

SLANZA MAGAZINE

# COLLECTED

16

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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

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Winter is here and like the winters of George R R Martin it has been harsh for some, with flooding and heavy weather for the central and lower North Island. Here in South Otago we have had the bitter cold and ice, but little real snow as of yet.

There have been some changes on the National Executive as Bridget Schaumann finishes her term as President and new President Miriam Tuohy comes on board. The presidency of SLANZA is a huge job and requires organizational skills of a really high calibre. As a member of the National Executive I have seen what the job entails. Both presidents I have worked with, Fiona Mackie and Bridget Schaumann have brought special skills to the job and have had to deal with some thorny issues. I wish Miriam well for her term as President. The dedication she has brought to her work on the National Executive, will serve her well in her new role.

I hope members enjoy this issue. There is a good variety of material in this issue and I hope you enjoy what the authors have provided.

The big focus for our members is of course the "From the Ground Up" SLANZA conference in September in Christchurch. We have in this issue, profiles of keynote speakers and some information on social activities at the Conference. Apart from speakers and the workshops the Conference will be a great opportunity for networking and for making social connections with your fellow librarians. The social activities are a really important part of conference and can be a lot of fun. I know I'm looking forward to the conference.

Thanks to Cathy Kennedy for keeping Collected apprised of what's going on at this year's conference and for her regular updates for Collected. Thanks also to Bridget for her "President's Report" for Collected.

I hope you enjoy this issue. We welcome comments from members and articles of interest, and reviews and event reports are always appreciated. You can direct submissions or questions to me at [collected@slanza.org.nz](mailto:collected@slanza.org.nz). I always enjoy hearing from our readers.

I would like to thank all those who contributed articles and reviews, and a special thank you to our proof readers. Thanks again to Kate and Miriam for their invaluable assistance.

*Greig Daniels*  
Editor

## PRESIDENT'S COLUMN

### COLLECTED 16

As I enter the twilight week of my time as President of the School Library Association of New Zealand Aotearoa, I have cause to reflect, not just on the time since our last National Executive meeting, but on the last two years in school library life in New Zealand.

There has been much to do. At the beginning of my time as president we worked as a team to build relationships with organisations which are aligned to ours. LIANZA attended a meeting and we spoke about how school libraries and public libraries might find some pathways of commonality. This has developed over time with SLANZA being consulted about ways that the LIANZA conference could cater to our needs, and working on a new memorandum of understanding with them. We hope that this new closer relationship will lead to ongoing consultation between the two organisations, recognising that there are both similarities and lots of differences in circumstances in our respective membership. We also invited representatives of the Services to Schools team at the National Library to a meeting; they shared their vision with us and spoke of ways they were looking to change. This was then followed by a review of their services which has led to more change and not necessarily change which our members have been happy with. More on that later. We also have met with the Book Council, the Association of Public Library Managers and with the Society of Authors. This last relationship led to us having a lot of input into the Children's Book Awards 2015 Children's Choice Award.

There has been a lot of regional activity over the last two years, with regions offering some amazing professional development to their members, working on their committees to make opportunities for speakers and

displaying the talents of their members for the benefit of their membership. This is something that is a real strength of our organisation; we enable those who have talents to show them off, to encourage others to step up and give things a go, and to take new skills back to their work place. I want to thank all those who have shared their skills with others and encourage everyone to take the opportunity to do the same. Some of our regions have struggled to get working committees together, but in the end we have all our regions functioning well and that is very heartening.

We have had an impressive turnover of representatives on the National Executive over the last few years. I would like to thank all those who have been on the Executive. Some of you have worked incredibly hard for our organisation. We have made real progress in lots of ways, some of these are not visible to the general membership but the work that goes on behind the scenes especially on things like the Online Professional Development, the SLANZA Google+ community, the new SLANZA brochure and membership drive, Collected magazine, and constitutional matters (and probably some things I have missed) is impressive. We do all this for the membership in our own time, with just a few people working away for the rest of the members. It should not be forgotten that all of us have full time (or close to it) jobs and plenty of stuff going on in our outside life. We work for SLANZA because we feel the burn for school libraries and we really care about their futures. National Executive members sit on committees, represent SLANZA in lots of forums and sit many hours in meetings representing our members. The National Executive is not just about being in Wellington for a weekend of

meetings, it is about hard work and making things happen.

The transformation of the National Library Services to Schools has been an all-consuming matter for me and other members of the National Executive. When the changes were announced we thought we had a fait accompli. That was despite not having been consulted at any point about the proposed changes. We thought that we would be forced to live with what was proposed. You cannot imagine how satisfying it has been to be able to make, if not a turnaround in the proposed services, to at least be listened to. And more importantly, to have halted the process and had our concerns considered and made note of. I have had several very proud moments when we made it to the news, when SLANZA members managed to make a huge difference, where our voices were heard. These were 'real mouse that roared' moments! While we are still going to be stuck with services which will not be a patch on what we have had, at least a delay to the implementation of the transformation, and a more consultative process has been initiated as the changes are implemented. Members of SLANZA you did us proud! But don't lie down yet, you may need to roar again!

We have worked for the NZQA in their review of library qualifications, we have completely re-written the section on school libraries for the Open Polytechnic textbook – and put the payment for that work into the SLANZA coffers rather than taking a personal payment for it.

We have worked on being visible, on being an important group to have a conversation with, on being the "go to" experts on reading, books and inquiry learning in this

country and there is still work to do on that. School librarians are at the coalface of these things in schools – and if not then they should be. It still amazes me that schools can talk about literacy and not consider the librarian as part of that picture. We are experts in our field and we need to shout that out, not to ourselves but to the educational world we work in. I hate it that we are ignored in important conversations about these matters and I want every single SLANZA member to get out and be more visible and get the skills they need to make a difference to literacy and learning in their schools. SLANZA members are people to be reckoned with, shout it loud and shout it proud.

At the beginning of my presidency I wanted to have two new things for SLANZA members by the time I left. Well I've over-achieved. You can thank several of your National Executive members, past and present, and some talented SLANZA members who are not on the National Executive but who are extremely dedicated to making things work – Steph Ellis and Rosalba Finnerty who have worked long and hard for us with extreme dedication. You now have SLANZA Communities on Google+, Tertiary Transition resources, a lovely new printable brochure you can use for promotion at events, a summer reading resource, The Top Ten books of the year lists, and probably something else I've forgotten. I dream of lots more resources and that is what I want to do once this term as president is done – oh wait, that is now!

During my time as president, and in the time leading up to it, I have come to believe that changes to the structure of the National Executive are needed. In my opinion If we are to move forward and make progress the issues of burnout are going to plague this organisation with the current structure.

I think a review of how the organisation functions at its management level is due and that there may be hard decisions to make. Currently a lot of work is done by very few, this is not fair.

So, I leave this presidency in good heart I hope. I am delighted that we have Miriam coming in, especially as I usurped her place in the scheme of things in the beginning. She will be great, her clear vision and sharp brain will bring good things. I will be in the wings helping and doing, but at the end of two years I know that my time is done and hers is just beginning. After Miriam we have a driven person waiting to step up and that is fantastic: I believe in succession planning. SLANZA's future is looking very good. There are some fantastic leaders amongst us and that is very heartening. It is ten years since I came onto the National Executive – with a bit of a break for breath in the middle, and I'm delighted at all the things we have achieved in that time. There is plenty more we would love to make happen.

*SLANZA is not just about PD! SLANZA is about community.* I said that in a president's report about two years ago and I still believe it to be true.

Personally, I have some big "thank you's" to make.

Lesley – my poor SLANZA'd out partner. This job is hard on family life; she has been tolerant and given many hours to the cause.

Carole, Pam and Greig – the home team, SLANZA laughs and long meetings and beverages, sounding boards and commiserators. Part of the strong Otago team who have helped so much.

Karen – for sensible advice just when needed and for not taking any rubbish.

Lisa – for giving me a rark up from time to time and for being a blimmin' good champion of school libraries in other sectors; for being a great listener and purveyor of library fun and lasting friendship.

Rosalba – bolstering emails when needed. A vital cog in my wheels, soother of furrowed brows and general good person in a crisis, and distributor of the best food ever.

Carole – gets a separate thank you for being the best-organised person in the actual world and for long conversations administering good ideas and this organisation. A good friend to have.

Miriam – a long time ago we made a wiki, it was the beginning of good things, we will continue to make good things happen. The queen of 'let's do that thing' and wind in the sails of this presidency. She is a great companion on this journey and the new heart of SLANZA.

To the members of National Executive who have stepped up, taken on projects and helped in all kinds of ways, thank you – your work has been really appreciated and valued.

*Bridget Schaumann  
Immediate Past President*

# TEENS READING LESS...OR ARE THEY?

STEPH ELLIS – NAPIER BOYS HIGH SCHOOL

*“When we browse the internet, we are not really ‘surfing’ at all. We are reading.” – Lili Wilkinson*

In July, following a Radio New Zealand news report titled “Teens reading less, say school librarians” (Gerritsen, 2015), there developed an interesting discussion on the New Zealand School Libraries email list (schoollib listserv). A lot of the comments contributed to the discussion about young people’s reading habits were based on anecdotal evidence, library borrowing statistics, and gut feelings. As information professionals perhaps a deeper look into the matter is required, in order to ascertain whether teenagers are in fact reading less, whether this is a problem and, if it is, what can be done to remedy it.

Are teenagers reading less?

