

SLANZA MAGAZINE

COLLECTED

15

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**FROM THE
GROUND UP**



SLANZA 2015
Growing libraries for
the future

St Andrew's College
Christchurch
28 - 30 September 2015

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EDITORIAL

Welcome to the first issue of *Collected* for 2015. We hope to publish three issues this year. As of this issue we will be releasing *Collected* to members first, two weeks ahead of its general release. This will mean that members will have first access to its contents, and make the magazine more of a privilege of membership.

As you read this, the National Executive has met during March and hopefully you've all read the communiqués about what the National Executive has been up to. There are lots of interesting things on the horizon. The launch of the SLANZA community is a major event for SLANZA and hopefully members will use these platforms. It is important to realise that these opportunities don't just appear from nowhere. They are the result of a lot of discussion and time spent behind the scenes by NE members working hard to create opportunities for members.

2015 is the year of the bi-annual SLANZA Conference. The 2015 conference is being organised by the Aoraki Region. It will be happening in September. The SLANZA Conference Committee has provided more details elsewhere in the magazine - time to think about applying to your school for assistance with funding. It will be the best opportunity for professional development and collegial activity this year. Having attended previous conferences, I know it will be a great experience for all who attend.

One of the major issues for school librarians this year has been the changes to the National Library services. The short-sighted and unneeded changes had meant the loss of important reference and learning opportunities for students, especially in rural schools. There has been protest and comment from librarians, school librarians, SLANZA, the PPTA, NZEL, LIANZA and many other groups. It seems that we have shouted loud enough and that the National Library has heard. Events over the last three weeks have seen the National

Executive meet with Geraldine Howell and Mark Stanley from the National Library. Geraldine is Director Literacy, Learning and Public Programmes and Mark is the project manager for the implementation of the Services to Schools Transformation Programme. We had a chance to air our members concerns. It seems that our concerns have been heard and perhaps to some extent addressed. The National Library has sent updated information to principals at the end of Term One, both by surface and electronic mail. Please make sure you ask your Principal to share this information pack with you and your teachers. This pack will outline the proposed plan and service offer for the remainder of the year and the coming years from the National Library Services to Schools. Geraldine assured the National Executive that our concerns have been listened to and expected we would see this reflected in this service offer.

We hope that you enjoy this issue of *Collected*. There are some great articles and reviews. Thanks again to my crew of proof readers who have done an outstanding job on this issue and to all who have submitted items and articles. We always need content for *Collected* and encourage members to submit reviews, articles of interest, accounts of inspiring PD and events that occur in your region. These will all be gratefully received at collected@slanza.org.nz

Greig Daniels
Editor

PRESIDENT'S COLUMN

COLLECTED 15

THE GREAT SHAME OF 2015! The National Executive has been protesting the changes to the 'transformation' of curriculum services at the National Library, writing letters to government agencies, informing teacher associations of the changes, writing to the government departments involved. Organising regional meetings in many locations to discuss the changes and agitating on a number of fronts. Not least of these was a protest organised by the Wellington region outside the National Library. Thanks to all of you who have written letters, signed petitions, made a fuss, shared the problem widely and most of all informed your school communities of the changes. It is still very obvious that many teachers are not aware of the change which has happened. A shame. A shame that a valuable resource will be lost, that a service which was well used is being done away with purely for convenience. A shame that the actual conditions at the coalface of education are not appreciated by those who make the rules. A shame that there was no consultation on the demise of the service (despite anything said to the contrary) and a shame that the consultation with stakeholders which National Library promised in their last annual report that they would do better at, did not happen at all. It is not consultation to merely tell the stakeholders what you are going to do. I hope that those who have made this decision feel some sense of shame at their processes, at their lack of consultation and at their complete lack of consideration for the users of the service. A huge vote of thanks is due to our regional reps who organised and took notes on the sometimes multiple meetings in their regions. Those with a large region managed to cover vast tracts of it and the meetings were well attended. Huge workloads were thrust upon some of our reps, including making surveys happen and hanging out in coffee shops to meet just two people to get their views through to send a message to the government. This was on top of the normal work that we ask reps to do. Thanks so much, your efforts were really appreciated by the NE but also by your members.

CONFERENCE is coming. Christchurch in September will be a hum of librarians, no shushing at all, because I have attended many a conference and they are not quiet affairs. Christchurch Conference Committee promise us a conference to remember, full of great professional development, workshops which will teach you new tricks, great keynotes, inspiration and networking opportunities. One of the things I value most about a conference is the chance to meet those inspirational people who you know by name but not in real life. If you have never been to a conference take this opportunity and go. If you are new in school libraries take the best chance you have of upskilling in an environment full to the brim with people who have all been in your situation at some point in their careers. Librarians love to share, and conference is the best place to do that.

SPONSORSHIP: We have renewed our agreement with Book Protection Products for three years. We are thrilled that the new owners of the company have agreed to carry on with their sponsorship of SLANZA. They are the reason that regions can afford to have great professional development. We would appreciate it if criticism of any companies involved in providing goods to you could be dealt with directly and not criticised in what is a public forum, on the listserv.

ONLINE MEETINGS: The National Executive is looking at saving money by having at least one of their meetings online every year. We had our first online meeting in September and it seemed to be successful, though it also seems like a long time ago. We had almost no technical hassles and most people seemed to manage the Google+ platform well. Some members of the NE have been having working bees using Google+ and I'm of the opinion that it is a good thing to have up our sleeve for meetings between teams and for working bees.

SLANZA COMMUNITY: You will notice on the website that there is a new banner which

indicates our new tool for members only. The SLANZA Community is up and running by invitation only at the moment while we test it, but open for everyone (provided you are a SLANZA member) this term. There are several invited people on there now from the group of active people on the Facebook page. We have lots of requests to join but these are currently being ignored while we see what happens with the people already on there. Miriam has done heaps of work, and is to be congratulated for her efforts in the community. Setting it up, making the rules and getting it sorted has been a mammoth effort. We want the site to have some useful resources for members, we want to see things discussed on there moving some of the traffic off the listserv, especially for things which come across all the time. We see it as a place for discussion, for information and to share resources with other members. You will even be able to chat with other members online.

WEBSITE: Work has been done on our main website - thanks to Miriam for her ongoing dedication to making our website current. Broken links have been fixed and pages have been tweaked to make navigation easier.

KEEN TO HELP: The ongoing work of SLANZA requires enthusiastic reps and those with time and dedication to the SLANZA cause to make things happen. Do you think that is you? If you are keen to get involved, make sure you put your hand up in your region this year. Offer to do things, get onto the committee. Offer your perspective. SLANZA thrives on new blood, on people who want to make stuff happen for other school librarians. Regional committees are the starting point for those who want to make stuff happen. Phone your rep, or send me an email, we'd love to hear from you.

Bridget Schaumann
SLANZA President

NATIONAL LIBRARY SERVICES TO SCHOOLS TRANSFORMATION PROGRAMME

On the 2nd of April, the National Library of New Zealand sent to principals an email entitled **National Library Services to Schools Transformation Programme** which stated the following: "While the new service design will mean some change, we have listened carefully to a range of feedback from people in the education sector and have decided to roll out the changes gradually. This means the current service has been extended to the end of the 2015 school year. This will give you time to plan ahead and think about the changes to any of the services your school uses.

We will continue to support teachers and schools with print and online resources, and the development of school libraries, with an increased emphasis on our three priority areas:

- reading engagement,
- digital literacy, and
- modern library learning environments

From 2016 onwards, schools are being offered whole-of-school loans twice a year, for non-fiction and fiction books, tailored to support student-centred inquiry. Schools will also have access to books to support reading for pleasure among students - a building block for life-long learning.

The Service Design Scope document has more information about the changes which can be downloaded here <http://schools.natlib.govt.nz/national-library-transforming-its-services-schools>.

