

SLANZA MAGAZINE

# COLLECTED

24

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RESILIENCE AND STUDENT CARE

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As we wind down term two in preparation for the holidays, our students are always at the forefront of our mind. This mid-year edition of *Collected* focusses on resilience and student care, which is needed now more than ever before. Our country came to a stand-still in March this year after the tragic events in Christchurch. How New Zealand then came together in the #weareone movement was truly inspiring. Featured in our magazine are photos and articles on how our school library community responded.

SLANZA then received some incredibly shocking news about our co-president, Julia Smith. Her diagnosis of Acute Lymphoma has meant that she has had to take a break from her role to focus on getting better. It is a relief to know that is that she is strong and determined and is going from strength to strength.

It is experiences like these which bring a community together. Clare Forrest, along with Glenys and Julia, ran some fantastic online professional development modules at the beginning of this year on student care and the role of the school librarian. Continued in this edition of *Collected*, we are thrilled to present a range of articles from inspiring contributors that cover this topic.

## ISSUE 24 / 2019 EDITORIAL

Last year, the Otago region hosted SLANZA's regional conference over an action-packed weekend. It started on Friday with nibbles, a smackdown, and a passionate talk by Kyle Mewburn (read the article *Just Being* by Kyle Mewburn). It didn't stop there. Over the weekend, we got the chance to hear many keynote speakers, explore trade stalls for bargains and attend a range of informative workshops. Excitingly, Waikato/Bay of Plenty will be hosting our 2019 regional conference. They have many wonderful things planned. I'm most looking forward to the living tour that they will be hosting, visiting historical sites around the Waikato. Visit their website to book your place now. Space is limited, so get in quick. Next year (2020) marks SLANZA's twentieth Birthday, and this will be a national conference which will be held in Wellington.

Last, but certainly not least, I'd like to take this opportunity to thank Grieg Daniels for the outstanding work that he put in to delivering *Collected* over the past few years. What an incredible resource Grieg has created for our community – it is something that we can always refer to and use to extend our own understanding of school librarianship. I am honoured to be able to continue curating this magazine

and look forward to collaborating with our community. When I started out in Libraries almost ten years ago, my colleague and I would eagerly wait for *Collected* to be released and read it from cover to cover. To now be editing the magazine is such a treat. The best part is getting to read all the wonderful submissions, and I hope that you get as much out of these articles as I have.

Enjoy,

*Melanie McVeigh*  
Editor, *Collected Magazine*



## CO-PRESIDENTS' COLUMN COLLECTED 24

Welcome readers, to the first edition of *Collected* with our talented and super hard-working Administration Officer, Mel McVeigh, as editor. I know it is going to be an interesting, inspiring and informative issue and I can't wait to have a read.

SLANZA National Executive as well as the rest of the school library community were devastated to hear of SLANZA Co President, Julia Smith's diagnosis of acute leukaemia. On behalf of Julia, I'd like to thank everyone for their aroha and support during this distressing time. We know you will join us in wishing Julia an expedient and complete recovery.

The National Executive remain busy with a few big projects in the pipelines with more on these to be released shortly. Due to the closure of the Google Plus community pages, we will be moving our discussion groups to a members only [SLANZA Facebook group](#) and we have created a NEW public Facebook page. Search for [@schoollibsNZ](#) and like the page to keep up to date with happenings in the school library world.

Many Primary and Intermediate School Librarians have recently completed the Library 101 online PD. A huge thanks to Clare Forrest and Sasha Eastwood-Bennit for creating and facilitating this valuable course.

If you haven't already, remember to register for the Waikato and Bay of Plenty Regional Conference, River of Knowledge.

The Conference committee have managed to secure some incredible keynote speakers and presenters, including Ross Todd, Vincent O'Malley and Gareth Ward. It will be an event not to be missed!

I hope you are all keeping warm and busy in your libraries as winter descends.

Happy reading

*Kirsty Adam*  
SLANZA Co-President



Julia Smith

## NE REPORT

### GLENYS BICHAN – PRESIDENT ELECT, CAMBRIDGE HIGH SCHOOL

It would be remiss of us not to start our magazine by reflecting on the events of Christchurch that took place in March this year.

These events have left us shaken and disturbed. As a nation we have grieved, we have reflected, we have pledged, and we have gathered.

We cannot but wonder if the events of Christchurch on March 15th 2019 will have the same impact on our nation as the battle fields of Gallipoli. These events are redefining, they are nation builders. From this day on we are now a nation that is home to all people, all creeds, all faiths, no longer is there them and us, we are just us. This is their home and we have now verbalised this and embraced it. We have been made to redefine who we are. If “#thisisnotwhoare” then - who are we really? The hashtag begs the question for us all. We are us, us is all.

We have been thinking about just how vital our job is, or more vitally – how important our library spaces are.

Libraries provide spaces, those spaces for generations have been places of learning, places where ideas are formed, and concepts are refuted. Libraries hold neutrality simply because the information in them speaks all sides. In libraries there is no right or wrong, there is no judgement, there is no controlled bias. Libraries are the bastions of information that allows freedom of investigation and the development of curiosity that enables preconceived ideas to be researched and challenged. Libraries are the fortresses of the most powerful tool in all communities, regardless of citizenship, history, creed or race - and that powerful tool is information! As our students get books out on the Civil Rights Movement, suffragists, the history of flight, the impact of medicinal marijuana, they are learning, thinking, growing. The world views imparted to them can be either confirmed, altered or challenged. They become independent in thought, they develop empathy, they can rewrite a different truth outside of the frameworks they have been previously exposed to.

