all this horror the kindness and connections that occur occasionally between the locals and the troops.

Bad things happen at war and these bad things affect you, and can make you unable to cope with life when you come home. It can twist and turn in your mind and make you a different person to the boy you were when you left home. Read this book to get a tiny bit of understanding of how this would be. Of how you would feel when your

friend is killed in an horrific way – there are so many horrific ways to die in Iraq – and sometimes things happen in war which are inexcusable but which you had no control over.

It is a stunning book. I highly recommend it and will be singing its praises for a long time to come. I watch the news from the Middle East with a different eye now; I feel like I've been inside the head of a soldier and I understand just a little of what life is like for them. I think this would be a great addition to any secondary school library, as it is a rich, powerful book and would work really well with movies like *The Hurt Locker*, and war poetry for students doing theme studies and connections across texts.

MANUKURA: THE WHITE KIWI - BY JOY COWLEY, ILLUSTRATED BY BRUCE POTTER

reviewed by Julie Harper, Matakohe Primary School

Manukura, a white (not albino) kiwi was the first of her kind to hatch at Pukaha Mount Bruce on the 1st of May 2011. As the only known white kiwi in the world her birth gained international attention. It seems appropriate that one of our truly great New Zealand authors, Joy Cowley, should tell her story.

Told in the first person, Manukura speaks directly to the children, taking them on a

journey that commences by providing a brief glimpse at how kiwi numbers were decimated by the introduction of predators and habitat eroding fires. Manukura then tells her own story – the story of her parents and the conservation work undertaken at Pukaha Mount Bruce. The almost poetic text reads aloud beautifully with a reverence that befits the unique status this rare bird holds, especially for Maori. Bruce Potter's detailed

and life-like illustrations are a fitting accompaniment to the text.

Kiwi facts and information about Pukaha Mount Bruce are also included.

Highly recommended.



CONFERENCE UPDATE

KAREN CLARKE - WELLINGTON CONFERENCE COMMITTEE

I am sitting down with a coffee and the conference workshop programme and wondering how I am going to manage to see and hear everything! I am spoilt for choice. Here are my suggestions for how to maximise your conference experience.

Firstly, if you haven't already done so, register for the workshops. The popular ones fill up fast and we don't want you to miss out.

If you are lucky enough to arrive on Sunday, plan to attend the National Executive Meet and Greet. Have a look around the marvellous atrium of Wellington Girls College and register early.

On Monday, hit the ground running with your conference bag and watch the Mihi Whatatau, then listen to the Mayoral and Presidential addresses. Hear about the housekeeping and find out where the facilities are. Get a front row seat to be entranced by our first keynote speaker Tara Brabazon. After that, off to your first

workshop. Lunch, what's in my bag? Head to the second keynote and be intrigued by Erica McWilliam. Then find your way to Workshop 2 before afternoon tea, yeah!! Workshop 3, followed finally by cocktails, to catch up with old friends and make some new ones.

On Tuesday head to Backbenchers Bar; will I see a politician? Too early, but I do meet Juliette MacIver, children's author. After breakfast it's off to Wellington Girls College just up the road. Housekeeping, toilets still in the same place. Keynote 3, be stimulated by Cathy Wylie's ideas. Morning tea with coffee. Workshop 4, lunch, what's in my bag this time? SLANZA AGM, who is the new President? Laugh along with Andrew Fiu as keynote 4, then head to Workshop 5. Stop off at my accommodation to glam up then wander over to Te Papa for the exclusive SLANZA viewing of the vibrant Andy Warhol art exhibit, before attending the conference dinner at the iconic Te Marae, at Te Papa. Home late!!

Wake up early Wednesday, find the coffee!! Start with children's author Jill Harris, well worth the early start. Housekeeping again. Listen to Susan Sandretto and be challenged with new ideas. Head off to final workshop. Visit exhibitors for a last look. Lunch, what will I eat this time? Laugh and listen attentively to Kim Hill, the chair of the authors' panel, with Kate de Goldi, Glenn Colqhoun and Bernard Beckett. Farewell, and hello Christchurch 2015. Amazing, busy and fulfilling 3 days.