On the same page you will find a timeline of how the services will evolve through to 2018, together with Frequently Asked Questions about the changes."

SLANZA President Bridget Schaumann then sent out the following message to members concerning the email -

"Hello everyone,

The School Library Association of NZ Aotearoa National Executive is pleased that our concerns and the concerns of many people across the education sector, have been noted and that the implementation of the Services to Schools Transformation has been adjusted to allow schools time to adapt to the new service.

The School Library Association is glad that our lobbying and the lobbying of our members, has resulted in the implementation of the new service provisions being slowed to allow for a more well thought out transition. More importantly, the aspects of access to curriculum services have been addressed and this service will continue until the end of 2015.

It heartens us to know that our concerns were listened to, and that a small organisation was able to make a difference within the massive wheels of government. We are delighted on behalf of our members and also on behalf of the students and teachers who were so affected by the pace of these changes.

We would like to thank all the individuals who supported us, who supported the cause and who gave of their time and energy to send a clear message to the National Library about the effects of the changes. We look forward to working with the National Library and being involved with the discussion about the implementation of the National Strategic School Library Framework, being involved in the research opportunities and the Professional Learning Networks.

Rest assured, your SLANZA National Executive will continue to work on your behalf and ensure that the voice of school libraries from all over the country are heard."

We urge you all to seek out the email and go to the website if you haven't already done so, to check out the changes and planned progression of service changes.

THE CONFERENCE PLANNING IS WELL UNDERWAY!

CATHY KENNEDY - CONFERENCE CONVENOR

The planning for our conference in September is taking shape – or should we say 'blossoming'! Here is a taste of what is coming. Remember registrations open in May: <http://www.slanza2015.co.nz/slanza15>

If you missed our first 'newsletter' about conference, go to the website link above and you will find some more information there.

KEYNOTE SPEAKERS

Here are some of the keynotes confirmed so far that you can look forward to:

Janelle Riki

Janelle's expertise lies in Te Reo me ōna Tikanga Māori including the Treaty of Waitangi in Education, improving and enhancing Māori achievement, Māori Policies and Procedures for mainstream schools and Bilingual Education. Janelle will look at how our libraries of the future can support Maori achievement.

Mark Osborne

Mark is a Senior Consultant who works in Future-Focused Education, particularly in the areas of Modern Learning Environments, Leadership and eLearning. Mark will explain Modern Learning Environments (a phrase heard often) and discuss where he sees the school library fitting into future focused education.

Tracie Mauro

Tracie is Branch Librarian at the Parkes Shire Library and Cultural Centre, a library serving a rural community in New South Wales. Tracie and her staff have been exploring literacy based activities and stimulating learning through sensory play. Tracie is also co-author of a chapter entitled Monsters, Rockets and Baby Racers in the book: The Library Innovation Toolkit: Ideas, Strategies and Programmes.

Helen Stower and Kathryn Schravemade

Helen is Programme Leader and Kathryn is Teacher Librarian of the Mt Alvernia College Library in Queensland. Helen and Kathryn will share their journey of: Moving from a Traditional Library to a Contemporary iCentre. A journey which they admit is hard, has bumps in the road and is still a work in progress.

WORKSHOPS

You will be able to mix and match from a variety of workshops which cover the following three main streams as below. A call for abstracts is currently out (a summary of what you could present a 45 minute workshop on). I'm sure many of you have been doing some great things in your libraries which we would love you to share with your colleagues! Go to the conference website for the Call for Abstracts information and forms.

WORKSHOP STREAMS:

Growing Readers Kia whakatipua te kaipānuī

Workshops covering reading, literacy and promoting a reading culture in your school.



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**Growing libraries for
the future**

St Andrew's College
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Sowing Digital Seeds Kia ruiruia pū matahiko

Workshops covering all things supporting and developing information and digital literacy.

Cultivating Leadership Kia ngakia te rangatiratanga

Workshops supporting library management, the library manager and innovation.

SOCIAL PROGRAMME:

We are holding our conference dinner at the new Ilex Centre – a new visitor centre in the heart of our Hagley Park Botanical Gardens and on the banks of the River Avon. We also have some other events in the planning including author breakfasts, happy hour and hopefully some fun fashion and styling tips – for you, not your library!

VENUE AND ACCOMMODATION:

From the Ground Up will be held at St Andrew's College where the new boarding houses will be available for accommodation - \$50 per night (twin or quad share) and includes breakfast. St Andrew's is also close to motel and hotel options with shopping within walking distance and only 15 minutes from Christchurch Airport.

Show this valuable professional development experience to your Principal and make sure that they are aware of this learning and networking opportunity for you. Share this information with your network of school library colleagues and encourage them to come along or join SLANZA so this chance to learn, network and share won't be missed!

Cathy Kennedy, Conference Convenor, cky@stac.school.nz

WORDS AND PICTURES. FINDING A CRITICAL VOCABULARY FOR COMICS AND GRAPHIC NOVELS. PART ONE

GREIG DANIELS - TOKOMAIRO HIGH SCHOOL

I must confess at the start that I don't expect to come anywhere near to beginning to define a critical vocabulary for use in response to works in the comic's format. However thinking about developing a critical vocabulary will allow us to discuss comics and graphic novels using a common frame of reference. As libraries buy more and more graphic novels and they are used in the secondary education system for reading responses, it will be good to have a way of discussing graphic novels and their special strengths and weaknesses. The combination of words and pictures must be seen as an essential part of the format and we should be able to discuss them with commonality and familiarity. The added comment "that the pictures are nice" is no longer an adequate response.

The existing vocabulary we have to discuss the comics form comes from three areas: the publishing industry, creators and the huge fan base comics have. The publishing industry gives us issues of format, style, presentation and trends. The creators give us the language that they use to discuss their work and the comics models. This is often a combination of publishing and the art world. The fan base gives us terms of commentary and criticism, but considering the proliferation of fans, much criticism is in the form of opinions rather than in terms of critique. Also, the fan base, because of its unstructured nature, has given rise to specialist sub-jargons and much uncritical personal response and commentary.

Any true critical vocabulary is based on theories of the form being examined. This is perhaps where the biggest problem occurs in thinking about a critical vocabulary for comic themed works. The two major theories of the form that have been expressed to the wider public contain one or two biases that undercut their effectiveness. Both theories of comics are created by writers and/or artists who have had a huge impact on the history and format of comics.

Will Eisner was present at the birth of comics in the early 1930s and worked in various areas of the field, such as entertainment, education, and publishing. But at heart he was a comics creator, writing and drawing his own work. His skill in graphic storytelling in the 1940s still influences comic artists today. After retiring from educational cartooning, he proceeded to create personal and thought provoking graphic novels until his death in 2005. As an elder statesman of the comics industry he spoke much on the art and craft of comics and many of his thoughts on the medium are expressed in the work *Comics and Sequential Art*.

Scott McCloud comes from a more recent era, first entering the independent comics field in the 1980s. He published a groundbreaking adventure comic called *Zot* and was also a pioneer in using computer graphics in comics. However his major work is *Understanding Comics*, a book on the theory of comics told in the comic book format. Ground breaking on its publication, it has been followed by another volume called *Re-inventing Comics*.

While both are not presented as theories as such, (they are more meditations on the medium), they do give us two broad theories to work from.



Will Eisner attacks the question of theory from an artist and educator's view point. His definition of comics centres on: "I found that I was involved with an 'art of communication' more than simply an application of art." Eisner demonstrates that comics have a vocabulary and grammar in both prose and illustration. *Comics and Sequential Art* does discuss the basics of comics and theory by looking at imagery, timing, the frame, expressive anatomy, writing, and eventual application (entertainment and instruction).