As our students get *Once, Then and Now* out by Gleitzman, or read *The Hobbit*, or issue *Trash*, as our little ones reach for that picture book on the lost puppy and the hungry cat, or the boy with the broken bike that a friend fixes, they are all learning what being lost is, what hope looks like, what poverty smells of, what opportunity can give. They learn about equality, humanity and empathy.

We must protect our libraries, we must fight for the egalitarian space they offer our communities, in libraries there is no room for minimising or exaltation, there is no black or white, there is no poor or wealthy, there is no liberal or fundamentalist, there is no weak or strong, there is no ideology that is exempt, no religion that is unacceptable, no student that fails or succeeds.



SLANZA NE 2019

We are the gift to our society that stops ignorance, hate and intolerance. In our space called a library we hold goodness that can change hearts, minds, actions and values of those that care to issue a book, bend back the cover and read.

Libraries are needed now - more than ever.

*Glenys Bichan, President Elect – WaiBOP NE Representative*

## REGIONAL REPORTS

### AORAKI

2019 seems to be passing at the speed of light. With Term 2 already well underway, the Aoraki SLANZA committee is busy organising our annual PD Day for later this term – a full school-day of speakers, workshops and ideas sharing. This is always a great chance for our member to get together to share knowledge and achievements, hear from inspirational speakers and spend time with fellow librarians. The Aoraki AGM will also be held at this time.

Schools and School Libraries around the Christchurch and wider Canterbury area, along with the rest of the local communities, have been reeling somewhat from the events of 15th March. Librarians throughout the region focussed on providing caring, calm and solidarity in the weeks following and worked hard to ease the emotional stress and shock felt by all our students. Thank you to our colleagues around the country for your many and warm messages of solidarity and support in the days following. It is reassuring to know what an empathetic and caring wider Library community we are part of and to feel that support as we were striving to provide it in our workplaces. For many Librarians (and teachers) the term felt to be stretching on forever by Week 11 and the term break was even more needed than usual.

In Term 1 we held a PaperPlus Bookshop evening with people meeting for a booktalk and chat at a local establishment afterwards. A great list of good books to look out for came out of this! Another Bookshop and dine event is being planned for Ashburton later this year. We're hoping people from Christchurch as well as our South Canterbury members will take this opportunity to meet up with some of our more far-flung colleagues.

*Sally Stanley-Boden*  
NE representative for SLANZA Aoraki

### AUCKLAND

Meeting, greeting, networking, sharing, great coffee and fabulous food – what a wonderful start to the year. In Auckland we're always looking at innovative ways to deliver PD to our members and the first event of the Year – Our **Library Cafe**, at Dilworth was a great success, enjoyed by all attendees - public, school and National librarians alike. A mixture of world cafe and unconference, the morning consisted of the very popular and familiar Take a Stand and Smackdown. Smackdown is always a great chance to share cool tools, tips and innovative happenings in our libraries and this time with no different. Smackdowns included Readaxtion – promoting reading to your school community; Reviews in Loos; Reading Bingo; Library finding aids on a budget and much more

The more intensive part of the day was the around tables facilitated discussions, tackling difficult yet meaningful issues and problem solving practical solutions that we could take away and apply in our

own libraries. Topics tackled were Reading on-screen vs reading in print: what's the difference for learning; Library budgets; Student librarians; Our digital super powers and transferable strengths and Library advocacy.

We also gave away SLANZA memberships to two lucky librarians who were attending a SLANZA Auckland event for the first time.



Our next Professional Development event took place in Term Two – a visit to, and guided tour of, the Auckland Museum Library and an opportunity to wander the museum at our leisure.

A group of 23 enthusiastic librarians turned up to this event, where we were welcomed by Julie Senior. Julie introduced us to the research library, explaining how the collection was developed, much of which was through the gifting of historic private collections and by purchases at auction. It was fascinating to get a glimpse of the behind the scenes resources in the storage and workspaces at the rear of the library.

Following this, we all headed down to the Pou Maumahara Memorial Discovery Centre and then it was off to coffee and a wander.

Upcoming: the SLANZA Auckland AGM will take place on Wednesday 26th June at 5.30pm. The venue is Freemans Bay Primary school.

*Sharon Jackson*  
Auckland Region NE representative

### CENTRAL

Kia ora from Central,

Our Central committee continues to go through change. Judine Knowles retired as the long standing librarian at Palmerston North Intermediate School at the end of 2018. Her library knowledge, professional expertise and reliable wisdom will certainly be missed by her library peers (especially by local school librarians she graciously mentored over the years) and by our committee.

Our membership currently sits at 39 with 8 of those being new members, which is great news. We extend a big welcome to these members.

As a large region with members spread from Hawke's Bay to Taranaki and all the areas in between we continue to focus on more locally based events.

- 2018 End of Year events: A 'Nibble & Natter' evening at Cafe Royale in Palmerston North was organised for Manawatu members. Five members attended, engaging in discussions around our highlights of the year in our libraries and our aims for 2019. Hawkes Bay members were invited to attend an End of Year celebration at Brew Union and although a small number attended the group enjoyed catching up and sharing anecdotes about their library year.
- A professional development and networking morning was held at Lindisfarne College on 30 March where local members shared their conference feedback, activities for this year, and book promotion ideas. This was a well attended event, with favourable feedback.
- Publisher Evening held in Manawatu (Palmerston North Paper Plus, June 13th) - we had an amazing turnout, thank you to everyone who joined us!