See you there!

*Wellington Girls College
15/17th July, Wellington*

For more information visit
www.slanza.org.nz/conferences.html

UPCOMING EVENTS

SLANZA – JUNE 2013

19TH JUNE 2013 – OTAGO REGION AGM

AGM at 4.30pm at Ombrellos

Followed by: 'Read On: Writing for Young New Zealanders' at the University Book Shop—a stimulating discussion of NZ children's literature with award-winning authors and illustrators Kyle Mewburn and David Elliot, joined by our very own Gill Fisher and Bridget Schaumann, and accompanied by wine and cheese.

Concluding with: a return to Ombrellos for a meal

RSVP by Wednesday 12th June to Bridget Schaumann
sc@kingshigh.school.nz or Carole Gardiner caroleg@queens.school.nz

22ND JUNE 2013 – TE TAI TOKERAU AGM

At Kerikeri High School Library

Free for Students, SLANZA members and their schools, \$10.00 for non-members.

2.00pm – Mal Peet and Elspeth Graham. Mal Peet, Internationally celebrated UK author, has won the prestigious Carnegie Medal and the Guardian Prize for Children's Fiction, and his work has been translated into many languages.

3.00pm – Afternoon tea, book signing and informal chat

3.30pm – Te Tai Tokerau AGM

Please RSVP by 21st June to Jeannie Skinner
jeannie.skinner@dia.govt.nz

26TH JUNE 2013 – CENTRAL REGION AGM

AGM from 4:45 at Tomato Cafe, Cnr Main and George Sts, Palmerston North

Followed by a panel discussion featuring local authors Diana Neild and Ken Benn, Librarian Ross Meads, and SLANZA President Fiona Mackie.

Please RSVP by Wednesday 19th of June to Miriam Tuohy
miriam.tuohy@gmail.com

27TH JUNE 2013 – AORAKI REGION AGM

At St Thomas of Canterbury College School Library

5:00pm - Drinks and nibbles

5:30pm - AGM

6:00pm - Guest speaker, young adult novelist Karen Healey

And if you would like to keep talking books, dinner at 7:00pm at Daphne's Restaurant

TE TAI TOKERAU

NZ Book Council and National Library present: Friday 31 May - A FREE workshop for teachers and library staff at primary and secondary schools, to celebrate poetry at Kingston House, Hone Heke Road, Kerikeri.

9.30am – 12 noon - National Library Poetry Power workshop: exploring ways for poetry to encourage readers and writers, strategies for creating poetry-friendly classrooms, reviewing your library's 800s, and rich poetry resources in print and online. Vera Unka, Primary Literacy Facilitator, TEAM Solutions University of Auckland will also be participating in this session.

Lunch 12 – 1.00pm - Please bring your own lunch.

1.00pm – 3.00pm - A workshop with The Two Doctors: Cultural doctors Glenn Colquhoun and Richard Nunns celebrate the coming together of poetry and music, oral storytelling, mōteatea, waiata and ngā taonga pūoro, sharing their perspectives through performance and discussion.

// Session repeated again Saturday 1 June //

Saturday 1 June from 11.00am at Whangarei Public Library

REGIONAL REPORTS

SLANZA – COLLECTED

AUCKLAND REGION



Julia Smith speaks about social media

SLANZA professional development events are always a great opportunity to meet our peers, learn from others who face similar challenges as us, and share ideas. The Term 1 PD event for 2013 in Auckland region proved to be exactly that. We met on a beautiful sunny day at Baradene College and we were fortunate to have two amazing presenters. We networked with each other and came away inspired and full of possibilities.