McCloud, in *Understanding Comics*, is more concerned with form and the idea of the creator. McCloud sees a six-part process of artistic creation: idea/purpose, form, idiom, structure, craft, and surface. He also notes that artists tend to fall into two classes, depending



22 Panels That Always Work!! by Wally Wood

on which of the first two steps they emphasize more. Those who emphasize the second step “are often pioneers and revolutionaries-artists who want to shake things up”, while those who emphasize the first are “great storytellers, creators who...devote all their energies to controlling their medium...to convey messages.” McCloud also sees comics as a step on the way to a greater visual art, not just as an art itself.

Both these theories have much to offer and give us a window into the world of the comic creator and the way comics talk to us. However, they ignore the prime function of comics, to tell us things, both factual and fictional. Both also ignore the many comics created by writer/artist combinations that have achieved success.

After looking at these theoretical ideas it might be the proper time to talk about graphic tools. By this I mean the way writers, artists and writer/artists use the medium. It is perhaps wrong to think of a comic story as a succession of panels that tell a story. While this is generally true, the unit the artist works with is the page. The full page of panels and their structure is what the artist composes in. Each page is part of the greater story and this is where the question of intent becomes

clear. A comics story teller envisions the full story then breaks it into page units, then composes these to tell the story. With or without words the page length and structure are important. The panels are the beats or emphasis points of the story. Their size, and placement and staging are very important.

In comparison to movies which show every movement in a scene a comics artist has to pick or create the most important movement to express in a panel to add emotional impact to move their story forward. The **intent** of the story and panel placement is important to the comic artist and how the work is presented to the audience.

The choice of drawing style is also important. Marianne Satrapi in *Persepolis* uses a childish cartoon style to reflect the view point of a 10 year old. It is jarring to see this style used to discuss torture, politics and war but it makes it all the more effective. The anthropomorphism of *Maus* adds a layer of distance to the story and the small wood cut like panels give us an unflinching portrait of what happens to Vladek. Other choices, like dialogue and picture placement, all reveal the creative intent of the author or authors. Shepherd Hendrix in *Stagger Lee* uses sepia tones to create instant nostalgia and non linear storytelling to chronicle the story of a popular song and the real people behind it. These are all valid storytelling choices made to give depth to the story being told.

Often in writer-artist partnerships, artists are chosen for the associations their art styles have. Eduardo Barretto illustrates both *Union Station* and the *Long Haul* because of his ability to recreate historical periods, his crisp narrative story telling and his ability to create realistic people. There are many ways that artists can use craft to compose a panel to make it eye catching (See *22 Panels That Always Work!!* by Wally Wood).

The question of intent in the creation of graphic fiction and non-fiction is very important to the finished product. How successful is the storyteller in his choice of both pictorial and literary methods in creating a moving story that will appeal to the reader?

In part two I will discuss the vocabulary we have now and I will concentrate on one particular story, and discuss the tools and choices one author made in telling his story.

Greig Daniels, Librarian, Tokomairiro High School

CARNEGIE INSPIRATION

MICHELE COOMBRIDGE - EPSOM GIRLS' GRAMMAR SCHOOL

I'm sitting inside the Onehunga Library Café enjoying a coffee and appreciating the architecture of this beautiful historic building. A friend brought me here for my first visit a few years ago, and as I entered immediately noticed the plaque above the door proudly proclaiming that this was a Carnegie Free Library, built in 1912 through the patronage of Andrew Carnegie. In my time studying with the Open Polytechnic, I recalled my interest in reading about the history of our New Zealand libraries and their growth and establishment during the 1900s. I came back to the Café today to make the time to learn more about the incredible generosity and vision of the Carnegie Corporation and to think about its connection to us now in our own areas of library life.

Andrew Carnegie (1835-1919), multimillionaire businessman and industrialist, rose from real rags to riches. Born in Scotland, the son of a weaver and a shoemaker's daughter, Carnegie was never ashamed of his humble hardworking background and valued his family life and their work ethic highly. The men in his family were all highly politically motivated and the young Carnegie attended school and grew up surrounded by challenging philosophical thought and the poetry of Robert Burns.

In 1848 the Carnegies immigrated to America to find a better way of life. It was in America that Andrew Carnegie became involved with Col. James Anderson and became a regular user of his 400 book personal library. Writing letters to newspapers and reading for knowledge became this working class lad's passion, and it is believed that it was Carnegie's appreciation at having access to this private collection that explains his philanthropic gifting into libraries in his later life. Carnegie was to become a multimillion dollar steel magnate who lived frugally (in relation to his wealth) and gifted the majority of his large income. One biographer states:

He was a self-made man in a more comprehensive sense than the term usually implies, for he was self-made mentally as well as economically.
(Dictionary of American Biography, 1936)



Onehunga Library Café

Over the course of his lifetime Carnegie used his wealth to fund around 2500 public libraries around the world. In New Zealand 18 Carnegie Free Libraries were built, and 12 of these beautiful structures are still standing. Two of these, Marton and Balclutha, are still actually used as libraries, the rest like the gorgeous boutique café in Onehunga have heritage status, although individually owned and funded.

The Carnegie Corporation's support did not only come in the form of library buildings.

In 1932 the Carnegie Corporation made grants to the four university libraries in Auckland, Wellington, Christchurch and Dunedin. It also gave overseas study grants to senior New Zealand librarians. (Millen, 2014)

It also provided the backing for the 1934 Munn Barr report.

In 1934 the corporation funded a landmark survey of New Zealand libraries by American Ralph Munn and Aucklander John Barr. Known as the Munn-Barr report, it made recommendations that underpinned

professional library work for the next 40 years. It emphasised free public libraries, a national library, school libraries, subsidies for country libraries and professional training and remuneration. (Millen, 2014)

The survey, requested by the Library Association of New Zealand, was of the strengths and weaknesses of New Zealand's then current library services. The report found our little nation lagging behind in library achievements and proposed a plan for development. This also led to the training of librarians around the country including the well-known sponsorship of Dorothy Neal White – NZ's first purpose qualified children's librarian.

Dorothy Neal White enthusiastically took up her fellowship at the Carnegie Institute of Technology Library School in 1936 and returned a year later ready to implement all she had learned to develop a new children's library at Dunedin Public Library, which became a New Zealand benchmark (Atwool, in Dictionary of New Zealand Biography, 2000).

Neal White was quite the inspirational library mover and shaker of her time. Although married she retained her maiden name for many working years because the city council required that married women resign their positions. She wrote a 2000 title long booklist for LANZ to use in setting up new children's libraries and regularly presented on a radio show, promoting good books for children. If social media had been around in her time I get the impression Dorothy would have been blogging, Facebooking and tweeting! It is Dorothy Neal White we can thank for her ground breaking work in making children's librarianship a serious field of professional study in New Zealand. (Dictionary of New Zealand Biography, 2000).

Back at the Library Café, I find it quite amazing to think that support, through the insight and vision of Andrew Carnegie. that came to our little emerging nation all the way from Pittsburgh, Pennsylvania. And I'm full of gratitude that this building has remained open and been restored, so that we have a reminder of this remarkable part of library

life. It is a historical story that we as children's librarians today are part of. It reminds us, that what we give importance to today will be part of what libraries are remembered for tomorrow.

If one boy in each library district, by having access to one of these libraries, is half as much benefited as I was by having access to Colonel Anderson's four hundred well-worn volumes, I shall consider they have not been established in vain.'

Andrew Carnegie

Michele Coombridge, Epsom Girls' Grammar School

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NEW RESOURCES FOR ORBIT CONNECT LIBRARY LIFE AND LEARNING

Softlink has released new backgrounds and avatars representing historical and community celebrated events and holidays for Orbit, the junior and middle school interface for Oliver v5.

The new backgrounds and avatars allow school libraries to promote the celebration or observance of important events that are occurring at the school and in the community.

Softlink New Zealand Business Manager, Lyn Walker said libraries are a cultural and educational hub for schools and central to activities designed to mark community celebrations.