There has been little research done on young people’s reading habits and preferences within New Zealand, with most local studies focusing on reading achievement. However, recent research carried out in the United States and Australia seems to confirm the gut feeling of educators – that teenagers are reading less. A 2014 report by Common Sense Media (Rideout, 2014) that reviewed a number of studies and databases found that there was a sharp decline between the percentage of 9-year-olds and 17-year-olds that “read for fun” every day. They also reported a sharp increase in the number of 17-year-olds between 1984 and today who say they “never” or “hardly ever” read (Rideout, 2014).

A closer look at the methodology of most of these studies, however, reveals a very narrow definition of the term “reading”. “Reading” in these circumstances seemed to be identified as reading self-selected books in one’s own time. Aronson (2014) contends that a young person’s complete reading life needs to be understood; it should encompass all forms of reading, include in-school reading, and be “platform agnostic”. Reading in this wider context includes that done on social media sites, such as Facebook and Reddit, fan-fiction, online news and magazine articles, TradeMe auctions, or gaming cheat sites.

In these studies, “pleasure reading” is also a troublesome concept. Aronson (2014) argues that ‘for most adult professionals it’s often impossible to draw a clear line between work and leisure reading’ (para. 6). The same could be said for young people. They may choose to follow up in their own time on interesting content covered in the classroom, or research done for class assignments may take meandering side roads as new facts or characters are discovered. Common Sense Media’s Seeta Pai (2014a) agrees with Aronson on this and suggests ‘engagement is perhaps a better yardstick than pleasure’ (para. 6). This distinction also removes the value judgment placed on “work” or “fun” reading.

Drawing the conclusion that teens are reading less because of declining borrowing statistics in the school library is equally problematic. There are a variety of reasons that may lead to lower borrowing numbers that do not mean the students are no longer

reading. These include: students accessing reading material from other places; reading library material that is not allowed to be issued; reading library material but not borrowing it; and reading e-books that are privately owned, borrowed from elsewhere, or have been illegally downloaded. Using borrowing statistics as a measure of reading also returns “reading” to that narrowly defined activity that can only be done with traditional print materials or with materials that can be checked in and out.

Until more research has been done into the complete reading life of young people it is difficult to say whether or not teens are reading less. However, it is probably safe to say that teenagers are reading less traditional print materials and do not identify the activities they participate in online as related to “reading”.

Is this a problem?

There are numerous studies that present evidence of the correlation between pleasure reading and a wide range of benefits. Manuel and Carter (2015), in their research into Australian teenagers’ reading practices and preferences, collated studies that show reading for pleasure matters for a number of reasons. It matters because it supports broader literacy development and learning; enables young people to develop their own, better-informed perspective on life; is a safe, inexpensive, pleasurable way to spend time; allows young readers to understand and empathise with the lives of those in different situations, times and cultures; and improves educational outcomes and employment prospects (Manuel & Carter, 2015). Reading for pleasure also matters because it has been shown to be more important to children’s cognitive development and educational success than their parents’ level of education or socio-economic status (Manuel & Carter, 2015).

However, Manuel and Carter (2015) could not find any Australian research comparing children’s leisure reading across different formats or media. This leads one to the conclusion that the “reading for pleasure” referred to in their article refers back to that narrow definition discussed earlier. If this is the case, then the fact that teenagers are reading less traditional print materials is a problem. If the benefits found to be evident in these studies are only related to this type of reading our young people are not getting them.

Further to this, it is a big problem, as Miriam Tuohy (2015) pointed out during the listserv discussion, if young people do not think of themselves as readers. If teenagers view reading as an activity solely done with traditional print materials, and that is not an activity they participate in or enjoy, they are potentially closing themselves off to the benefits associated with being a reader. As Aronson (2014) states, we need to...not just honor all reading...but to keep offering new doors, new opportunities, and new options to teenagers...The idea is to keep opening doors, so occasional readers recognize that there is something of interest – something appealing, stimulating, or unexpected – waiting for them when they do take time to read. (para. 10)

What can we do about it?

For young people, there are a variety of barriers to leisure time reading. Reader reluctance can generally be categorised into five main reasons (Merga, 2014):

- Time availability: for example, crowded curriculum, lack of focus on “pleasure reading” at high school, sporting and other extra-curricular commitments, sibling care, homework, after school employment;
- Preference: for example, low appeal, other pursuits have a higher priority;
- Skill deficit: for example, not a competent reader, low confidence, second language learner, slow reader, low parental literacy, limited exposure to reading;
- Access and choice: for example, difficulty in locating engaging books, paucity of books or dearth of quality, inability to employ choosing strategies, need access to books that are relevant and of interest;
- Physical and cognitive factors: for example, concentration issues, visual language processing difficulties, optical issues, tired or hungry, cognitive impediments, inability to sit still.

It should be noted that while students may offer one barrier for their reluctance to read (‘I don’t like reading’), this attitude will often involve a number of reasons (‘I’m not very good at it and I can’t find a book I like and I’d rather be doing something else’).

School librarians will be able to look at this list of barriers and see which ones they can have an impact on. However, they will not be able to mitigate all the factors and will need help from the wider school community to effect real change. Parents have perhaps the greatest impact on their teens and it is never too late for them to encourage reading habits. Parents can help by:

- modelling reading themselves;
- providing access to reading material at home;
- setting aside time for teens to read each day;
- acknowledging the many and varied forms of reading (Pai, 2014b).

Manuel and Carter (2015) offer classroom teachers a range of actions to engage teenage readers, some suggested by students themselves. Strategies teachers can adopt include:

- providing time for students to discuss books with each other and become part of a reading community;
- allowing more student choice in book selection;
- more judicious selection of compulsory texts;
- teachers reading aloud;
- allowing time for silent reading of self-selected material.

School librarians need to lead the charge in engaging young people in reading – in all its forms. They should advocate for a wider definition of the term “reading” and what is considered acceptable reading material in their schools. They need to reassess the cultures of their libraries and how they fit with their 21st century learners (Bichan, 2015). They should ‘look at themselves and their services through the eyes of young people who have a preconceived idea of what a library is’ (Blake, Hale & Sherriff, 2011, p. 210). They need to enjoy working with young people and be passionate about libraries. And perhaps most importantly of all, rather than shake their heads and

question why teenagers are not reading, school librarians need to question themselves. They should start by asking “what barriers am I, my attitudes or my library policies creating that disengage young readers?”

*Steph Ellis, Librarian, Napier Boys High School*

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# FROM THE GROUND UP

## SLANZA 2015

Growing libraries for the future



St Andrew's College, Christchurch, 28 - 30 September 2015

**Conference 2015 is shaping up to be too good to miss!** Registrations are now open for this excellent professional development opportunity! [www.slanza2015.co.nz](http://www.slanza2015.co.nz)



### Keynote Speakers

We are pleased to bring you keynotes who will challenge your thinking, inspire you and invigorate your library practice.



#### Roger Dennis

Roger is a futurist and 'serendipity architect' whose services are contracted by organisations from all over the world – from small businesses and services to large corporations. Roger will open our conference and our minds to the future and what we need to consider when thinking about providing services to students of the future.

#### 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.



#### 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.

#### Kay Oddone

Kay is currently the Librarian for ResourceLink, Brisbane Catholic Education's information and resourcing centre, supporting the staff of all 137 schools and 6 head office locations. Kay is passionate about learning, new technologies, information and critical literacy and is an experienced speaker and workshop facilitator, with national and international speaking experience



## 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 can mix and match from 7 workshop sessions covering a wide range of topics. The titles of these are currently on the website plus full abstracts and you can make your selections at the time of registration.

[www.slanza2015.co.nz](http://www.slanza2015.co.nz)

### Workshop Streams



#### *Growing Readers Kia whakatipua te kaipānui*

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

Sowing



#### *Digital Seeds Kia ruiruia pū matahiko*

literacy.

Workshops covering all things supporting and developing information and digital



#### *Cultivating Leadership Kia ngakia te rangatiratanga*

Workshops supporting library management, the library manager and innovation.

### Social Programme

Conference is not all work and no play! A vital part of learning and re-energising for our challenging work is to talk, network and develop personally.



#### **SLANZA National Executive Wine and Cheese**

Register early for conference on the Sunday evening and meet your National Executive team and connect with other conference attendees.

#### **Happy Hour and SLANZA Awards**

Enjoy networking and congratulate those receiving SLANZA awards for 2015.

#### **Author Breakfasts**

We are offering two author breakfasts as part of our social programme. Ben Brown and Natalie King are both award winning authors who will share their writing experience while you enjoy breakfast.

#### **Esther Vallance**

Enjoy a presentation from Esther Vallance – re-energise and boost your confidence while finding your professional and personal style.



## Conference Dinner

Our conference dinner is now sold out but if you haven't yet registered or missed out on a dinner ticket, we are arranging a group booking at a nearby restaurant so you can enjoy dinner with other conference attendees

## Venue and Accommodation

*From the Ground Up* will be held at St Andrew's College where the boarding houses will be available for accommodation - \$50 per night (twin or quad share) and this price 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 – check the conference website for more information.



Your SLANZA Aoraki Conference Committee are working hard to make this a worthwhile and value for money event! Show this valuable professional development opportunity to your Principal or manager and make sure that they are aware of this essential professional development for you. Share this information with your network of library colleagues and encourage them to come along.

Looking forward to seeing you in September!