Upcoming events:

- Publisher Evening held in Manawatu: Taradale (date to be confirmed).
- Our AGM will be held in early Term 3 and we are busy securing a fabulous guest speaker, so watch this space...

We would love to hear from our Central members about how we can best meet your needs or if you would like to organise an event in your area.

Please email a committee member and we'll do our best to support you:

Karen Carswell - acting Chairperson (Havelock North)

[karen.carswell@woodford.school.nz](mailto:karen.carswell@woodford.school.nz)

Suzette Stephens - Treasurer (Marton/Rangitikei)

[stephensuzette@ngatawa.school.nz](mailto:stephensuzette@ngatawa.school.nz)

Sasha Eastwood-Bennitt - NE Rep (Feilding/Manawatu)

[sasha@manchesterstreet.school.nz](mailto:sasha@manchesterstreet.school.nz)

Ngaio Blackwood (Napier) [nblackwood@nbhs.school.nz](mailto:nblackwood@nbhs.school.nz)

Bev Harrison (Hastings) [harrison.b.a@lindisfarne.school.nz](mailto:harrison.b.a@lindisfarne.school.nz)

**We need YOU!**

Have you thought about joining us to take SLANZA Central forward? We need more passionate committee members to help offer our members relevant and dynamic professional development and local networking opportunities. Join us in being a voice advocating for our region's school libraries. Meetings are mostly online and occasionally face-to-face.

Hei konā mai,

*Sasha Eastwood-Bennitt*  
Central Representative to the SLANZA National Executive

### OTAGO

Kia ora and greetings from Otago

With all the usual busy madness we face in the library during the first term, it was great to be able to have our first get together at our local Paper Plus who hosted us for a great book buying session at their store. It was fantastic to be able to see what's new and popular, talk to their book experts and catch up with each other over a delicious afternoon tea. It's no surprise this event is always a highlight in our school year!

We also held a coffee afternoon at Nova Cafe in the centre of Dunedin to celebrate the end of term, and ten members came and shared. Our stories of the term and how we survived it are similar and often hilarious, and this kind of networking is so important in an occupation which is usually sole-charge in a sea of teachers.

Ōtepoti is a buzz at the moment with the upcoming Dunedin Readers & Writers Festival. The festival organisers, including our very own Bridget Schaumann (King's High School), have created some amazing opportunities for our schools to have access to a number of author events with people like Marcus Zusak, John Boyne, Stacey & Scotty Morrison, Akala and Lizzie Marvally. A great event for the city and our community.

Planning is underway for a term 2 event where we will welcome several new school librarians to our SLANZA gatherings. We have recently farewelled Tina Watson from Taieri College, and have new school librarians at Taieri as well as St Hilda's Collegiate and Queen's High School so there will be some new faces amongst the familiar ones next time we meet.

*Lynn Vare*  
Otago Regional NE Representative

## SOUTHLAND

A very busy end to the 2018 year here in Southland. Our Year 9 readers Cup Southland winners (Central Southland College) took part in the digital trial for the National Readers Cup competition. It was held on Google Hangouts on the 20th November and after initial glitches with some of the schools having wifi issues it went quite well. It is definitely a feasible way to run a national competition instead of traveling, with the associated costs involved, as long as the technical side plays ball.

Then two days later we had a "Librarians' Appreciation" PD day in conjunction with the National Library advisor Maxine from Dunedin. This involved a visit to an independent bookshop - Young Reflections, morning tea at the Invercargill City Library with a presentation and discussion by the author of *Dawn Raid*, Pauline Vaeluaga Smith. We then had a 'grab bag' session of reading ideas with Maxine. We adjourned for lunch at a local eatery then back to the library for afternoon sessions in the Harry Potter Escape Room, Robots & a walk through the new renovations. We concluded the day with the launch of the Summer Reading programme which involves Southland SLANZA, as well as Invercargill, Gore and Southland District libraries. We farewelled Marion Wallace on her retirement after over 20 years at Aparima College. A very full but worthwhile day, and lovely to have more primary school librarians taking part.

We began the year on 18th March with an evening at Invercargill Paper Plus where publishing reps spoke about upcoming titles for the year. We enjoyed drinks and nibbles and had the chance to purchase books at a 25% discount. Friday 22nd March saw us travel to Te Anau to see the newly renovated library and administration block of Fiordland College. It's a trip we try and do at least every two years before daylight saving finishes in recognition of all the travel Gowan the librarian does to attend our SLANZA events. A pleasant evening over a meal finished the trip before we headed back to Winton and Invercargill.

Our thanks go to Book Protection Products for their continuing support which enables us to provide these PD events.

*Jay Shaw*  
Southland Representative to the SLANZA National Executive

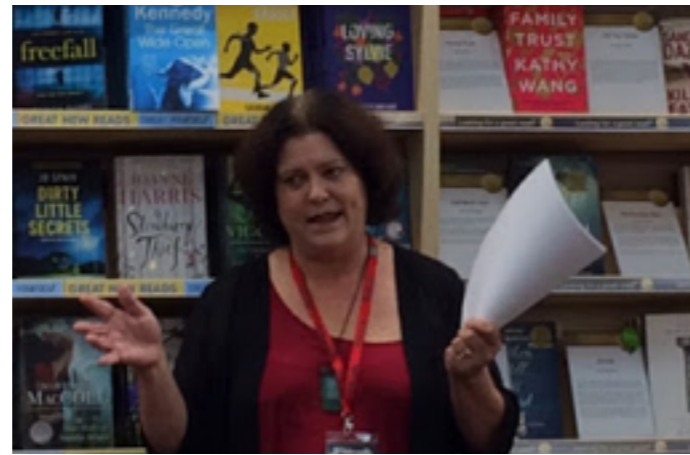
## TE TAI TOKERAU

Our first SLANZA Te Tai Tokerau event of 2019 was an enjoyable and well-attended evening at Whitcoulls, Whangarei, in the first week of the Term 1 school holidays.