'The background images and graphics encourage younger students to really engage with the event, and libraries can use the interface to feature sets of books or educational resources about the occasion.'

With Orbit, students personalise their own library home page, using different backgrounds, avatars and colour schemes.

The new seasonal backgrounds and avatars include Easter, Christmas and Halloween sets as well as a special Anzac Day background to help schools commemorate this year's 100 year anniversary of World War I.

Lyn said schools also have the ability to upload their own custom backgrounds and avatars, to celebrate specific cultural or community events.

'School libraries play a significant role in learning and cultural development from a young age, and the functionality in Orbit helps to encourage that.'

Softlink has received positive feedback from schools using Orbit that students love being able to personalise their library home page and are excited about the graphics options available to them.

'It provides a more interactive library experience for students, and the new seasonal resources will enrich that experience even further.'

A set of in-school posters encouraging students to engage with Orbit and the books and resources in their school library has also been released.

The posters, which call young students to Blast off with Orbit or Take a journey through Orbit, are designed to inspire resource exploration and reading, using colourful graphics attractive to younger students.

Lyn said Softlink is committed to providing our customers with the best resource available to help them engage students and improve learning outcomes.

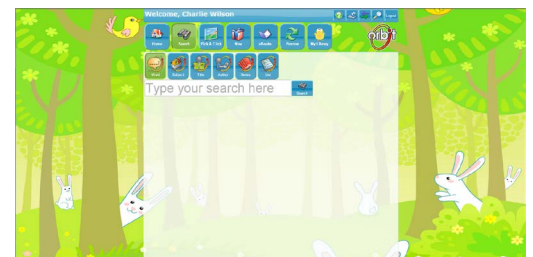
'Encouraging library use can help to develop early reading habits and improve literacy outcomes. It's more important than ever for school libraries to utilise changing technologies to engage students and the school community with this valuable resource.'

Orbit is Softlink's new junior and middle school interface for Oliver v5 and is one of a number of exciting new developments released for Oliver v5 in the past twelve months.

To find out more visit www.softlinkint.com/oliver/orbit/



The 30^{short} year story
Read more >>>



ACCESSIBLE, USABLE AND UNIFIED E-RESOURCES FOR GENERATION Z!

Generation Z, the generation born between 1995 and 2009, is accustomed to having information at their fingertips – literally (it’s difficult to find a member of this generation without a smartphone in their hand!). This generation is highly sophisticated when it comes to technology and the internet. They are tech-savvy, visually engaged and expect technology to play a role in their education. With this in mind, the developers at Gale have recently made important enhancements on many of their databases and platforms.

As of April 2015 enhancements released to Gale Virtual Reference Library (GVRL – a non-fiction eBook platform) and resources within the InfoTrac and In Context suites, will improve usability for desktop and mobile users. Users with vision impairments and anyone who does online research will enjoy the enhanced user experience.

The interface enhancements benefit bestselling platforms including:

- Infotrac based products including *General Onefile* (an aggregated journal database)
- The In Context family including *Biography in Context*, *Opposing Viewpoints in Context*, *Science in Context*, *Student Resources in Context*, *World History in Context*
- *Gale Virtual Reference Library*

All secondary schools in New Zealand currently have access to these databases through EPIC and the Ministry of Education.

eResources must be visually engaging and easily recognisable to captivate this technologically saturated generation. This platform upgrade means that each resource incorporates similar banners, tools, icons, language and colour palettes which are modern and visually stimulating.

Since Gen Z often have shorter attention spans, consistency across platforms is essential as users can spend less time learning how ‘to use’ research interfaces. Gale has adopted popular iconography and navigational elements that are prevalent throughout the open web and other mobile experiences/applications. Less time is needed training both staff and students on how to use these platforms.

Generation Z expect their eResources to be available and usable across digital devices – information must be easily accessible, hence their addiction to Snapchat, Instagram and YouTube. With this in mind the databases use responsive design optimised for web content for mobile use. Traditional elements automatically become touchscreen “swipeable”.

Gale complies with Web Content Accessibility Guidelines 2.0 to make information available to people with disabilities, including those with vision impairments. Each resource adopts a high-contrast header with white text and tool buttons in bright orange, which makes it easier for users to see content. With stronger separation of background and foreground, accessibility is improved for those listening to the content as well.

For more information on these resources and the latest upgrades please contact the Gale team: anz.gale@cengage.com.

If your school does not currently have access to EPIC, sign up now at www.epic.org.nz.

www.cengage.com.au/gale



2020

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BUSINESS MEMBERS

ARE YOUR STUDENTS DIGITALLY LITERATE?

LAURENCE ZWIMPFER MNZM – 2020 COMMUNICATIONS TRUST

Throughout the world, librarians have led the world in helping communities understand the importance of information literacy and the need to constantly adapt to the technologies of the day.

In the 1990's Dr Gwen Gawith, one of New Zealand's most recognised information literacy leaders, helped teachers and students understand the importance of information literacy in action learning.¹ The emerging digital technologies at the time, especially the internet, expanded the possibilities for teachers and students to access information, but made it even more important for information seekers to be able to discern appropriate information sources and technologies.

In 2005, a team at Otago Polytechnic in Dunedin led by Phil van Zijl, who was Manager of the Bill Robertson Library at the time, surveyed students new to tertiary study to determine their information literacy skills.² One clear conclusion of the study was that students' confidence in their ability to demonstrate specific information literacy skills far exceeded their capabilities to do so.

Fast forward another 10 years to 2015 and what has changed? Technology is certainly more pervasive than it was in 2005 or 1995. We now tend to talk more about digital literacy than information literacy but in a technology-rich world the two literacies are inter-dependent. But are our school leavers more information and digitally literate than they were in 1995 or 2005?

Michael Barnett, chair of the Auckland Business Leaders Group, is not convinced we have made much progress. He is calling for ICTs (Information and Communications Technology) to be embedded into the school curriculum. He suggests that "a working knowledge of ICT is now essential for getting a job, but thousands of school leavers are missing out because they haven't been taught ICT basics and don't have a qualification they could show a prospective employer". He refers to a survey of Auckland secondary schools late 2014 that found fewer than 6% of students (or 3613 of the 61,000 students in the survey) gained a qualification showing they were equipped with the digital literacy skills suitable for taking up a job.³

Fortunately there are ways to solve this problem and one of these is the ICDL (International Computer Driving Licence), promoted in New Zealand by the 2020 Trust. This programme delivers practical digital literacy skills that participants can put into use immediately, whether in crafting a well-presented document or in building a simple spreadsheet or in working collaboratively and safely online.

Some schools are already offering this programme to their students. We don't need a curriculum change; all we need is for some leadership to ensure that students have this opportunity. School librarians – maybe you are the people who should take on the digital literacy leadership role as you have in the past with information literacy.

¹Gwen Gawith, *Action Learning: Student guide to research and information skills* Longman Paul, Auckland 1988

²Philip van Zijl, et. al. *Information Literacy Survey Report* Curriculum Alignment Project, Information Literacy Project Group, February 2006

³Michael Barnett, *ICT should be made a core secondary school subject like Maths and English – and it's urgent*, Auckland Chamber of Commerce, 9 February 2015



Government workers take the ICDL digital literacy challenge at the Assisted Digital Tradeshow, hosted by the National Library in Wellington on 24 February 2015





DISCOVER NEW ZEALAND - FOR FREE

Students, teachers and school librarians around the country now have free access to every issue of New Zealand Geographic ever published, via an online archive which is easy to browse, search and read.

Nearly 700,000 school students will receive free access to the New Zealand Geographic Archive from this month onwards, thanks to a deal struck with the Ministry of Education and facilitated by the EPIC Consortium.