Cathy Kennedy

Conference Committee Convenor

[library@stac.school.nz](mailto:library@stac.school.nz)

# BARBARA MURISON 'A LIFE OF BOOKS, LIBRARIES AND READING

KAREN CLARKE – ST. PATRICK'S COLLEGE

I first met Barbara Murison on the steps of the National Library in Wellington during the protests over the National Library cuts to its services. She then popped up at a SLANZA regional meeting for Kapiti members. Then finally I met her at the LIANZA Book Awards. She seemed to know a lot of people. I thought “this is a lady who seems passionate about libraries, authors and reading”. So I wanted to know more about her life.

I drove out to Waikanae along the rocky coastal highway to Barbara's retirement village. Barbara retired 18 years ago, but her life has never been so busy. Barbara was born in Wadestown and remained loyal to her Wellingtonian roots. Her father was a civil engineer who worked for New Zealand Railways, which meant that they travelled around with his job. Reading was a large part of family life. Barbara loved books and reading and used the library at her school regularly. She went to Queen Margaret College and can remember her first day in the library when she was told that you could borrow the books. She discovered what a magical place a library could be.

When she left school Barbara wanted to be a reporter or writer, and fresh out of school she found a job at the Dominion Post newspaper, amongst hard-bitten reporters. The Dominion Post moved her to a more appropriate secretarial position. That did not stretch Barbara's intelligence and she saw an ad for the National Library and applied for that. This was in the 1950s.

The National Library at that stage sent out boxes of new books to schools for their libraries, by train or bus. Sometimes Barbara managed to accompany the books to the school and look around the libraries as well. Barbara can remember that she was the first person to take out the “Lion, the Witch and the Wardrobe”.

The National Library had two areas: Wellington 1 which was their collection of old books and Wellington 2 which was all the new books.

Barbara worked in Wellington 2 and part of her job was to review the books. She had been told how to review: “You read the first paragraph and middle page of the book and the final page” – that was how you made your recommendation about the book!

Her overseas experience happened after her National Library job, and when Barbara returned to New Zealand she worked for the Army headquarters in their library. This library was full of pamphlets, not books. She then moved to the Wellington Public Library and became the Children's Librarian. She looked after the central library and the eleven branches. She loved this job, especially buying all the latest children's books from around the world.

After working for the Gateway bookshop in Wellington, Barbara decided to open her own bookshop. Barbara was ahead of her time – she wanted to open a specialised children's bookshop. She opened the bookshop in Karori and loved the whole experience. But Wellington at that stage was not ready for a dedicated children's bookshop, and the shop folded.

Barbara then answered an advertisement for a Teachers Aide role in the Raroa Intermediate Library. At this stage, the TA role was covering books and making morning tea for the staff. But the staff slowly learnt that Barbara was much more than a tea lady. She helped transform the library and the librarian roles while she was at the school.

Then she saw an advertisement for a National Library Advisor role. Barbara got the job and was at the National Library for 14 years. She absolutely loved this job. At that stage schools thought the National Library people were just there to mend books. Slowly the Advisor role increased to include Collection Development. Barbara showed schools how to catalogue their books on computers and how to weed their collections. Weeding was very important and often was not done by



Barbara Murison

schools at all, to the detriment of their collections. During this time at National Library Barbara was a founding member of SLAG, the School Library Action Group which later became CHYPS and then SLANZA.

By this time, Barbara was of retirement age and thought that it was time to move on. But very soon she realised she was completely bored. Schools would still ring her up and ask what books to get for their students, which is why she started her newsletter “Around the Bookshops”. This was a great success and kept Barbara very busy. In 2012, she thought that it was time to stop the newsletter. But after a few days she realised she missed the new books and the excitement of discovering a new author so she started her blog (barbaramurison.blogspot.co.nz). She finds the blog much easier to use than the newsletter, more immediate and up to date.

While promoting the importance of reading and having a professional librarian in schools, Barbara also has a love of writing. She has run a manuscript service for the last 35 years, and as a member of the New Zealand Association of Manuscript Assessors Barbara is instrumental in helping new writers to pursue their dreams.

Over the years, Barbara has seen a huge amount of change in the library sector. She was very happy to see SLANZA create a large membership of professionals, who are appreciated for their commitment to their students and their library. The push to online reading is of concern to her. The tactile nature of reading and turning the pages is something Barbara hopes we will not lose.

Barbara helps out at her local kindergarten each week, visiting and reading stories to the children. She has discovered what a wonderful pleasure it is to read to children, listen to the children’s own stories and see the stories weave their magic in the children’s imagination.

Barbara has lived a life full of books, reading, writing and libraries.

*Karen Clarke, Library Manager, St. Patrick’s College, Wellington*

## REINVENTING BOOK GROUP

CAROLE GARDINER – QUEEN'S HIGH SCHOOL

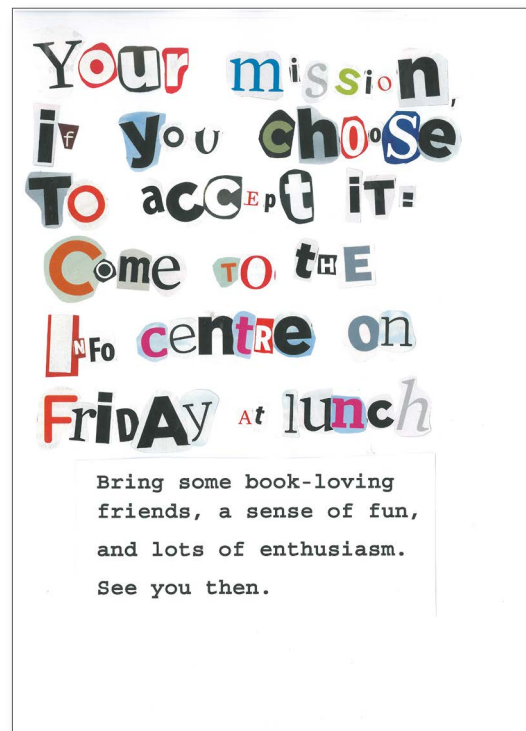
Every school has them – the students who are seemingly passionate about something but just cannot remember to turn up for the meetings or events and actually participate. It is easy to blame the students for being disorganised or even apathetic, but maybe we need to take a closer look at what we are asking them to become involved in. Maybe we are not offering something that will excite and interest them enough to get involved?

We had this problem with our book group. We knew that we had keen readers – they even told us that they wanted a book group. But when we scheduled meetings only one or two would turn up. Something needed to change. We needed to create a buzz about book group. A conversation with a fellow secondary school librarian sparked an idea: she mentioned that she had a serious book group for her students, but that she “couldn’t talk about it” as it was a bit of a secret. The idea of a secret, under-the-radar book group appealed immensely. The challenge was how to promote something that was meant to be a secret! After a bit of brainstorming, we came up with a cunning plan ...

We began creating some posters using stock images and adding captions such as “It’s almost time ...” and “Something’s happening in the Information Centre. Keep your eyes open, but don’t say a word. It’s top secret”. The posters had a spy theme and, we hoped, would create a bit of mystery as we put them up around school over the space of a few weeks. We also wanted to take full advantage of FOMO: it stands for Fear Of Missing Out, and yes, it is a real thing! We hoped that we would promote our ‘secret’ enough so that people would want to know what was happening and would come along too so that they didn’t miss out on something fun or important.

Next we identified students that we thought would like to be part of our book group. We were looking for our big library borrowers, but also for girls with a bit of spark, who talked to us about what they were reading and had a circle of friends that they could also draw into the group. The resulting list of 36 girls were sent a secret letter, delivered to them in class time so that their class mates would want to know what was going on!

As the day for our first ‘secret’ book group meeting drew closer, more posters went up giving details of time and place, and a large box wrapped in brown paper and labelled ‘Top Secret’ was placed inside the library entrance. The box contained some of our brand new books and a few chocolates, to be opened at the meeting as a ‘surprise’ and special treat. Some of the girls who had received invitation letters called by the library to ask what was happening and were told that we couldn’t really say ...



*Invitation to the initial Book Group@Queens meeting*

At the allotted time, over 30 excited girls arrived in the library, knowing only that something about books was about to happen. We explained that they had been invited to join a secret book group (with no obligation on their part) and proceeded to get them talking about what they were reading and what they would like most from a book group. We recorded their ideas and made sure that these were included in our plans for future sessions.

As I write this, we are planning our 5th Book Group meeting. As expected our numbers have now settled at around 8 girls who come along regularly – we are happy with this turn out for the time being, and with another 3 sessions already planned and lots more ideas to use later this year we are hopeful that the word about our ‘secret’ book group will spread and our group will grow.

*Carole Gardiner, Librarian, Queen's High School, Dunedin*

# GENREFICATION? A CHRONICLE OF ONE HIGH SCHOOL'S EXPERIENCE

JULIA SMITH – KERIKERI HIGH SCHOOL

Why change? Genrefying the library creates a student-friendly collection – students find it easier to browse and select books when the collection is shelved by genre, and they prefer the independence of finding their own books without the need to ask for help. Students like it as “it makes sense.”

The first thing is to decide on your genres. These were the new genre categories chosen: fantasy, science fiction, supernatural, horror, sports, adventure, animals, historical fiction, realistic fiction, mystery / suspense, graphic novels.

Make or buy your labels. I used a mixture of Syba Signs labels and ones I made myself, which I prefer. If you are making your own make sure you use ‘free to use’ copyright-free images, like those from Pixabay. The blank labels to print onto are supplied by Book Protection Products.