We gathered at 5.30pm as the shop closed to the public, and were given a warm welcome, with refreshments provided, seating all set-out, and a goodie bag of treats each - notebook and pens, flyers etc and some free books which always goes down well with librarians and readers!

For our guest speaker, we were fortunate to have Whitcoulls book buyer, Joan Mackenzie of Joan's Picks fame. Joan gave an interesting, lively and insightful talk based on her many years' experience in the book trade and a lifetime of wide reading.

After some sharing of reading recommendations and good book shopping with discounts, there was a convivial SLANZA committee meeting next door at the Dickens Inn to plan for events over the rest of the year.



*Joan Mackenzie from Whitcoulls*



*Joan Mackenzie from Whitcoulls*

The SLANZA TTT committee is working hard to create opportunities for professional development and collegial networking, and just need you to come and join in :-)

*Jeannie Skinner*  
Te Tai Tokerau Representative to the SLANZA National Executive

## WAIKATO/BAY OF PLENTY

**PROFESSIONAL DEVELOPMENT:** In November we ran our "Living Library Tour". We had a bus full of participants tour around the Land War sites. We provided a LiveBinder link so those attending could then connect the information given on the day to online resources and share those with their staff and students. It was a moving and powerful day that we will repeat at River of Knowledge later this year.

On March 22nd we ran our annual full training Professional Development day, with 35 participants. It was pleasing to see more Primary Schools represented this year. Megan Davidson did her workshop on her army of librarians and Clare Forrest did hers on Online Tools that make your library whizzy. An interactive panel discussion followed and was really well received.

**READERS CUP:** This was purchased and presented in the last term of 2018, the event this year will run in May.

**FACEBOOK PAGE:** We have 30 members on our Facebook page and this is a growing thing, if you want to know what is happening in our region, or just need support from us locally, join up and hook into it. [Waikato/Bay of Plenty Facebook Page](#)



**RIVER OF KNOWLEDGE:** We are so excited to be hosting SLANZA's Regional Conference this year and we are working hard to make it happen for librarians in our region and New Zealand wide.

Please check out this web site, I'm sure you will be inspired and want to register! <https://waibopregionalconference2019.weebly.com/>

*Glenys Bichan*  
Waikato/Bay Of Plenty Representative to the SLANZA National Executive

## WELLINGTON

Our Term four event at the end of 2018 was a get together to celebrate getting through the year, more or less in one piece. It was held at Raroa Intermediate and Clare Forrest did a short presentation on tools you can use to make your end of year report look good and get noticed.

After more food people shared their nominations for a range of book awards, including such categories as "most disappointing book", "best story twist", "biggest tearjerker" and the like. This was most successful as school librarians all have opinions about books and it created good discussion, not to mention sparking some want-to-buy lists.

A group of happy shopper librarians met at the Porirua Paper Plus in Term one of 2019, hosted by Richard who kindly provided bags of free goodies for everyone. There was plenty of book discussion amongst librarians and publishers' reps so it was a satisfying night for all. A large group then moved on to a local Indian restaurant for more book and library chat where we got to know each other and our libraries a little better.



*Paper Plus Porirua book buying night Term 1 2019 (Photo: Helen Muxlow)*

The Wellington committee has started planning for the 2020 SLANZA Conference in Wellington. If anyone would like to join this exciting group of school librarians, please do. You can contact the Wellington chairperson Helen Muxlow at [hmuxlow@kwns.school.nz](mailto:hmuxlow@kwns.school.nz)

*Clare Forrest*  
Wellington Regional NE Representative



## NEWS FROM NZEI

During our National Executive face to face meeting in March of this year, we met with NZEI representative Alexandra Davis and Morgan James-Tresidder to discuss how the negotiations were going regarding library staff pay parity. Here are some key points from the meeting:

- The Ministry of Education has been notified there is a claim.
- Our Teacher Aide colleagues will be settled first.
- NZEI are currently working towards advocating for other support staff. This process could span a two-year period, but the research and depth of knowledge that they NEED to gather is vital for our case to succeed.
- Once there is a good understanding of what a school librarian does in their role from the extensive surveying that NZEI will do, they will then look at comparative, state sector, male dominated industries.
- One of the key points is making sure that hours aren't decreased due to pay rises, or grades dropped.

- NZEI are aiming for ringfenced money whether it's from operation funding or not. This would mean that the school HAS to spend the allocated money on a librarian. Where these funds come from is a core part of any settlement.

- Solidarity between staff to work together through difficult transition phase.

- Importantly, things are moving forward in the right direction.

What can SLANZA do to support this claim? We need people to tell their stories when the time comes for research. Please get in touch with us if you would like to support SLANZA and the NZEI with the pay parity claim.

## HOW WILL YOU SHOW KINDNESS

### A LITTLE RAY OF HOPE AFTER THE MOSQUE SHOOTINGS

After the tragic shootings I wanted a simple and calming activity for children to do in the library. We knew as a school that we did not want to focus on anything about the shootings, even though most of our young children knew something horrible had happened. They had, of course, all been in lockdown until after 6pm so were certainly aware of things. Christchurch is small so most of us knew people directly involved, but for today I just want to share our way of caring.

Very simply, we took old magazines and found all the warm and caring words we could, cut them out and made a poster. It was a relaxing and thoughtful activity.