Featuring 25 years of commissioned, award-winning writing and photography, the Archive represents one of the largest and highest quality collections of local New Zealand content to be made available in recent time. In it are the stories that only a New Zealand-based publication would cover—the kiwifruit industry, geysers, shearing and small-town icons. Few international journals have material on New Zealand marine reserves, the very latest on issues of water quality, the first days of life of a rainbow trout, a winter in the Maniototo, or a journey to New Zealand's northern-most outpost—Tokelau.

However, many students either don't know about or feel confident using the digital resources available to them, and assisting them to access these online sources of information remains a challenge for teachers and school librarians. What's the best way to encourage students to navigate this vast resource, and locate stories that are relevant to their interests?

A news service, NZGeo Connect, delivers emails to school librarians, highlighting longform features from the Archive that add depth and background information to news issues of the day—milk powder threat, read the 6000-word feature article on 1080; a row over water storage in Rangitata, check out the whopping 13,000-word special feature on water wars published last year.

The service allows school librarians to promote the resource within their schools or regions by re-posting the archive link on intranets or within newsletters. Each message contains a relevant photograph that can be posted on social media or printed out for display.

It's this photographic coverage that really sets the New Zealand Geographic Archive apart from other electronic resources. When students access the Archive, they are not confronted by an unformatted page of small-print text, but welcomed by a magazine-style reading layout which preserves its award-winning photography.

"The visual narrative has always been as important as the written narrative for the magazine, and the power of the large images is a highly valued aspect of the *Geographic* reading experience," says *New Zealand Geographic* editor James Frankham. "There was also a considerable amount of effort invested over a quarter of a century by editors and art directors into the logical and aesthetic flow of a story, and the relative emphasis given to each image. We wanted to preserve those values."

The archive can be full-screened so the lavish photographic coverage is shown to advantage. And because it's a web service, the template is being constantly updated and new features rolled out as they become available—geotagging stories is on the development list, as is an interface to record users' favourites.

Now that nearly a quarter of all New Zealanders—1.25 million people—are provisioned users of the Archive, the question is: how to help them make the most of it?

Many schools are connected to the internet via the Network 4 Learning Managed Network. If this is the case for your school, you are pre-authenticated—there are no passwords or logins. Go to www.nzgeographic.co.nz/discover and begin your journey of discovery right away! If your school is not part of the managed network (or if you're not sure) you should log in at TKI first, then click on the New Zealand Geographic Archive link—go to www.tki.org.nz/epic

To subscribe for the Connect email service, please [email subs@nzgeographic.co.nz](mailto:emailsubs@nzgeographic.co.nz)

PUTTING READERS FIRST - AN INTRODUCTION TO THE READER-CENTRED APPROACH, RACHEL VAN RIEL

GREIG DANIELS - TOKOMAIRO HIGH SCHOOL

An enthusiastic group of librarians, from Otago schools, public libraries and academic libraries were treated to a fascinating session by Rachel Van Riel, Director of UK company 'Opening the Book'. Rachel, visiting New Zealand to speak to the Association of Public Library Managers, was approached by Otago-Southland LIANZA and graciously gave another address for local librarians.

Rachel's theme was "Putting Readers First", and she talked about her activities since her last visit six years ago, as well as outlining the work of Opening the Book. One of the activities of the company is research and observation, carried out in the cause of making readers/library users the centre of what we do. She wowed us with statistics such as: only one in four library visitors come with a goal of finding something, that very few people ask library staff anything, and that the average length of a library visit in the UK was 5 -10 minutes; that was true of both small rural libraries and city libraries.

In researching and understanding library users, Rachel said that the findings of retail businesses were similar, for example, that three out of four buyers buy on impulse, and that 50% of purchase decisions are made after the customer has entered the store. The lessons of retail could be of use in helping us to put readers first. Other ideas such as more choice does not guarantee user satisfaction, were also investigated.

Opening the Book also does research on why readers read, how reading fits in people's lives, and how their reading responds to what they think, feel, want and need. Rachel talked about the figures from 200 observations where the average visit was 9 minutes and only 43% of visitors borrowed items. Rachel's question was: "what were the other 57% doing?"

The research has provided three basic ideas for libraries and library staff. Firstly, we need to provide books that connect to people's needs and experiences. Secondly, libraries must move away from control and process, and thirdly, we must act to counter negative stereo types. These things can be done by catering to the imagination and engagement of readers and by putting their needs first; by moving away from the guilt and inadequacy of what people 'should' be being read to reader-centred displays and reader-centred book lists. The goal is to open up reading choices, to move away from genre and author displays, instead putting books together in unusual combinations, using surprise and discovery and mixing non-fiction and fiction. Another facet is to celebrate readers, using them to recommend books, showing images of people reading or quotes about their

reading.

Using a discovery layout, being more welcoming in both manner and architecture, and providing choice that is not patronising or overwhelming were core ideas in Rachel's presentation. Respecting readers can open up their choices and ensure that the role of libraries is successful financially (by encouraging better use of the collection), politically (creating lifelong readers and learners, and empowering library users and impacting their health and well-being) and culturally (providing a wider range of experience, audience engagement and developing literacy).

As we approached lunch, Rachel gave us a list of questions to respond to and then we shared our responses with our neighbour. There was a great deal of noisy discussion and as we broke for lunch Rachel said "It's never hard to start a conversation about reading!"

After our break Rachel's address focussed more on ways that her organisation worked with individual libraries and she showed us tips and tricks from her campaigns that help put the reader first. One was to encourage people to share about books and their reading experiences. Another tip was to ask readers to use a bookmark system to help talk about their book experiences. This system works by placing bookmarks at certain places in a book – one where the first big chunk of reading is finished, one where the reader first started to engage with the book, one where they got up to if they decided not to read any further and of course a book mark at the end of the book. These and other activities and promotions are all about the reader and their book experience at the centre of reading. Many of these ideas can be found at www.openingthebook.com.

Rachel was an engaging speaker and saw the humour in situations, and many of her ideas and tips were playful up-endings of traditional library practice. But the whole message of her presentation was "Make readers your story, not libraries". All of us took away a great number of practical things to try, as well as being re-enthused about our role and the importance of our audience as the focus of what we do.

Thanks to Rachel for her wisdom and thanks to LIANZA Otago-Southland for seizing the opportunity and providing us with this cutting edge professional development.

Greig Daniels, Librarian, Tokomairiro High School

AUCKLAND' JOINT NZEI AND SLANZA PD DAY

TRISH WEBSTER - RANGITOTO COLLEGE

On a Saturday morning at the beginning of March this year over 30 members of the NZEI who either worked in school libraries, or who had an interest in school libraries, met at Freeman's Bay school to learn some basic library skills. The session was organized by the Auckland SLANZA committee in conjunction with the Auckland branch of the NZEI. The group of participants was diverse in its makeup, ranging from learning assistants with an interest in working in a school library through to the Deputy Chairperson of a Board of Trustees who wanted to learn more about all aspects of his school, including the library. However, the majority of participants worked some hours in the library each week.



Evaluation time



Angela, Dale and Pam talk about their collections

The content was kept to basic information and began with the question, 'Where does this go?'. After an overview of collections and how libraries are organized three school librarians – Pam Lilley from Sir Edmund Hillary collegiate, Dale Tiffin from Freemans Bay school, and Angela Soutar from Sunnynook Primary school – shared how they organize their own library, and why they have made the decisions they have about what collections they want to provide for their students. The second session was a demonstration of book covering using a variety of different covering techniques. The tips and tricks shared by Pam and Angela were very useful and much appreciated by the course participants. After a sumptuous morning tea provided by the NZEI the focus of the final session was 'How to cope on your own'. This session covered the topics of managing student librarians, making the best use of parent volunteers and an experienced librarian shared her tips for running a primary school library on your own.