Once you have sorted your genres it's time to create a set of descriptors for each category. These take a bit of tweaking as you differentiate between, say, supernatural, fantasy and science fiction. But they proved invaluable for those helping out, especially at the end of the day when the brain has turned to mush! Here are two examples:

## SUPERNATURAL

- supernatural powers
- paranormal, ghosts
- shape shifters, werewolves
- vampires
- angels
- fairies, elves, mer-people
- occult
- NOT SCARY – use Horror

## SCIENCE FICTION

- Future fiction
- dystopia
- time travel
- alternate history
- steampunk
- apocalyptic event
- scientific discoveries , GE
- Aliens, clones, cyborgs

Recruit helpers. There were four of us, full-time for three days, plus a few senior students and TLR popping in and out to help out.

Close the library. Not an option. Shut. The. Library. We closed for

three days. First day was rough-sorting each book for genre. Initially, everyone wanted to be involved in this process. As the books came off the shelves they were assessed and piled on separate tables for each genre. We learnt that some bookish people, though keen, had very little idea when it came to categorising. The next day was double-checking by the true library-folk – choosing a specific genre table and reassessing each book on it. This threw up hundreds of books in the wrong genres so this double-handling was necessary. Expect discussion and debate at this stage! Don't forget to utilise Goodreads which, interestingly, I found more helpful than SCIS, in sorting those hard to categorise books.

From the size of the stacks of books on the tables, we had to assess how many books in each genre and where they would fit best in the library shelving set-up.

Meanwhile, as soon as the book had been genrefied, labellers were flat out with the new genre stickers. We used Book Protection Products pre-cut clear label protectors to attach the new genre label above the author identifier. Books were then shelved, roughly alphabetically, into their new areas.

By the end of the third day 4,000 new genre labels were on 96% of the books, which were arranged by genre and alphabetised within their genre.

The following week was making signage – shelf labels (pictured) that were positioned on the right-hand side of every flat shelf, plus big upright shelf labels for the start of each genre.

I was in no real hurry to change all the computer records as I wanted the students to have a good look around and suggest changes.

Scanning the genres with a portable bar-code scanner and changing them on the Management System took less than a day.

As the 1,500 un-genrefied books were returned, they were sorted, labelled and then the student librarians changed them individually on the computer before shelving.

For other examples of schools that have genrefied their libraries see my Flipboard magazine [School Library Genrefication](#)

*Julia Smith, Librarian, Kerikeri High School*



## GETTING THE ATTENTION OF PEOPLE WHO MATTER

TRISH WEBSTER – RANGITOTO COLLEGE

How can you show your school community that you are making a difference for your students? How do you prove that the services and resources you provide are having a positive impact on your students' reading and learning?

Become an advocate for your students, and their library! This is the best way to get the attention of the people who matter; those who can support you and your library.

What is advocacy? The New Zealand National Library defines it as "the important work of creating and using evidence effectively. This can be shared with people who can champion your library, helping to build it a positive future" or, telling your school community great stories about their library. Why? So they will value and support it.

There are three primary components to advocacy. Gather evidence of the wonderful things you are doing, focusing on the differences you are making for students – it must be all about student outcomes, and not about the library space, the library resources, or the library staff. Then tell everyone what you are doing – especially those who can act on your behalf to support what you are doing (senior managers, Principal, Board of Trustees; your key stakeholders). And thirdly, keep telling your stories, in different ways, using different mediums, and in different places, to ensure that the library continues to have a positive presence within your community.

So, what evidence should you collect? You are probably already collecting a lot of useful information about your services and how students use the resources and the library. Photos of the events you host or run, student surveys, statistics about library bookings, counting the number of students using the library (especially at break times and before and after school – when they choose to come rather than being brought by a teacher), and your issuing statistics too. But have you thought about counting all the books that you put away after classes have used them, but that they don't take out? Your

library management system may have an Offshelf borrower that will issue and return the book so it can be counted. Or create a new borrower, call it something memorable: 'Dumped books' or 'Used but not issued', or be creative! Then, before you put the book away, issue and return it to that borrower so you can collect statistics on all the resources that students have used during the day.

While all these statistics and observations are useful, Dr Ross Todd (who visited New Zealand in 2013) has developed a Manifesto of Evidence Based Practice in which he challenges school librarians to move beyond the collection of statistical data and start to focus on the difference we can make to student outcomes – how we can make a difference for our students. It is harder for librarians to measure outcomes but not impossible. Perhaps this year you have bought some titles and created a Livebinder of useful websites and documents to support a specific inquiry topic that students struggled with last year. This year the teacher records a significant improvement in the students' motivation and their grades have improved. You made a difference! To make this happen you first have to foster positive relationships with your teaching staff so they will seek out your help. One of the best ways to do this is to find a way to say yes to all requests. It's not always easy, but it definitely pays off!

Now you need to share this information with your senior management; they need to know that your purchasing decisions and content curation skills have had a positive effect for students. You could tell this story in your annual report, or the school newsletter, perhaps as a graph comparing last year's results with this year. Or you could include it along with your purchasing statistics. And you need to tell your teaching staff, because when they find out what you did for one topic, they will come to you for help with more topics!

There are many ways you can tell these stories. Your school newsletter, the end of year magazine, on social media (Facebook page, blog, twitter ...), negotiate for some time at assembly, make your



# BOOKTALK HAWKE'S BAY

STEPHANIE ELLIS – NAPIER BOYS' HIGH SCHOOL

There's nothing better when something comes and hits you and you think 'YES!' – J. K. Rowling

BookTalk began, as many things do, with a number of small incidents leading to that moment of 'YES!'.

Incident one was when I realised that some young adult literature is really quite good. This may seem to be stating the obvious, but when I began my role as a high school librarian I hadn't read any fiction for young people since I was a young person myself – and I had not been one of those in a very long time! As I started to read it, to get a handle on the library's book stock, I was blown away at the quality of writing. These were really good stories, told very well, that should be appreciated by a wider audience than they are.

The second realisation I had was when I noticed I did not really have anyone to share my enthusiasm for YA literature with. I have friends and family who are readers, but I could not convince them that these books could be enjoyed by anyone – not just young people. Some of the teachers on staff are readers, but again, when they have time to read they prefer to read the latest gritty crime novels and could not be tempted away from them. Teenage boys are notoriously suspicious of any adult too enthusiastic about anything, especially something closely related to schoolwork – they had to be approached with caution. And on the occasions when local school librarians had the opportunity to share their latest reads at Network Meetings it was generally at the end of sessions and not wholly satisfying.

Incident three occurred after the 2013 SLANZA Conference, when those that had attended were feeding back their conference highlights at our Network Meeting. My colleague Bev from Lindisfarne College made the comment that one of her favourite moments was when the boys' school librarians went out for dinner and our end of the table started talking about the YA fiction that we had read and enjoyed. And I thought, 'YES! That was one of my favourite moments too. Why don't we do more of that?'

And the final piece of the puzzle was when I attended Heroes Mingle seminar "Creating the Professional Development Opportunities You Want" at Library 2.013 (see 'PD in Your PJs' in Collected 13). It was at this seminar that Sally Pewhairangi and Megan Ingle laid down the challenge: if you do not like the professional development that is being offered to you, then create your own.

These individual moments collided in my head to get the #ThinkyThoughts going: I want to talk about young adult books, I currently do not have anyone to talk to, other school librarians enjoy talking about YA fiction too, what can I do about it? The answer

seemed kind of obvious: create a book club for school librarians who want to share what they've been reading. And so, at the beginning of 2014, BookTalk Hawke's Bay was born.

The initial idea behind BookTalk was to get like-minded school librarians meeting once a term, over dessert and wine, to share the good stuff they had been reading. One of the benefits of this (besides the obvious benefits of dessert and wine!) was that collectively we would be exposed to more books than we could possibly read on our own. This would make it easier to book talk unread books to students back at school.

Unfortunately, this has not really worked out as well as planned. Our members talk so enthusiastically about the great books that they have read that I find my "to-read" list grows longer after each meeting. Yes, I can now go back to school and talk about these books knowledgeably with students – but I want to have the experience of reading them too!

Another unforeseen consequence of creating a local Children and Young Persons librarians book club has been the cross-sector connections we have made. Through word-of-mouth (and a bit of nepotism!) we have been fortunate enough to have three public librarians, from both Napier and Hastings Libraries, join our group. This has been a great way to become a bit more familiar with our public library collections, share ideas and insights about our customers (after all, we serve the same people), create relationships from the ground up, and develop mutual understanding of our specialist areas.

What began as an open invitation event a year ago has settled into a core group of regular attendees who are enthusiastic readers of literature for children and young people. When we get together we talk excitedly, with a lot of gesticulation and laughing, about the latest, greatest books we have read. We celebrate when one of us has bought their first home and share the recipes of the desserts we have made. Then we get back to talking about books again.

These meetings have rapidly become the highlight of my term. Even on those cold winter evenings they have me racing out the door. If you've ever entertained the thought of starting something similar – go for it! You'll be surprised at what an invigorating and positive thing something so simple can be. As one of our members said last meeting, "I enjoy this so much more than my other book club"!