Julia Smith's (Keri Keri High School) session on "**Social Media, Building Communities & Promoting Services**" was inspiring. Her presentation not only gave us ideas and strategies but it also got us thinking of the goals we are trying to achieve by participating in social media and also the purpose and audience. The second session "**Never too many great ideas: developing and managing your professional learning community through social networking**" by Esther Casey (Cognition) was quite timely as we have been having discussions on the need to proactively seek continuing professional development. Esther shared an array of useful tools to build a personal/professional learning network to keep up with new ideas and trends. We left the sessions with confidence to pursue social media tools for professional services and learning.

Bharathi Char, Auckland SLANZA representative

OTAGO REGION

The year started well with a conversation filled coffee meeting which had an attendance of thirteen members.

On the Otago Jumbo Day a PD session was held at Bayfield which was a real success. A small group attended and discussed e-books, non-fiction, LiveBinders and online newsletters using Smore.com. The morning concluded with lunch at Brew.

Our first actual meeting was on Thursday the 17th of April, hosted by Bridget Schaumann at Kings High School in Dunedin. We were lucky to have as our guest RK Stedman, author of the new novel "Necklace of Souls". She talked to us about the writing process, the acceptance and publishing process and also talked about the novel's structure and the process of adding extra content at the request of her editor. The novel is in the fantasy genre and looks set to become a success. It was an informal, relaxed meeting and Rachel generously answered our questions.

The meeting also included reports back from the SLANZA National Executive meeting in April, some discussion of finances, contributions for the latest issue of Collected, and letting members know about the application process for regional conference grants. There was some discussion of the upcoming conference in Wellington. Many of the members were keenly anticipating the conference in the July school holidays.

Plans were made for a committee meeting at the beginning of Term 2 to plan PD opportunities for 2013.

Greig Daniels, Otago SLANZA Representative



SLANZA is committed to providing quality professional development opportunities to its members, and we are very grateful for the ongoing sponsorship of professional development provided by Book Protection Products. This sponsorship is invaluable and greatly appreciated by the National Executive as it significantly broadens options for regional committees. The funding provided by Warwick Ashton and his team goes to the regional committees so they can organise professional development sessions that will fulfill your personal learning needs. Please continue to support Book Protection Products as they are SLANZA's major sponsor, and if you have an idea or topic for professional development in your area, let your committee know!

WHY SHOULD YOU JOIN SLANZA

The benefits of membership include:

- Connection and networking with other school library staff locally
- Discounted conference and professional development registrations
- Support for school libraries at a national level
- Opportunities to gain skills and professional development from people who do what you do
- Opportunity to apply for the SLANZA awards
- Opportunity to apply for study grant assistance with library-related studies
- Permission to use the cover images of publications of major publishing houses
- Access to the LIANZA professional registration scheme

BUSINESS MEMBERSHIP

Business members support the work of SLANZA.

Current members are:

- Premier Professional Development sponsor - Book Protection Products
- Top Shelf Members - Softlink, TMMC and 2020 Communications Trust
- Circulator Member - Library Plus
- Reserved Member - Cengage
- Periodical Member - Antac Open Source Solutions

SLANZA PROFESSIONAL DEVELOPMENT

In response to our member's requests for PD that is not too expensive or time consuming, we have developed an online professional development initiative for SLANZA members - "SLANZA Connected Librarians". Level one of the Connected Librarians course is designed for those who would like to get started with online tools. Our first class is currently in session, further opportunities will be offered to members throughout the year.

LIFE MEMBERSHIP

SLANZA is pleased to offer Life Membership to recognize those whose contribution to school librarianship or a closely related field is so outstanding that it is of lasting importance to the advancement of the whole field of school library service.

Nominations for the 2013 round close Thursday 20 June and the results will be announced at our Conference in July.

ACHIEVEMENT AWARDS

SLANZA encourages and rewards excellence in school libraries, recognising the success and achievement of those working in and with school libraries, with a series of annual awards.

Nominations for the 2013 round close Thursday 20 June and the results will be announced at our Conference in July.

NEWS + CONTACT

If you're not sure who does what or who can help you, check out our [Contact page](#) on our website. It links to all region representatives.

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