This professional development morning was aimed at those working in school libraries with limited training and experience. So often they don't know where to look for help and one of the goals of the day was



Morning tea was fantastic

to give them some ongoing support links including introducing them to the National Library Services to Schools website, Book Protection Products, the school library listserv, and a basic glossary of library terms.

This professional development event was well attended by school library staff who valued the opportunity to meet others working in school libraries and to learn some helpful tips to make their work easier. It was also a very successful collaboration between the NZEI and SLANZA, one that we hope to be able to repeat later in the year.

Trish Webster, Rangitoto College

CONTAINS GRAPHIC CONTENT

THE READING PILE

My Christmas break was made up of a lot of reading. Graphic novels were a big part of that reading so I thought I might add some capsule reviews of what I have had on my night stand in December and January. Not all of it is appropriate for school but I'll note that as I go.

Reviewed by Greig Daniels, Tokomairiro High School

THOR. FOR ASGARD - BY BOB RODI AND SIMONE BIANCHI

MARVEL // ISBN-13: 978-0785144281

I don't remember anything about this. The art by Simone Bianchi was beautifully laid out and painted but the story (I had to consult my journal on this) concerns Thor as Lord of Asgard, fighting internal and external threats to his realm.

Probably suited to older Year 9 + readers, but really not worth the money I spent on it.

SPIDERMAN: FAMILY BUSINESS - BY MARK WAID AND GABRIELE DELL'OTTO

ISBN-13: 978-0785184409

This is another large sized original graphic novel like the former but with art by Gabriele Dell'Otto. However this one has better story with a slightly complex espionage plot. It also is a fun Spiderman story with some good dialogue and effective characterisation.

Peter Parker discovers a sister he never knew existed. What dark secrets from his past will he have to face? Well, the secrets aren't too dark and his quest makes for an engaging read. Dell'Otto has a lot of fun with action scenes and obviously loves drawing Spiderman.

Well known comic creator Mark Waid has a lot of fun too. Have I overused the word fun? Probably, but it suits this story. It's a full on action read and suitable for students Years 8 -10.

CASTLE WAITING VOLUME ONE AND TWO - BY LINDA MEDLEY

FANTAGRAPHIC BOOKS // ISBN-13: 978-1560977476

Linda Medley is an independent creator/writer/artist who has been producing her comic "Castle Waiting" for at least the last ten years. Fantagraphics has published all the early issues in two beautifully designed hardbacks. The castle of the title is the castle Sleeping Beauty slept in. After her awakening and happy ending, the castle is taken over by the denizens and supporting characters from various fairy tales. These characters are the cast of a wonderfully plotted story that unfolds gently over the

course of the two volumes. Medley is a talented writer and has a lovely drawing style that suits the reality of the story (a princess fleeing her abusive husband with her son) and the fantasy elements. She combines it all beautifully together in a heart-warming and funny story. Suitable for readers Year 8 and up.



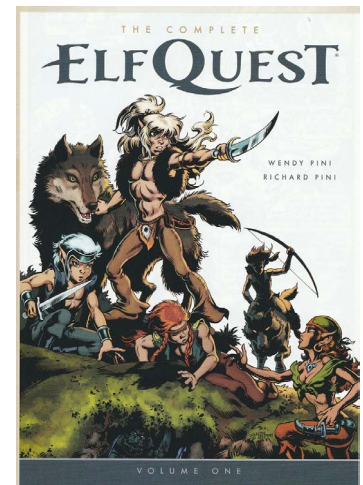
A quiet romantic moment in Castle Waiting

THE COMPLETE ELFQUEST VOLUME 1 - BY WENDY PINI

DARK HORSE BOOKS // ISBN-13: 978-1616554071

The first of the comics industry's major independent creator /writer /artists was Wendy Pini. Wendy created and continues to write and draw the marvellous comic fantasy *Elfquest*. First published in 1978 the stories and adventures of the elven Wolf-riders has continued on and off over the last thirty seven years. Wendy and her husband Richard (who acts as publisher/editor) have kept creative control of their characters and have guided the story's development over the years. Wendy's style has a strong fantasy element and her distinctive art style is well suited to this epic fantasy tale. Currently Dark Horse Books are reprinting the original series, as well as Wendy's new

series *The Final Quest*. This is recommended for Year 9 up. As a long time reader myself, I recommend starting from the beginning in Volume 1 of the Dark Horse series.



Wendy Pini's *Elfquest*

PARKER: SLAYGROUND - BY RICHARD STARK AND DARWYN COOKE

IDW PUBLISHING // ISBN-13: 978-1613778128

Donald E. Westlake created the series of Parker novels under the pseudonym of Richard Stark. The adventures of a professional thief, they are terse pulp noir classics. The series of novels have been adapted into graphic novels by Darwyn Cooke, an ex-animation artist who has turned his talent to comics.

The adaptations are dark and moody, usually done in black and white with one tone colour throughout. There is a degree of violence and moral ambiguity that

permeates the world of Parker; there is no "honour among thieves", only betrayal and greed. Parker is a violent anti-hero, whose grim addiction to violence and crime is really unsettling.

Cooke, while literally translating the action of the novel, adds mood and atmosphere with his pared down art, while creating a symbolic world of dark and light with his use of tone and shadow.

Having said all of this, *Slayground* is the

weakest adaptation so far. This is the fourth Parker graphic novel. A stripped down story of crooked cops trying to catch Parker and gain his cash, set in an adventure theme park during winter. The opposition is faceless and there's no real attempt to empathise with any character, so the end result is pretty pointless. A mafia subplot is introduced but it seems to have been shoe horned into the plot and adds little to the story.

This is recommended for adult readers.

BOOK REVIEWS

ALL THE BRIGHT PLACES - BY JENNIFER NIVEN

Reviewed by Glenys Bichan, Cambridge High School

"It's my experience that people are a lot more sympathetic if they can see you hurting, and for the millionth time in my life I wish for measles or smallpox or some other easily understood disease just to make it easier on me and also on them."

- Jennifer Niven, *All the Bright Places*

This book!

How do you approach a book review that deals with youth suicide but also makes you somehow feel good. How can you write about a book that sends an empty shiver down your spine while still making you feel whole? How can I recommend a book that gives a kind of permission to end your life?

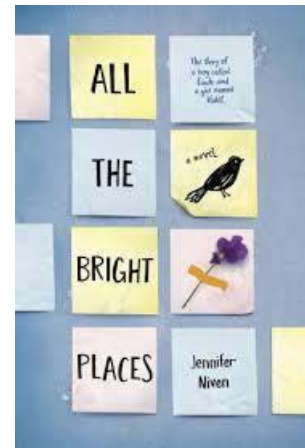
Finch is a guy who just does not fit, he does not fit at school, he does not fit at home. He discovers though that he does fit with Violet - she is cool and popular; he is not, he is a freak - or so he is always told.

He and Violet have an understanding - they are both suicidal, in fact they met each other while they were on a high tower ready to jump.

Despite Finch's weirdness and his reputation at school as being a freakish nobody, Violet falls in love with him. She discovers the real Finch.

The question is will it be enough to save Finch from himself!

This book also deals with the power of a dysfunctional family and a father who has a violent grasp on his children. It describes the scars on the inside that this inevitably leaves. It takes you on a journey through the pain of a sibling's death through a car accident and all the survivor guilt it causes; it takes you to the heart of high school bullying based on fear and rank and you discover what a fake world that is.



All the Bright Places is a gutting look at youth depression, its causes, its outcomes.

I know Finch, I know Violet - they walk in this school too! Maybe that is why I recommend this book!