*Stephanie Ellis, Librarian, Napier Boys' High School*

BookTalk Hawke's Bay: <http://booktalkhawkesbay.blogspot.co.nz/>  
Heroes Mingle: <http://heroesmingle.wordpress.com/>

## SOUTH AMERICA

MICHELE COOMBRIDGE – EPSOM GIRLS' GRAMMAR SCHOOL

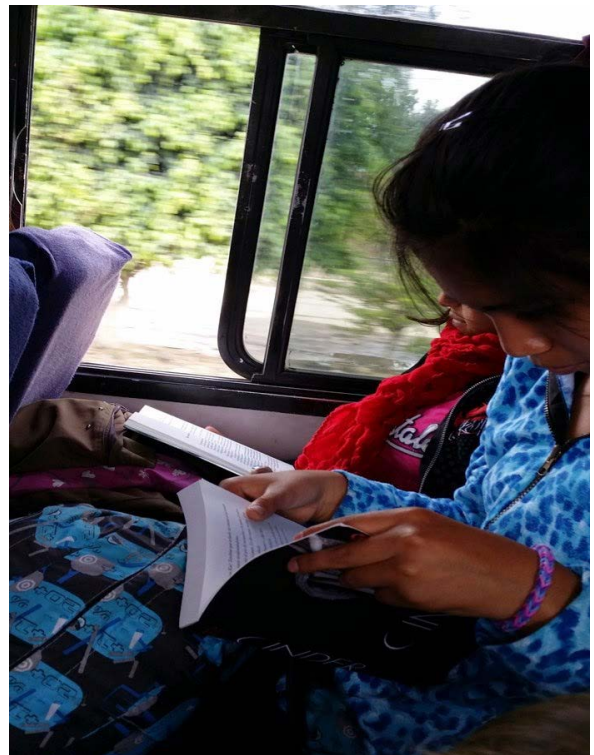
The summer holiday break is usually the time I use to get through a great pile of Young Adult books I've had on my 'to-read' list. This past summer, however, I took my holiday in South America, joining a group of volunteers heading to a home for orphaned girls in Bolivia. I loaded my pack with books – very heavy, but not for me to read – these were popular YA titles in Spanish that I took for the girls in the orphanage to enjoy. I had been told that the girls loved to read, but only had a very small library that was read over and over. There are 2 things in this world that I know well: Young adult/children's books; and how to order books online, in any language!

The day after we presented the books we joined the girls and the orphanage staff on a bus trip high up into the mountains, to Lake Tunari at the foot of the Andes. The majestic scenery was breathtaking and the lake was glassy smooth, looking up to snow covered mountains. We saw wild horses and even alpacas and discovered shepherd huts as we walked the rocky trails. Even we from Middle Earth found it very 'Lord of the Rings'-like – stunning and impacting. But there was another image that stayed in my mind from that day. On the cliff-hanging bus ride up into the mountains, two girls in the seat opposite were heads down, totally engrossed reading their new books. Not wanting to wait in line, they had grabbed the books and risked high altitude bus sickness (not pleasant) to get in first.

Ah... job satisfaction...even in deepest Bolivia!

First posted on Michele's blog, BookZing (March, 2015)  
[zbookzing.blogspot.co.nz](http://zbookzing.blogspot.co.nz)

*Michele Coombridge, Director of Library Services, Epsom Girls' Grammar School*



*Bolivian students with their precious new books.*

# THE NIGHT OF THE LIVING BOOKS

## KIRSTY ADAM – JAMES HARGEST COLLEGE

As I looked around the James Hargest Library last Friday night, I saw in one room a penguin and an alien judge bear (strangely named Life Sexy) setting out couches and a gaming console for the Gryffindor Common Room. In another room Dr Who was helping to put up the lights and speakers for the Capitol Dance Floor from The Hunger Games. Cool, I thought.

Earlier in the year, the Library Club (more of a social group than a book club) had proposed that this year’s library event should be ‘The Night of the Living Books’. The idea was to bring to life some of the library’s most popular book series.

As well as the Gryffindor Common Room and the Capitol Dance Floor, we had a Choosing Ceremony from Divergent, ate in the Camp Half-blood Mess Tent, completed our CHERUB basic training and were sent on a dangerous but exciting mission by Skulduggery Pleasant.

The wonderful people from the Invercargill Public Library (the teen librarian is an ex-JHC student) came along with their flash cameras and backdrops and helped run some of the games.

Amongst other things; students bobbed for eggs, popped balloons without using their hands, played exploding Jenga and completed an obstacle course blindfold. Cosplay was encouraged but not essential and to keep numbers manageable we only invited the Book Club, Student Librarians, Student Tech Support and the Manga and Anime group.

And then I thought “it’s Library Week next week!”

Library Week at James Hargest is pretty full on with a week’s worth of quizzes, activities and events. This year’s activities include matching book covers with their international versions, an “emoji” book title quiz and a Snapchat book review competition.

I am not totally convinced that I won’t be receiving inappropriate Snapchats (apparently that’s not the only thing Snapchat is used for these days) but I am “Keeping An Open Mind”.

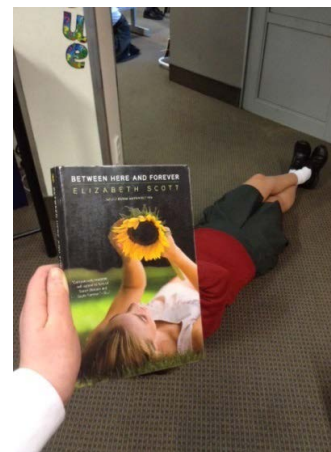
My favourite activity so far has been ‘Put Your Face in a Book’ where students have taken photos with a book seamlessly replacing their faces or bodies. We have had some fantastic entries and students vote for their favourite during Library Week.

Wednesday will be fun with about 200 Year 13 students plus staff dressing up as their favourite book character. I have heard that

the Social Sciences Department are defending their “Best Dressed Department” win from last year with the theme, The Hungry Caterpillar. Gareth from Tourism’s son’s green play tunnel may never be the same again.

Sometimes people ask why we do it. Our reply is – anything to encourage kids to pick up a book with interest is worth it. And it’s fun!

*Kirsty Adam, Librarian, James Hargest College*



# THE REFERENCE INTERVIEW AND SEARCHING THE OPAC

NICK VINCENT – HAMILTON BOY'S HIGH SCHOOL

How many times have you been asked these questions?

"I am looking for the book with the blue cover?"

"Can you recommend a book for me?"

"Where are your CHERUB books?"

These and other questions are asked every day of librarians. This article will discuss the reference interview and how to conduct one so that students, teachers and other customers of the library will get the information they need.

I am generalising, but here at Hamilton Boys' High School most questions revolve around fiction titles. Examples include Year 12 students requiring a book for their extended reading. They can read nonfiction, but tend to think they should read a fiction title. Year 9 and Year 10 students ask for the next book in a series; and staff ask for recommendations.

As a librarian you need to find out what is needed by asking relevant questions and using listening skills to get a successful result. I will use the Year 12 extended reading example to explain the process. Usually the students do not know exactly what they want to read and it has to be at a certain reading level. I always tell them to check with their teacher once a selection or selections are made.

The first question I ask is a question related to what their interests are and how much they read.

Then listen attentively. This is an important skill. Concentrate on what the student is asking and don't think ahead and anticipate what they might want.

Use open questions if you need more information. This means the student does not just say yes or no to your questions as they need to provide more information. Try not to ask leading questions as this can take you down a different path and you could recommend books

that they don't really want. If you know a little about the subject you can also ask leading questions, but this can also lead them astray. Then clarify. This helps both of you to know exactly what is needed. Then verify, thus making sure you are both on the right path.

Now search. This can also be a starting point. So be careful as this can potentially be what people searching on the internet call a rabbit hole, following leads that will not get a successful result. Keep focused to stay on task.

I use the OPAC or Online Public Access Catalogue and lead the student through the searching.

Start with a keyword search. The student may want stories with action and adventure. You would have established this during the reference interview. As well as novels which are full of action and adventure there are nonfiction titles by people like Bear Grylls. This can expand coverage as there are further paths presented in the subject headings, keywords and author options.

This is only a brief, general explanation of the reference interview. I hope it is useful to you when you next get asked a question.

*Nick Vincent, Librarian, Hamilton Boy's High School*

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## USING OLIVER V5 TO CELEBRATE DIVERSITY IN EDUCATION

Providing educational tools that celebrate and foster cultural, social, ethnic and recreational diversity is important for curriculum development and planning in schools. Additionally, offering access to services and resources that cater for divergent learning needs means that students with special needs are not disadvantaged. Oliver v5 is an online resource, learning and library management solution that helps schools to achieve this.

Softlink Pacific Business Manager Lyn Walker, said Oliver v5 is a highly flexible tool designed to offer an advanced and inclusive learning experience for all.

'It is easy to customise fields in Oliver v5 to display bi-lingual collections in line with library signage, for example Te Reo collection titles,' Lyn said. 'Cross-cultural representation is essential in New Zealand schools and Oliver v5 offers the flexibility to cater for this.' Schools can also provide access to multi-language print and digital content using Oliver v5. 'Schools can develop collections based on the needs of their student groups and cultural diversity.' These collections can be shared with parents and the broader community, providing further cultural inclusion and encouraging learning at home.

Oliver v5 is a completely web-based system which can be accessed from anywhere. Students and parents have access to the school library catalogue from home, with the ability to place resources on hold or even borrow and download digital catalogue resources on the spot. Similarly, in open learning environments students and educators have easy and direct access to their learning resources. 'Advanced integration and online delivery makes Oliver v5 a great tool for open learning environments,' Lyn said. 'The ability to compile and curate lists and group resources can also help educators cater for students with different learning needs and levels.'