*Desna Wallace, Fendalton Open-Air School*



### THE CHRISTCHURCH SHOOTING ROCKED OUR SCHOOL ON MANY LEVELS

A student in our community had a family member, an uncle, killed. It was his first visit from Fiji. Another staff member has a brother whose close friends were killed – she had been at a wedding with them all recently. We have refugees from Iraq and Afghanistan who were visibly shaken to the core. Many of us have family in Christchurch.

As a school we tried to show as much support as we could. We had an assembly at which our principal called on us to express unity. Part of the school was set aside for students to pray or receive support. They could write a message in a book of condolences to be given to our Muslim community. The colour day, the call to prayer, fundraising, lowering the flag, observing the silence, wearing headscarves – all were done to show support.

In the library I got as many photos as I could from the Herald and plastered them over my issues desk, which is highly visible in the school. Students who didn't know would ask what it was for, and those who did could see the visible expression of love and support.

So what is the reaction around our school to our expression of support some weeks later? There are some resilient responses:

"It was really effective, what happened. The call to prayer broadcast on the radio, that is what we hear all the time at home, and it helped us feel at home. Having the flag at half-mast showed us that all of NZ supported us and we are united."

"The school did really well, it united us and educated us."

"Students put up boards in the community with quotes, around the area, to show support. There was lots of standing up for each other and love and prayers on social media."

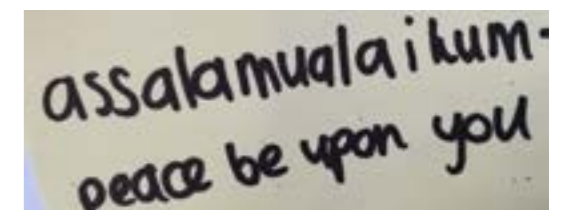
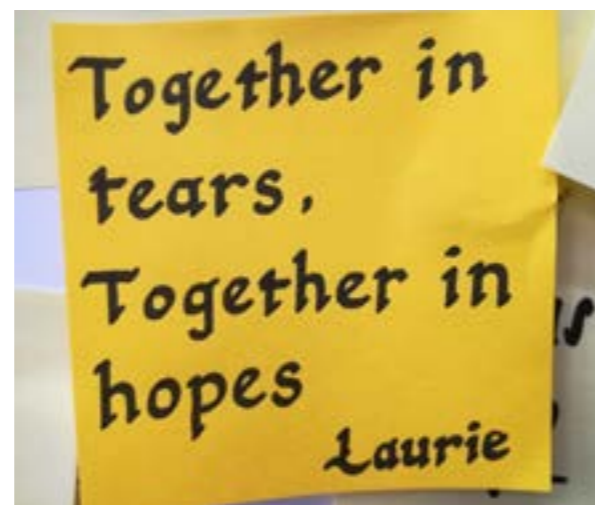
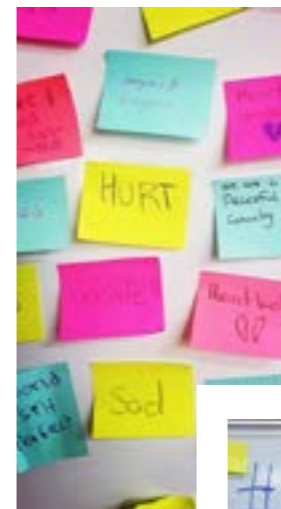
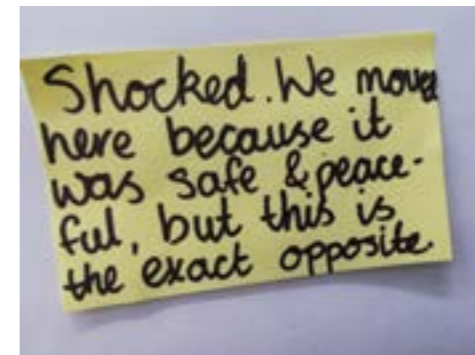
Other reactions are more nuanced than that. Some are adjusting to the fact that it has happened here, that nowhere in the world is safe. Some are still dealing with the ramifications of immediate loss. One struggled to express how it felt: attacks like that are daily in Afghanistan, it was so familiar to him that it was his normal. There was a shrug, and a recognition that we now share a form of suffering that the rest of the world has long experienced.

The show of support at our school has demonstrated our commitment to unity and emphasised the need for kindness. It has deepened a sense of belonging for some who weren't certain of their welcome.

*Rose Nisbet, Ormiston Senior College*

# HOW WILL YOU SHOW KINDNESS

KERIKERI COLLEGE & WESTLAKE GIRLS' HIGH SCHOOL



I've attached a few photos from our interactive display in the Library. Set up first thing Monday morning - by the end of the day it was already three-quarters full of comments. The last one that is over-flowing with responses was taken Friday afternoon.

Julia Smith, Kerikeri High School



## JUST BREATHE

JEN SIEVERS – AUTHOR

### WHAT IS MINDFULNESS, AND HOW CAN IT HELP OUR CHILDREN?

We've all heard the term mindfulness, some of us might have tried it out, or even practise it regularly – but how can we use it to support our children? Mindfulness is no longer reserved for those on a spiritual path, it's now been [researched](#) and widely proven to decrease stress, improve concentration, build on resilience, improve social skills, reduce bullying among countless other benefits.