ALL THE LIGHT WE CANNOT SEE - BY ANTHONY DOERR

Reviewed by Bridget Schaumann, King's High School

This is a war story, but this is a story of humanity, loyalty and the power of love in a time of war. Marie-Lure LeBlanc is a blind girl, she lives with her father who is the Master of Locks at the Museum of Natural History in Paris. Just before the Nazis invade the director of the museum has one of the most important treasures copied three times and distributes them and the original to his trusted staff including Marie-Lure's father. They are hopeful that the treasure will survive the war. When the Nazi's begin to move into France they flee to the island of Saint-Malo to an uncle who they hope will shelter them.

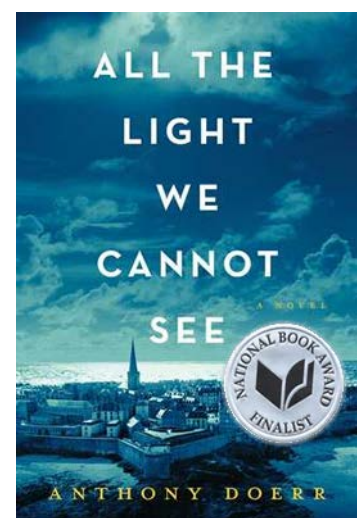
At the same time in Germany a young orphan boy and his sister listen to the war unfolding on the radio and they listen to the broadcasts of stories which transport them to other places. Werner Pfenning turns out to be a genius at fixing radios and thus gains a place at military school. The school is a

brutal place which destroys his best friend.

This story is the story of these two characters and those who want to harm them and those who love them. You always know that Marie-Lure and Werner will meet, but you are uncertain whether they will survive. This is a book for those who love the stories of the small lives caught up in the big story.

I think this book will appeal to those who loved *The Book Thief*, but it will also captivate new audiences. The short chapters and the way the story unfolds is beautiful, there are puzzles to figure out, there are characters who will become your friends and who will stay with you long after the book is done.

I highly recommend it for high school libraries, I will have to have more than one copy in mine because I have been recommending it so much. I have long



reserve lists for it.

MAX'S WAGON, MAX'S BEAR AND MAX'S BATH - BY BARBRO LINDGREN AND EVA ERICKSSON

Reviewed by Bridget Schaumann, King's High School

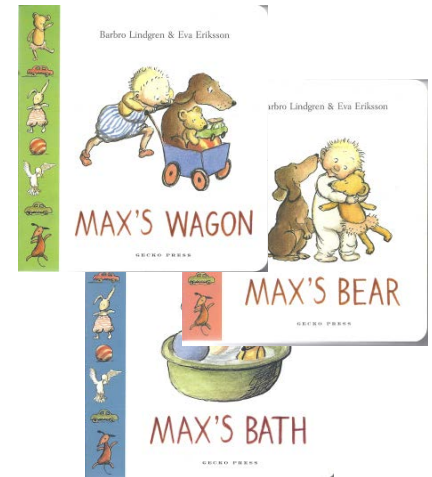
These are the cutest books, I was going to write "in the world" but maybe not quite in the world, but really cute nonetheless. These are the kind of books you save to read to your grandchildren if you are me, and you don't have any yet, but they are also the kind of books I loved to read to my kids when they were little.

The books are handbag sized, robust, able to be dribbled on and strong enough to not have the pages melt. They have just been released in board book format and they are treasures every one.

My personal favourite is *Max's Bath*. Max's behaviour is exactly the kind of thing which

went on at our place when the kids were tiny, everything needed to have a bath. I'm pretty keen on *Max's Bear* too where poor teddy ends up falling into the potty. The illustrations are deceptively simple in these lovely books, the expressions on Max's face are priceless. Each of the books follows the same format, They would be a lovely set to buy for a new parent, indeed the set which I was given for review have been given to one of our staff who has just produced.

I highly recommend these books as a real treasure and books to treasure.



BILLY DENT TRILOGY - BY BARRY LYGA

Reviewed by Desna Wallace, Fendalton School

BOOK 1: I HUNT KILLERS

BOOK 2: THE GAME

BOOK 3: BLOOD OF MY BLOOD

Wow – just wow. What a trilogy and what a ride. This series has it all. Blood and guts, murder, serial killer on the loose, a little romance and is one heck of a psychological thriller. It is fast paced, action-packed and gripping. Jazz Dent becomes involved in investigating a murder, then another and even more. There are similarities to the murders his notorious, serial killer father committed for which he is serving time in prison. Jazz has many internal conversations over the anguish he feels about being the son of the world's most prolific serial killer. But are the voices his father's or is Jazz himself becoming a serial killer? How does he know so much?

Then just to make things even more disastrous, Billy Dent escapes prison and the hunt is on. Even his girlfriend Connie and best mate Howie are not safe. Indeed

they become part of a bigger plan with devastating consequences. Jazz goes from hunting to being the hunted. Very well written and perfect for those readers who love the thrill of the chase. Probably for the upper end of YA fiction readers or at least those less squeamish. Some of the scenes are quite graphic, but again gripping. Blood and guts aside, the what-ifs, and who did-its are tops. This series would make a brilliant movie. This is one series that must be read in order and once started it is impossible not to read all three books. Just to get you in the mood, check out the trailers here if you dare!

I hunt killers:

<https://www.youtube.com/watch?v=0wwRp7Ou53E>

The game :

<https://www.youtube.com/watch?v=06J0Eiu6VII>

Blood of my blood:

<https://www.youtube.com/watch?v=06J0Eiu6VII>



PERFECT - BY RACHEL JOYCE

Reviewed by L. Earnshaw, Christ's College, Christchurch

Perfect takes us back to an English summer in 1972. Byron lives with his sister and mother in a large house in the countryside, visited only at the weekend by their father who works in the city. Byron and his friend James attend a private school and live quite a distance from each other and the school. They are both intelligent students but slightly obsessed with detail. When the Government announces that they will be adding two seconds to time it sets off a terrible sequence of events.

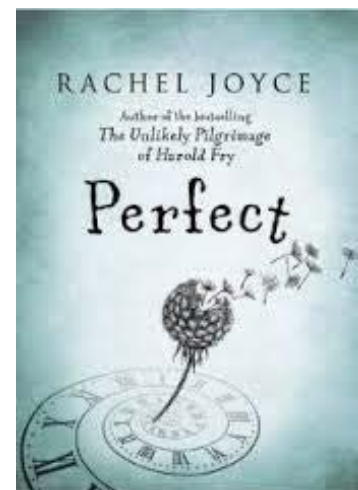
The chapters alternate between Byron in 1972 and the story of a present-day adult, Jim, who has spent most of his life in an institution.

I was looking for a new coming-of-age novel

for Level One students, however *Perfect* didn't live up to its title or the hype. The daily life of the family takes up many pages but there is little depth to the characters.

The plot drags slowly along in the early chapters and doesn't really speed up until the introduction of Beverly and then falters again. Byron is a 2D character compared to the teens in Sherman Alexie's *The Absolutely True Diary of a Part-time Indian* or DBC Pierres' *Vernon God Little*.

I feel that the inclusion of more detail about Byron's father would have greatly enhanced the story. Joyce writes in her afterword that she toyed with the characters for a long time before she put pen to paper. I think she didn't wait long enough.



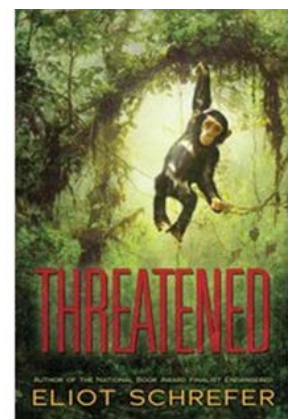
THREATENED - BY ELIOT SCHREFER

Reviewed by Bridget Schaumann, King's High School

Take your students well and truly out of their comfort zone with this great adventure story.