Oliver v5 offers a very visual experience for deaf and hearing impaired students, with animated book carousels, book covers and a specific junior and middle school interface which can be personalised with different background images and avatars. Similarly, text can be clearly enlarged for the visually impaired and deep digital integration with OverDrive eBooks, means that educators can provide streamlined and easy access to audiobooks.

Oliver v5 can also be used to share resources between schools, encouraging inclusion and the capacity to provide greater catalogue depth through Inter Library Loans. Lyn said Oliver v5 has Stock Rotation, where local schools can set up a schedule to share groups of resources for a specific length of time. 'The circulation desk alerts you automatically when to return that resource when the set time has expired, for example, a 3 month cycle.'

The features and tools available with Oliver v5 help educators meet the diverse needs of their student bodies and celebrate the diversity within their schools.

To find out more, or speak to a Softlink representative email [info@softlinkint.com](mailto:info@softlinkint.com) or phone 09 415 7790 or toll free 0800 476 385.

The **30** year <sup>short</sup> story  
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2020

Communications Trust

BUSINESS MEMBERS

## WHAT DID YOU DO IN THE SCHOOL HOLIDAYS?

### LAURENCE ZWIMPFER MNZM – 2020 COMMUNICATIONS TRUST

Once upon a time school holidays were real holidays for school students and school staff. Nowadays, however, it seems that while students still get a break, teachers and other school staff are expected to engage in an increasing range of professional development activities. Teachers and librarians were well represented at two PD events held during the first week of the July 15 school holidays – one in Gisborne and the other in Auckland.

In Gisborne, the Tairāwhiti Technology Trust held a 3-day ‘TeachXpo’ for teachers. Some 400 teachers participated. A highlight for our 2020 Trust was the opportunity to recognise a local teacher with a ‘Computers in Homes’ Success Award.

Karen Sadlier, now a year 7/8 teacher at Sunrise Christian School, was one of the first Computers in Homes graduates in Gisborne in 2005. She was a parent and homework supervisor at Awapuni School at the time. Her colleagues at Awapuni School encouraged her to become a teacher and after 4 years studying part time while bringing up five children, she graduated from the University of Canterbury College of Education in 2009. In 2010 she was appointed to a teaching position at Sunrise Christian School.

Karen is the first inductee in our Computers in Homes Wall of Fame, celebrating families who have participated in the programme and gone on to achieve great things. We are also planning to recognise Sam Ashworth, a Computers in Homes graduate from Waiheke Island. Sam has just published her first book *The Falconer’s Daughter* and attributes the computer she received as part of Computers in Homes in 2010 as the turning point that sparked her literary journey.

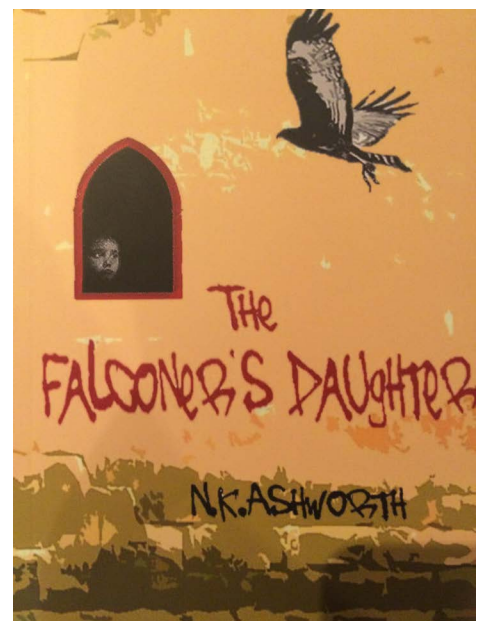
We know that peoples’ lives are changed when they get access to digital technologies and the confidence to use them. Karen and Sam are just two who have shot to fame this month.

The other place where you were able to find teachers and librarians “on holiday” in July was at NetHui in Auckland. NetHui is the annual gathering of people from all walks of life with an interest in another technology that is changing our lives – the internet. The first NetHui, held in 2011 and sponsored by InternetNZ, recognised that the internet is not just about the technology but something that increasingly affects us all. This was the case in 2011 and it was brought into even more focus in 2015. The NetHui theme this year was “The Internet is Everybody’s Business” and that pretty much sums up what happened over three days in Auckland.

Our Trust’s interest is in a digital inclusion agenda and this means ensuring everyone not only has affordable access to the internet, but also the skills and confidence to use the internet, as well as the motivation and trust. This is a challenge facing us all, but we look to librarians and other information professionals to take a lead when it comes to the ‘non-technology’ digital inclusion components – skills, confidence, motivation and trust – to ensure non- is left behind.



Maori Party co-Leader, Marama Fox (right) presents Karen Sadlier, a Year 7/8 teacher at Sunrise Christian School, with a Computers in Homes Success Award. Karen is supported by husband, Walton.



Cover of *The Falconer’s Daughter*, a book for young teens by Computers in Homes graduate, Sam Ashworth.

## CONTAINS GRAPHIC CONTENT

### **BANDETTE: PRESTO – BY PAUL TOBIN AND COLLEEN COOVER**

*DARK HORSE BOOKS FIRST EDITION (NOVEMBER 5, 2013) // ISBN-13: 978-1616552794*

Bandette: Presto is the story of Bandette, a girl cat burglar, heroine and righter of wrongs. Stealing only for the love of it, she is a cat burglar, who like Raffles or John Robie, helps the police; aids those in peril and lives for the danger of the chase. The adventures of Bandette, full of the joy of life and youthful zest, are a wonderful amalgam of Nancy Drew, Tintin, and Modesty Blaise.

Bandette revels in her heroic status. She provides her own dramatic narration and irrepressible style to the adventures and there is much to suggest that she loves the life of crime, and her role as a young woman of mystery.

Writer Paul Tobin and artist Colleen Coover provide Bandette with a great supporting cast. These companions include Paul, the young delivery boy who is transfixed by the wondrous Bandette; the ballerinas, three aspiring dancers; and a group of street

children referred to as the Urchins. All are on call to help Bandette in her schemes and plots. The rough and ready Police Chief Belgique, who she often aids, is also a reluctant ally.

Any good heroine has adversaries and Bandette's are special too: the gentleman art thief and burglar Monsieur, the teen female assassin Le Matador, and worst of the worst, the evil criminal Absinthe who sees Bandette as a thorn in the side of his criminal enterprises.

The comic has a lovely light touch in both the story and the illustrations and it's easy to get caught up in the adventure of such a well written and exuberant story. Colleen Coover's art style is light and cartoon-like, but she also manages to convey the action and daring of the stories. This book is very European in the style of drawing and manages to capture the best amalgam of the

cartoon and adventure style of European artists like Uderzo, Herge and Peyo.

Written by Paul Tobin and drawn by Colleen Coover, this book is a testament to both of their skills. Tobin and Coover are married and perhaps this relationship contributes to the great feel that the Bandette series has. Originally published as a web comic, the volume includes five chapters of Bandette's adventures, a selection of short vignettes drawn by other artists and a charming Bandette text short story.

I can't recommend this fun story highly enough and would recommend it for readers aged 10 to 15. Volume Two in the series, "Stealers Keepers", has been published recently.

*Reviewed by  
Greig Daniels, Tokomairiro High School*

## THE GRAVEYARD BOOK. VOLUME ONE – BY NEIL GAIMAN AND P CRAIG RUSSELL (GRAPHIC NOVEL EDITION)

HARPERCOLLINS; 1ST EDITION (JULY 29, 2014) // ISBN-13: 978-0062194817

Neil Gaiman is such a literary powerhouse, it's easy to forget that he got his start in comics. His ground breaking comic book series "Sandman" won him a Hugo award and this title's popularity with fantasy fans was his avenue into getting his novels published. Gaiman returns regularly to the world of comics, and is always ready for comic style adaptations of his work.

I loved the original "Graveyard Book" novel, with its wonderful illustrations by Chris Riddell and didn't really see the need for a graphic novel adaptation. I was then given a copy of Volume One as a gift and I was won over. I won't talk a great deal about the plot and story here, but will discuss the adaptation.

The graphic novel version is presented in two volumes with different artists illustrating each chapter. P. Craig Russell has broken down the story and text and in some cases laid out the chapters. Laying out a comic means providing loose unfinished page layout drawings with character placement and so on, ready for another artist to provide the actual drawing.

Russell is the guiding design hand here. In his early career he was known for his comic book work, and later turned to comic adaptations of the short stories of Oscar Wilde. His own interest in opera led to a beautiful series of illustrated comic style

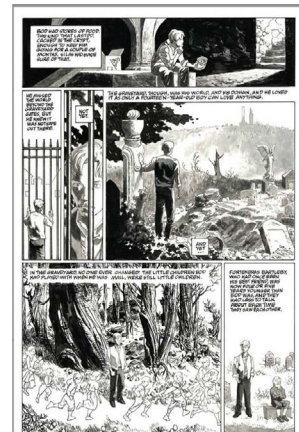
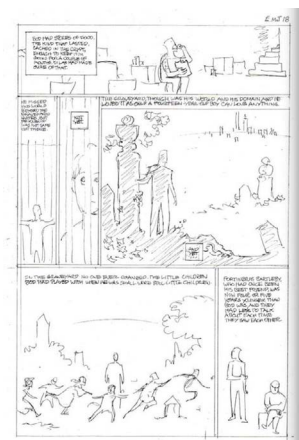
librettos of famous pieces. His style is based in Renaissance art and glories in the beauty and intricacy of the drawing. It is intensely realistic.