Mindfulness is not only meditation. It's the act of being fully present for whatever we are doing at the time, without being caught up or overwhelmed by our feelings or surroundings. Being present is an ability that all of us possess, but it can be cultivated and encouraged through activities such as meditation or short 'mind breaks' that we can integrate into our daily routines. Meditation isn't limited to sitting down, it can be done standing, walking, or even integrated into focussed activities such as yoga or sports.

When we pay mindful attention to the present moment - what we can see, feel, hear or taste – we don't fixate on the past or worry about the future. Mindfulness gives us time to pause the internal chatter in our busy minds, and to make room for our natural states of compassion and joy.

### WHY TEACH MINDFULNESS TO CHILDREN?

Children have a lot to process on a daily basis – from annoyances at home, issues with friends, new concepts at school and larger issues such as the recent tragedy in Christchurch. Each of these turn into a thought or a feeling that often gets trapped in their minds (this applies to us adults, too). These thoughts can stay with us for years afterwards – and each time we replay them in our heads, they feel just as real and hurtful as the moment they happened.

Through years of evolution, our brains have been hard-wired to seek out danger. This was a very important, life-saving skill when we were being chased into caves by tigers - our super vigilant minds would have saved us from certain death on many occasions. Now that most of our lives are spent in relatively safe conditions, our brains have translated this into negative bias – always fearing the worst, worrying when we don't need to, over thinking, and holding onto unnecessary negativity.

The problem is, our nervous system treats lesser 'dangers' in the same way as it would the tiger. Our bodies go into fight-or-flight mode when thinking about something that triggers us – whether the thing we're thinking about is actually dangerous or not.

Mindfulness teaches us to let go of these thoughts, and relax into the present moment.

*Dr Wayne Dyer said "Remember, your natural state is joy."*

All we need to do is get out of our own way to feel the joy of being alive.

### HOW DOES MINDFULNESS HELP WITH WORRY AND STRESS?

1. **When you engage in mindfulness, your brain switches from using the amygdala to the prefrontal cortex.** Why is this good? The amygdala is the fear centre of your brain (the watchdog). When it is engaged we feel afraid, anxious, and information is blocked from travelling to the hippocampus (where we store our memories). The prefrontal cortex is the part of the brain that makes balanced decisions (the wise owl), and during mindful activity, it is instantly accessed – making us feel calm, and helping our memory to function more successfully.
2. **Regular mindful practise trains our brains not to react.** In time, regular mindful activities train us to find a pause between thinking and reacting to our thoughts. This pause is a crucial element of resilience. Being able to see things objectively before reacting to them is a tool that gently moves us from a negative to positive mindset.

3. **It heals our nervous system.** All of the negative thoughts we've been holding onto are stored in our nervous systems. With regular practise, eventually our nervous systems calm down, letting go of stored emotions, resulting in happier, healthier bodies and minds.

### WELL, IF IT'S THAT GOOD – SURELY IT'S HARD TO DO?

You're in luck; mindfulness doesn't need to be difficult. You don't need a degree to practice simple mindfulness techniques with your children (and for yourself). There's no need to convince children to sit quietly in the lotus position for an hour at a time. All you need is short, regular, FUN exercises at key points in the day, and some timely reminders for children to take a few deep breaths when they are experiencing overwhelming emotions. The key with children is to keep it short and engaging, and to make it a regular practise. Work out ways of integrating short mindful moments into daily routine, and they will slowly become a natural habit.

### TRY THESE FIVE IDEAS TO GET STARTED:

#### 1. 'Take Five' Breathing

This works really well as a tool to get through a moment of stress or worry. A child raises one hand in front of them, fingers spread out. With the other hand, slowly trace a line around the fingers.





Start from the outside base of the thumb, up to the top of the thumb, then scoop down, and up the index finger, then down, and up the middle finger etc, until all five fingers have been traced. On the up strokes breathe in, on the down strokes breathe out – so five breaths are taken. This works well as a self-guided exercise that children can use in class, at home or on the playground – whenever they need a mind break.

### 2. Rainbow Breathing

This is great for young children, as it includes movement and imagination. Encourage children to stand up tall and straight, with arms down to the side. They're going to paint rainbows with their arms while they breathe. As they breathe in, lift their arms straight above their heads, then as they breathe out, slowly lower arms back down to their sides – imagining that they're painting a rainbow over their heads. Repeat three times.

### 3. Three Wishes Breathing (adapted from a loving kindness meditation)

Ask children to close their eyes and imagine they're walking up a green grassy hill. When they get to the top, they stop to take a breath, and notice a huge magical dandelion.

Ask them to take 3 deep breaths - and on each breath they blow out on their imaginary dandelion and make a wish. The first wish is something kind for themselves, the second is for someone they know, and the third is for the whole world. Get them to take each in-breath carefully and think of the wish as they blow the dandelion seeds as far as they can.

### 4. A Body Scan

Get children to stand, sit or lie (depending on what you think will work best for them at the time).

Ask them to squeeze and clench every part of their body one by one - starting at their toes and ending at their head. For example: "Squeeze your toes together as hard as you can! Now relax them and make your legs as hard as rocks. After you relax them, squeeze the muscles in your bottom (this is bound to get a giggle), then squeeze your hands into tight fists..."

Once they have reached their heads ("scrunch up your face"), then ask them to tighten their entire body, before letting go and relaxing the whole body - and noticing what that feels like for a few seconds. Take a few deep breaths (don't forget to smile!) and you're done.

### 5. Read a book about Mindfulness, like "[Just Breathe: A Mindfulness Adventure](#)"

I've written a picture book that takes children through a basic breathing exercise in the form of a story. It helps them to understand how to use this technique to calm difficult emotions. This works as a mindfulness exercise on its own, and also opens a conversation about the idea of breathing through emotions.