It is a beautiful story of a young boy, Luc, orphaned by AIDS, trapped in a world where he is indebted to a money lender to pay back the debt of a hospital bill caused by his Mum dying of AIDS. A horrible situation. Luc has a terrible life, not enough to eat, fighting to survive and living in squalor with a bunch of other children in similar circumstances, and ruled over by a vicious man. Then someone interesting turns up, an educated man who convinces him to head into the jungle to help him study

chimpanzees, to be his assistant and guide. What follows is the most beautiful story of bonding with animals that I've read in years. There is such a lot going on, the behaviour of the creatures, the relationship between the boy and the professor, intruders, hunters, predators and all manner of danger. I didn't really expect to like this as much as I did. But by the end of the first section I was totally engrossed. I read most of this book in a day. And the most telling thing is that students are enjoying it. I took this to our BookGang and they have been passing it around between them ever since. That is the best recommendation I think.



REGION NEWS

AORAKI REGION UPDATE (CANTERBURY, WESTLAND, NELSON, MARLBOROUGH)

Since the last issue of *Collected* we have had our end of year Christmas Celebration and we are about to hold our Term One professional development.

The invited guest at our end of 2014 event was author, Felicity Price. Felicity had recently featured in a Sunday Star Times article talking about the state of publishing and how many authors are choosing to publish independently and many of those, exclusively electronically. Felicity gave us an interesting insight into the world of authors, writing and how difficult it can be to get your writing to your audience – and how to ensure you make a living!

February saw us hold a meeting for members to discuss the changes to the National Library Services to Schools. We were fortunate to have Geraldine Howell and Elizabeth Jones from the National Library to speak about these changes, the rationale behind them and to answer our questions. This was a valuable meeting and enabled members to directly express how these changes will affect their library, their staff and most importantly, the impact on student learning.

We have held our very successful Term One professional development event: *Are We There Yet? Information Literacy Programmes in Schools*. We heard from some current school librarians and their information literacy programmes as well as an invited guest from Canterbury University to discuss students transitioning to the tertiary environment. We also heard about new services and initiatives from the Christchurch City Library to assist schools with information literacy and research. Thank you to everyone who was able to support this event which was well attended by 45 school librarians, teachers and public library staff.

Looking further ahead into 2015 – a Paper Plus buying night and of course, Conference 2015: *From the Ground Up: Growing Libraries for the Future*. Looking forward to seeing you all there!

Cathy Kennedy

OTAGO REGION UPDATE

Our first full meeting of 2015 focussed on advocacy, over the matter of the National Library Services. There was a great deal of online discussion and a meeting was arranged and held on the 18th of February at John McGlashan College to discuss these matters and to discuss further options and prepare questions to be directed to Geraldine Howell at the March NE meeting. There was a great deal of debate and we also had members from the public library sector attend to discuss these issues. Questions have been collated and added to the National Library document to be used in March.

Lots of individual action has been taken in regard to this issue and it is great to see members addressing these concerns individually.

Our latest meeting was the “Mobile Helpdesk” held on at Salt Café on March 19. Members were asked to bring library problems and share with each other problems and solutions for day to day issues. There was a lot of debate and some real sharing especially over library management programmes.

Greig Daniels

SOUTHLAND REGION UPDATE

There have been a few changes to the leadership roles in Southland SLANZA this term. Unfortunately our chairperson Joanne was made redundant at the end of 2014. We called a special meeting on the 20th March and elected Suzanne Muir as Chairperson and Eileen Barnett as Treasurer. While we are a new leadership team, we have the enthusiasm to move Southland SLANZA forward. On the bright side, we have gained a few new members with more librarians expressing interest. I am sure our numbers will continue to grow.

The National Library changes dominated the discussions and SLANZA events in Term 1. The special meeting to discuss the changes and the impact on Southland school and libraries drew a respectable 12 people. While many schools will be greatly affected by the loss of the Curriculum Services, most Southland SLANZA members felt that the speed of the implementation and the timing of the announcements show a distinct lack of thought and consideration. Not one of the librarians attending the meeting saw a need to use the Reading Engagement Loans. Many Southland schools are still not on the Network4Learning scheme and do not have the digital resources for students to be continually accessing digital services. It is our hope that the National Library will see sense and roll out the changes to their services in a more responsible timeframe.

We have some exciting PD events planned for Term 2. Creative Commons will be taking some workshops on the 14th and 15th May and we have an event at Paper Plus in the pipeline. We will be trialling Google Hangouts at our PD events where appropriate to include SLANZA members from out of town.

Southland SLANZA along with the Invercargill City Libraries, Southland District Libraries and Gore District Libraries are planning a district wide Summer Reading Programme in 2015. It is exciting and rewarding to collaborate with the regions Public Libraries and I know it will be a mutually beneficial arrangement.

Kirsty Adam

WELLINGTON REGION UPDATE

Our advocacy this term has been our major concern. We held three meetings throughout our region so that our members could talk and find out more about the National Library changes. The first meeting, held at Wellington Girls' College, was well attended with over 40 people there. We hosted Geraldine Howell and Liz Jones from National Library. The meeting was very pleased to be able to ask the National Library representatives what the changes would mean for school libraries. Clare Forrest (Raroa Intermediate) and myself then travelled to the Kapiti region and the Wairarapa region where we met more SLANZA members and answered their questions.

The day after the Wellington Central meeting a rally was held on the steps of the National Library. The rally was organised by Adair Hannah, ex NE member. About 85 people attended the rally where Jacinda Ardern, Catherine Delahunty, Jane Shallcross (Wellington High Librarian), representatives from PSA, NZEI, PPTA and myself spoke. Campbell Live was there, as well as Radio New Zealand and the Dominion Post newspaper. Coralie Walton (Librarian, Heretaunga College) also contacted a local newspaper and an article was written and published regarding the NL changes.

Karen Clarke



Karen Clarke, Geraldine Howell and Liz Jones at Wellington Girls' High School (Photo courtesy Karen Clarke)



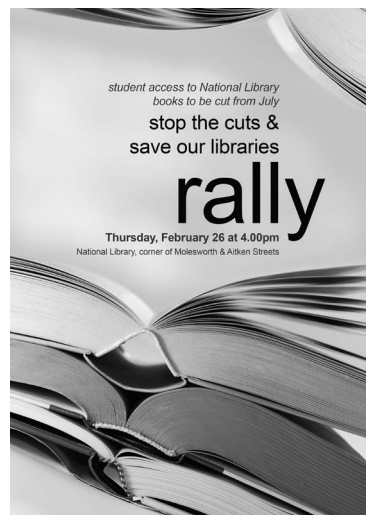
The audience at Wellington Girls' High School (Photo courtesy Karen Clarke)



Protest at the National Library (Photos courtesy Sue Esterman)



Protest at the National Library (Photos courtesy Sue Esterman)



AUCKLAND REGION UPDATE

It has been an extremely busy term for the Auckland SLANZA region. Firstly we held four meetings throughout Auckland for members (and other interested parties) to discuss the National Library changes to School Services. We had 86 people attend these meetings including Geraldine Howell and Elizabeth Jones from the National Library who attended our first meeting at Kelston Boys High. Lively discussions were had at all four venues and a long list of questions and suggestions has been passed on to the National Executive to inform their meeting with National Library representatives at the end of March.

We have also run two professional development events. The first was a Saturday morning session run in conjunction with the NZEI for support staff and other interested people who work in, or are involved in, school libraries. (There is a separate article in this edition of *Collected* on this very successful day.) The second event took place on Saturday 21st March at Carmel College, and was on the topic of content curation and how to use Livebinders. Fifteen librarians (and one member of the Auckland City Mission staff) gathered in the computer suite at Carmel College to hear Trish Webster explain content curation and then create their own Livebinder. It was very useful to be able to spend time working on a new tool with support from others who had more experience. We hope to run other days like this in the future.

Trish Webster



Pam Lilley working hard



Trish helping Tracy and Karen



Cherrill and Bharathi



Trish demonstrating Livebinders



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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 Warick 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!

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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

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