Russell has worked here with a variety of artists who work in a similar realistic style. His layout and inks on some chapters give a strong homogeneity to the storytelling. However, it would have been interesting to see how some of these artists would have let loose in their own style on their individual chapters. It is more consistent to have an overall style to the storytelling though.

The most distinctive of the artists involved are Bo Hampton and Kevin Nowlan, whose individual styles manage to stand out even with the Russell-designed pages. Both have worked in the fantasy genre before: Nowlan on the comic series "Grimwood's Daughter", Hampton on an adaptation of "The Legend of Sleepy Hollow".

I think both volumes of the adaptation would work well in a school library, for students aged 10 to 16. However, I might point them to the original novel first to get a real sense of Gaiman's style of writing and his ability to create distinctive characters.

*Reviewed by  
Greig Daniels, Tokomairiro High School*



*P Craig Russell's layout and Scott Hampton's finished pencils.*

## BOOK REVIEWS

### TOAKASE'S TAPA : A STORY FROM THE ISLANDS OF TONGA – BY JILL MACGREGOR

*Reviewed by Sandi Faulconbridge, Taradale Primary School*

This newly published, gorgeous book came across my desk in early August after a visit from Scott MacGregor. It is one of the latest books in the 'Children of the Pacific' series by ex-teacher and Kiwi, Jill MacGregor.

Jill has written many stories for the School Journal. As well as teaching in Tonga, she has travelled extensively throughout the Pacific. She draws on her knowledge and first-hand experience to bring us this delightful non-fiction narrative series.

This particular book is of interest because Jill taught for two years at the school in this village (thank you to Scott for sharing this snippet of information during your visit).

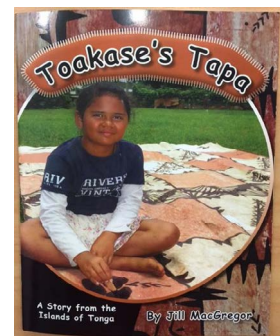
The series of books is aimed at younger children and each book describes the daily life of a particular child from a different island in the Pacific. The language used is in the first person and is clearly understood. It makes for a very good non-fiction read-aloud.

Along with the photographic snap-shot into the children's lives, these books also

include a map on the inside front cover with some basic facts about their island. Whilst there are no contents or index pages, there is a glossary at the back with some of the words that are not translated. Throughout the story, these words are denoted with an asterisk \* so that you know to check the glossary.

Scott MacGregor's photographs provide the snap-shot into the life of the child and their family. They have been laid out with a mixture of inserts within a full page image, or in a 'photo album' style. They enhance the text by providing additional information or close-up images of specific comments in the text.

In 'Toakase's Tapa' we join Toakase in the village of Lapaha in Tonga, which is close to the tombs where the first Kings of Tonga are buried. Jill starts off by giving us some of the reasons tapa are made and then goes on to explain the process they go through to make the beautiful tapa. The photos help give students an insight into this process whilst showing us around Toakase's village.



The combination of story, images and language used make 'Toakase's Tapa' a joy to read.

This series is a fantastic addition to your primary school collection. Both from a non-fiction narrative perspective and by providing an insight into how other children and families around the world live. They are produced four at a time, and this is the third set in the series. Until Jill started producing this series there was very little in the way of this type of information for our younger students to read and learn from.

## NEST OF LIES – BY HEATHER MCQUILLAN

*Reviewed by Robbie Poon, Student, Reigner Catholic School, Napier*

This is a Cinderella type story. Everyone in the Citadel is terrified of birds because they think that most of the human race was killed by a disease the birds carried. The Citadel is in tatters with survivors living in abandoned houses and scavenging wherever they can.

Any bird sightings are immediately reported to the High Council. Ashlee is her stepfamily's slave and it feels like for

her nothing could ever get better, but when she finds a nest of yellow-hammers, she embarks on a journey to find her lost brother.

There wasn't much in this book that appealed to me, but there were a few highlights. I liked the complexity of the characters' personalities and the design of the cover. When something bad happened,

at least one of the characters was calm. I was impressed by this.

Nest of Lies is pretty hard to follow and quite violent and dark. The ending leaves you thinking 'is that it'?

I would probably recommend it for ages 15 and up.

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*These three books may be worrying for the younger reader and certainly deliver a fair degree of tension, which keeps you reading, so they are probably best for Year 6 to Intermediate students. For Year 5s I would recommend a judgement call by the teacher, librarian or parent – Angela Soutar.*

## RUN, PIP, RUN – BY J.C. JONES

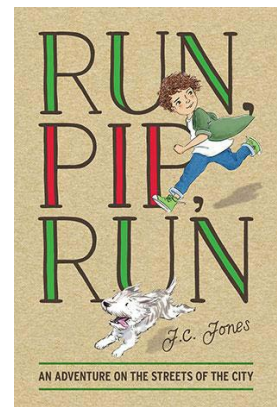
*Reviewed by Angela Soutar, Sunnynook Primary School, North Shore*

Ten year old Pip must fend for herself as her grandfather-like guardian has ignored treatment for his ill health for too long, and is in hospital after a bad stroke. Pip was abandoned at two weeks old, by her mother who was young and useless.

Pip decides to cope on her own as she doesn't want to be taken in by foster parents or welfare services after previous bad experiences. She is very capable and tricky, and is able to live rough in Sydney when she finds an empty house for sale that she can sleep in and store some belongings. She

manages with a small amount of money, and is able to keep out of sight except when buying food. She doesn't go to school.

Various people help her in small and large ways but she is amazingly resilient. The prognosis for her guardian is not good and eventually the parents of her closest friend step in to help her. A dog is also collected along the way. This would be a great read for Jacqueline Wilson fans but the cover illustration is too young and cute and may put them off.



## BOY IN THE TOWER – BY POLLY HO-YEN

*Reviewed by Angela Soutar, Sunnynook Primary School, North Shore*

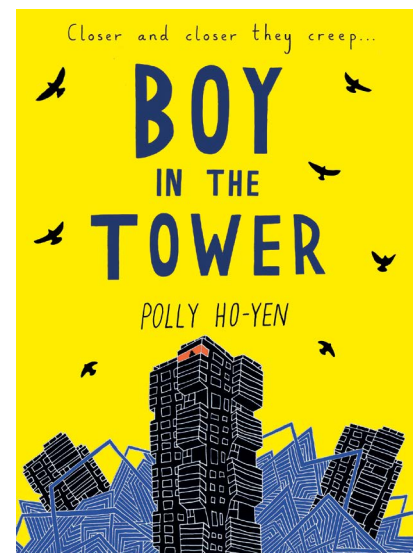
In *Boy in the Tower*, the young child is also capable and able to cope as in the previous story about Pip. The boy, called Ade, has his mother present in this adventure, although she has had a long spell of agoraphobia and depression.

Buildings, mostly tower blocks in South London, are falling and disintegrating because of an infestation of “triffid”-like plants which thrive on concrete. Ade and a few other adults remain in the last block standing after most other people have left the area. They find they cannot go outside or near the plants without oxygen, scarves, overalls and masks. They forage from other flats to survive, finding adequate food, gas canisters, water and most importantly, salt.

The latter is what keeps the plants, called Bluchers, at bay and sometimes shrivels

them up. Ade’s group forms a caring community, spreading salt, blocking off cracks and entrances to the building and catching and eating pigeons and other bounty together ... and hoping there will be no rain. They figure that other people will realise they are still there before it is too late.

There is a bad day with rain and the salt is almost finished when they hear on the portable radio that rescue is near. A helicopter carries out a very tricky roof-top rescue. Ade wishes the adults had told him earlier that they had the radio and that only London was affected. The group manage to get accommodation near each other and Ade’s mother seems to have been helped a great deal by their perceptive help. It looks like she will stay mentally well from then on, and is able to care for her son.



## WILD BOY – BY ROB LLOYD JONES

*Reviewed by Angela Soutar, Sunnynook Primary School, North Shore*

*Wild Boy* is the first in a series set in grimy, smoggy Central and East London in 1838. Wild Boy has no other name, and was brought from an orphanage, to be part of a circus full of freaks. He is covered in hair, vulnerable but brave, and through his isolation has developed exceptional observational skills. These abilities mean he is drawn into solving a murder or two, discovering a secret plan for a transforming machine and preventing further crimes. There are twists in the plot, double crossing so-called friends, and a new friendship and

alliance with a girl acrobat from the circus is formed.

This story is terrifically tense and gritty and the writer is very skilled at atmospheric descriptions which hold your attention to the satisfying end. I could see this becoming an exciting movie.

There is even more threat and danger in this story and I'd recommend it for intermediate age students.



*As a contrast I explored a book that was recommended as something to give to Captain Underpants fans.*

## MARTIN BRIDGE, READY FOR TAKE OFF! – BY JESSICA SCOTT KERRIN

*Reviewed by Angela Soutar, Sunnynook Primary School, North Shore*

Well, this story is nothing like Captain Underpants except that Martin is a fan of a superhero on television and there is an explosion caused by a rocket he made with friends.

It is a collection of 3 gentle tales set around school, home, neighbourhood, and Junior Badgers (a group like Cubs). Martin is thoughtful and deals with dilemmas like whether to tell a little girl that her hamster died while she was on holiday, or to pretend that the newly bought one is her original pet.

Another tale is about stealing an idea from a friend and then having to mend

the friendship. This is also a story for a child who isn't able to handle anxiety or tension, or this may be useful for a parent or guardian looking for a gentle story with a life lesson in it. It could also be used in values/citizenship lessons for junior primary levels.