In summary, mindfulness doesn't have to be complicated. Anything that brings us back to the present moment (focussing on what we can see, feel, hear, taste and touch) and quiets the rowdy chatter in our minds, can offer countless benefits to our mental state.

**Start with just a few deep breaths and a gentle smile a few times a day and you'll notice the difference in how everyone feels.**

Check out more titles from New Shoots Publishing [here](#).

*Jen Sievers, School College*

## THE LIBRARY 'A SPACE FOR EVERYONE

BONNIE BARR – ACCESSIT LIBRARY

Having moved from a public library background to a school setting, the library as a “place” wasn’t a new concept for me. What was new was the different demographic using the library, and what the space would mean for them. At the public library we had users of all ages, and they were more often than not strangers to each other. In the school setting, this was not the case. The school library catered to people in their most vulnerable stages of growing, therefore a different approach was required.

### “CREATE A CLIMATE WHERE ALL STUDENTS FEEL SAFE AND SECURE.”

Vastly different to my public library experience, was the subtle bullying that happens in schools, often unchecked. In our quiet reading room there was a blanket no talking rule. There was plenty of other space in the library to chat, play games etc. but this space was for silent reading only. This space provided crucial respite for students who needed a safe place to be alone. These students knew that if anyone came in there with the intention of subtle bullying, they would be asked to leave immediately under the “no talking” rule. Most importantly, this would happen without drawing attention to the bullied student, and without them having to engage in any confrontation.

### “USE FLEXIBLE FURNISHINGS SO THAT SPACES CAN BE ADAPTED TO MEET THE TEACHING AND LEARNING NEEDS OF STUDENTS AND STAFF.”

We also prioritised building a strong relationship with the Special Education department. We had scheduled lessons with a group who would come over to use the library. Opening the library doors to these students gave us the opportunity to ensure the library was meeting the accessibility requirements of all our students. Ample space for wheelchairs, even surfaces, and heights of tables and counters were all considered and adjusted. Probably the most important outcome of building relationships with these students as individuals, was that they felt confident to come in and hang out.

### “FOR STUDENTS, AN EFFECTIVE SCHOOL LIBRARY VALUES THEIR INPUT, AND ACTIVELY INVOLVES THEM IN DEVELOPING AND SOMETIMES LEADING LIBRARY AND READING INITIATIVES.”

Having student librarians is a great way to give students ownership over the library space. Often the library attracts those who aren’t comfortable applying for other kinds of roles in the school. I saw a noticeable increase in self-confidence in my librarians from interacting with students they wouldn’t normally talk to. Additionally, seeing them blossom with the responsibility of helping to run library initiatives was such a rewarding feeling. I was often asked to be a reference for my librarians when applying for anything from jobs to scholarships or other opportunities. It really made me realise how much they valued the opportunity, and knew what an important role they played. On a personal level, I realised that for some students I was the only person they might socially interact with that day. It became even more important for me to connect with these students on a personal level and find common ground.

The library has the potential to be an accommodating space for everyone regardless of their physical abilities, as well as a safe space for those who seek a place to belong. This can have a lasting and positive impact on the lives of the students, but also on the librarians themselves.

Here at Accessit Library, many of our staff have worked in school libraries and understand the challenges you and your students’ face. This is why we have designed Accessit with your students’ needs in mind – and we think you can tell the difference.

To find out what Accessit Library can do for your students, [email: info@accessitlibrary.com](mailto:info@accessitlibrary.com)

Header quotes from: Te Puna Mātauranga o Aotearoa National Library of New Zealand. (2018, October). School Library Development Framework. Retrieved from [here](#).

## Switch to Accessit Library today

You have a vision for your library. We have a way to get you there.

A modern library goes way beyond physical books. What you need is a library management system that supports you in achieving your goals. Accessit engages your students and automates your day-to-day tasks, and our users report a significant and positive impact on student achievement.



### Engaging user experience

Accessit’s interactive interface motivates your students.

### Universal discovery tool

Extend any search far beyond your library shelves.

### Support when you need it

Friendly support from real people with library experience.

“ Accessit saves time and delivers at every level. Stocktaking is a breeze, updating records and cataloguing is quick and easy. It’s intuitive, fun to use and has made my job so much easier. The support and training is also second to none. I totally recommend it to any school – so many of us have it and love it. ”

Lynn Vare, Librarian, Otago Boys’ High School, New Zealand.

Contact us with the promo code **Z9M5CM** to see how we can bring your vision to life.

Email: [info@accessitlibrary.com](mailto:info@accessitlibrary.com)

## AFTER THE OTAGO CONFERENCE

LYNN VARE – OTAGO BOYS' HIGH SCHOOL

After the Otago SLANZA Regional Conference last year I came away with the post-Conference/hui high I usually get from being amongst my 'peeps'. It's always great to meet up and share ideas and issues with like-minded people in your profession and be inspired by the work and experience of others. So, armed with my substantial goodie bag and a whole lot of ideas from workshops and presentations, I was determined that on returning to school I would implement at least one big thing that I had been inspired by. My 'big thing' was the creation of an "Army of Student Librarian Helpers", inspired by the inimitable Megan Davidson, Teacher-Librarian at Westlake Girls High School, whose wisdom and energy is incredible.

Like every other school librarian in sole charge, I often struggle to keep from drowning under the workload. I've never wanted to have a volunteer cover what should be a paid library assistant position, so any extra help has been from students when I can get it. I have a great troop of student librarians each year, but they can be a mixed bag of useful, able, quirky and needy, so Megan's workshop was a revelation in helping see how things could be so much better. Less 'Dad's Army' more 'Teenage Mutant Ninja Turtles'.