There are eight collections available, four with this younger-looking main character growing up and another four with him illustrated as older, around 9 years of age. The plot summaries reveal more daring scenarios and it seems they would appeal to Captain Underpants fans.



## SAMOAN HEROES – BY DAVID RILEY

*Reviewed by Annette McKittrick, Waimea Intermediate School*

This is a well-researched, and simply presented book highlighting the many accomplishments of ancient and modern Samoan people. It is great resource that fits into the New Zealand curriculum areas of cultural identity and diversity. It is suitable for young people through to adults, especially the reluctant reader and Samoan youth.

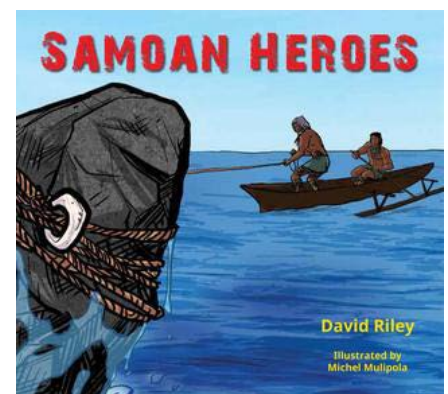
The stories are informative, interesting, well illustrated, and will leave the reader feeling proud of Samoan history and heritage.

After reading this book I am left with the

challenge, with diligence and hard work, I could one day be great. David has written three other inspirational titles:

*Steppin' with Benji Marshall, Off Loading with Sonny Bill Williams and Jammin' with Steven Adams.*

These books are packed full of interesting information. They are well laid out and perfect for the reluctant reader. You are left with the knowledge that to become the best in whatever you pursue, you need to have goals, aspirations, and dream to achieve the seemingly impossible.



## TIME AND TIME AGAIN – BY BEN ELTON

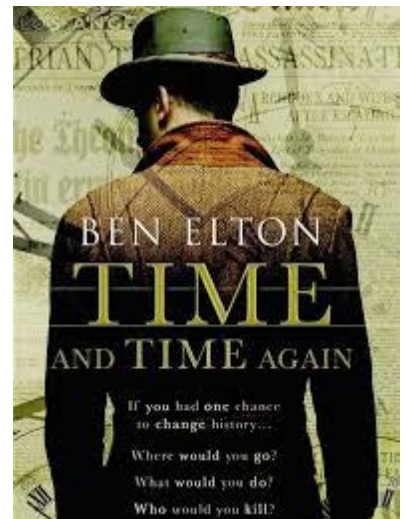
*Reviewed by Bridget Schaumann, King's High School, Dunedin*

I was loaned this book by a teacher at work who was certain I'd like it; we often recommend books to each other. He was right, I did really enjoy it. It was ages since I'd read Ben Elton, but now I feel that I must read his other two war books because I enjoyed this one so much. The book's premise is the old idea of 'if you could change one moment in time, which would it be.' Hugh Stanton is a likeable but lonely bloke, a life of adventuring has left him with a list of achievements as long as your arm but few friends, save a very elderly Cambridge University History professor who eyes him up and finds him suitable to join an exclusive club of experts who believe they can change the course of history. They have the assassination of Franz Ferdinand in mind; if that hadn't happened, they

believe the First World War could have been avoided and thus the slaughter of thousands of young men averted and they reason that could only be a good thing.

Of course if you change one historical event you run the risk that there will be other disasters instead. It is engaging, I learnt a lot about the origins of World War I which I had studied in history but in this novel they were brought to life. Ben Elton writes books that race along, have characters who are quirky and racy. It isn't perfect, Elton plays fast and loose with some historical matters but it is a thoroughly enjoyable romp.

Senior students and staff have been enjoying it in my school and it whipped around the staff room.



## A HOME FOR TEASEL – BY MARGI MCALLISTER

*Reviewed by Molly Cardwell-Dray, Student, Reigner Catholic School, Napier*

Have you been wishing for a pony?

Gwen has. Then she meets Teasel, Mrs Tilney's pony. Gwen loves Teasel instantly. Gwen's love for Teasel takes her on an adventure.

This is a heart-warming story about what

happens when a pony called Teasel runs away and the girl called Gwen who tries to bring her back.

My favourite character in the story is Lily because she is adventurous, artistic and cheerful.

I would recommend the book 'A Home for Teasel' to people who love heart-warming adventures and people who have a soft-spot for horses.

## REGION NEWS

### OTAGO REGION UPDATE

Our membership is 32. Our committee is made up of these office holders – Jan Simpson, Chairperson; Carole Gardiner, Secretary; Greig Daniels, National Executive Representative; and Jan Smallfield, Treasurer. Jayne Downes, Pam Garry and Bridget Schaumann make up the rest of the committee.

A committee meeting was held in late May to discuss plans for the next two terms. Two major items were discussed.

The first was Conference Grants. We opened submissions for these and hoped to be able to sponsor two members to the SLANZA Conference in Christchurch. After submissions and discussion, one grant was given to Lyn Vare and the other was divided between Carole Gardiner and Jan Simpson. We hope that they will enjoy the Conference, learn lots and report back to us in Term 4.

The other matter discussed was the planning of a SLANZA–NZEI PD Day for later this year or early in 2016. This will be aimed at new librarians, primary school librarians, and provide some basic PD. We have been in contact with Ainslie Butcher (the Otago NZEI representative) and they are keen to support this idea. Currently the Committee is planning this event and will co-ordinate with the NZEI when details are finalised.

Our PD event for Term 2 on June 18 was a session on Livebinders hosted by Carole Gardiner at Queen’s High School. It was a good look at using this helpful tool and members took away some new skills.

We are planning our regional AGM for late August. Our current National Executive Representative, Greig Daniels, will be standing down in 2016, and plans for the AGM are to ask for expressions of interest. Officers will be chosen or reappointed at the AGM.

*Greig Daniels*

### AUCKLAND REGION UPDATE

Our first Term 2 event ‘Supporting Maori and Pasifika Students’, was held at Sir Edmund Hillary Collegiate in Otara on June 6th. This was organized by Pam Lilley, our treasurer and the librarian at Sir Edmund Hillary Collegiate. It was well attended by 30 members including one from the Aoraki region. Everyone enjoyed hearing from two authors who work in South Auckland; Bevis Hanson, and David Riley. Bevis Hanson is a librarian at Otara Public Library and writes scary stories for younger children. The stories are very colourful and they all come with a twist, just made for reading out loud. He visits the school library on a regular basis and is very popular.

David Riley writes biographical books with a sporting theme, targeted at boys who don’t like to read. His books include ‘Stepping with Benji Marshall’, and ‘Jammin’ with Steven Adams’. They are beautifully produced books with interesting text and colourful illustrations. David will be at the SLANZA National Conference in Christchurch during the Term 3 holidays if you would like to hear him speak.

Pam Lilley (supported by Whaea Rowena) then spoke about how she is changing her library focus to be more inclusive of Maori students. A very interesting and informative discussion then took place as the attendees shared what worked well in their own libraries. We all enjoyed seeing the wonderful Sir Edmund Hillary Collegiate library, and having the opportunity to talk and share ideas.

The Auckland AGM was held at St Kentigern’s College in Pakuranga on Wednesday 24th June. There was a good turnout of members with 38 attending and 22 sending in their apologies. The 13 current committee members were joined by two new volunteers, Sharon Jackson from Albany Senior High, and Jan Kean from Bucklands Beach Intermediate. This takes our committee numbers to 15, which



SLANZA PD June 6. Pam Lilley, Nevis and Whaea Rowena.

is very large. One member is on leave, and another will probably stand down at the end of the year. A large committee means that not everyone needs to attend all events. We try very hard to have at least two events per term (a large membership and strong committee makes this possible), and being able to distribute the workload makes this feasible.

Auckland Committee Office holders:

Convenor: Elizabeth Atkinson, Avondale College

Secretary: Corinne Hinton, Kings College

Treasurer: Pam Lilley, Sir Edmund Hillary Collegiate

National Executive Representative: Trish Webster, Rangitoto College

Our two conference grant winners were announced, and we presented them with a cheque each for their registrations. We would like to congratulate Kerry Bax from McAuley High School, and Christine Hurst from MacLeans College. Neither have been to a conference before so they will have a lot of new experiences to look forward to.

We would like to thank Anita Vandenberg and the team at St Kentigern's for hosting our AGM, and for sharing their plans for their new library space. Anita spoke of the challenges and opportunities that they are encountering. She also did a quick display demonstration and offered lots of useful tips. We were well supported by two book sellers who offered copies of books for our raffle. (Jackie Taylor from Miller books and David Riley).

Our Term 3 event will be held on Saturday 29th August at the National Library in Parnell. Paula Banks is coming to upskill us on the use of the new EPIC databases.

Trish Webster



SLANZA PD June 6. David Riley held us spellbound.



SLANZA AGM 2015 Jackie Taylor and David Riley.



## Book Protection Products Ltd.

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!

### BUSINESS MEMBERSHIP

*Business members support the work of SLANZA.*

*Current members are:*

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Top Shelf Members – Hydestor Manufacturing Ltd,  
Kowhai Media (NZ Geographic and Mana),  
2020 Communications Trust,  
Softlink Pacific, Syba Signs

Circulator Members – Library Plus  
Echelon Productions

Reserved Member – Cengage

Periodical Members – Antac Open Source Solutions  
E-Learning for Business and Education

### 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

### 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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