Armed with the resources Megan graciously shared to conference attendees, it was really just a matter of thinking about what I wanted and how it could work in our school culture. The resources – a detailed 'how to' booklet and student training handbook, were really useful and saved me a lot of preparation time.

I spoke with one of my best senior students who thought the 'Library Army' sounded great. Making him Head Librarian was a good start to the project as he is enthusiastic and was an excellent sounding board for ideas. We pretty much followed Megan's suggestion's for promotion and recruitment and had a list of 2019 trainees by the start of exams.

When I got the team together at the end of last year to talk about how things were going to be different, I thought there might be some unhappy people. No more chatting at the desk with your mates, no games of Connect Four, no devices... We were creating a roster with a lot more roles and responsibilities than most were used to. To my surprise, they all thought it was a great idea and were keen to see things change.

Training began in the second week of Term One this year with a mixture of new and experienced library assistants. For the first time ever, I closed the library at lunchtime to allow us the space and time to do this well. Again, I used many of Megan's training notes and adapted the handbook to get them up to speed on the new vision.

They loved it!

So what has changed for me? The boys put the chairs up and down at the end of the day, clean the tables, fill up all the photocopiers, close the windows, change the display books, cover the books, shelf check and shelve more regularly, tidy the bags in the foyer and tidy the library after breaks before classes come in. For the first time, there is a shift after school. We are finally recording the browsing statistics. Eureka! They check the newspaper each morning for items about our school for the news file. They organise their roster, with the Head Librarian providing a kind and watchful eye over them all. It's been brilliant, not only saving me some time but it makes them feel good having more responsibility and more tasks to do. Most are keen to help with anything, and as their skills and confidence grow, I will pass on some other jobs for the more able to do. I still have a mixed bag of useful, able and quirky, but less needy students. The system we have created means everyone can find some tasks that they can do, and more importantly do them well.



Otago Boys' High School Student Librarians

I'm hoping that all the evidence we collect of who is doing what and how much is being done will not only be used to reward the best at prizegiving, but it will work towards a Cultural Blue to acknowledge the work they do and its value to our school community. Finally, a big thank you to the wonderful Megan Davidson - your brilliant workshop has made my library even better.

Lynn Vare, Otago Boys' High School



*We invite you to come to Cambridge in the middle of the mighty Waikato on September 27th until the 29th to attend the 2019 SLANZA Regional conference called "River of Knowledge".*

We have three amazing **keynote speakers**, Dr Ross Todd, Dr Vincent O'Malley and Gareth Ward to inspire and challenge us.

We have over **15 workshops** covering a huge range of topics and library experience levels.

We are running a "Living Library" tour where we will travel to the sights of the Waikato Wars and learn, see, experience and explore those events that have shaped our nation. As librarians we need to be prepared, informed and equipped to provide the resources required to support the teaching that will happen around the New Zealand Land Wars. We would love you all to visit the sites and hear the stories from those who know them best! This will be a memorable and challenging event for us all.

We plan to have much fun including a stunning "Rhymes with Oranges" **quizzical night** hosted by the writer and magician Gareth Ward.

It is also the opportunity to honour our school librarians with our SLANZA Awards evening, nominations will be open soon! It is also our SLANZA's AGM.

All information regarding the River of Knowledge Regional Conference including registration can be found on the [website](#).

# LibraryTechNZ Display Competition



"Make it Relevant" "Make it Fun" "Make it Bright" "Include the students" "Involve the School"

Show your *resilience and student care in the school library setting* by creating your own unique display!

All you need to do is:  
*Design a library display showing the theme (resilience and student care)*  
*Involve everyone! Get your students, fellow departments and community involved in the design!*  
*Promote reading, books and all other resources and services your library provides*

\$2500 worth of fantastic Library Tech products up for grabs!  
 1st Place: \$1500.00  
 2nd Place: \$600.00  
 3rd Place: \$400.00

Please send all entries to you may have more than one. Contact Maggie McVeigh, the Administrator, at SLANZA via [admin@slanza.org.nz](mailto:admin@slanza.org.nz) by August 31st 2019.

All entries will be judged by a SLANZA approved dignitary



[www.librarytech.co.nz](http://www.librarytech.co.nz)  
[info@librarytech.co.nz](mailto:info@librarytech.co.nz) 0800 556 255

## PICTURE BOOKS TO MAKE US THINK, LAUGH AND HEAL

CLARE FORREST – RAROA NORMAL INTERMEDIATE

Picture books are an absolute necessity for creating that relationship we have with reading, of being read to, learning the joy of reading and story and seeing ourselves reflected in the stories we are told. An excellent picture book can be used in many ways and students of all ages can learn from the discussions that evolve from a pertinent reading in class of the right book. Students can be made to think about the meaning of a strategically placed picture book, one that appears to be left lying around just for them to find.

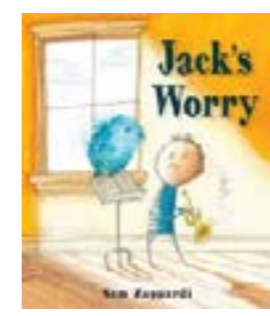
A hugely important part of our role as school librarians is the care and wellbeing of our students and staff. Picture books are a wonderful tool to have in our kit to help us and others do this. Being read to or sharing a picture book helps build connections, and a pertinent message can be delivered in a non-threatening and delightful way when we do this.

Here are some examples of picture books that can be helpful.

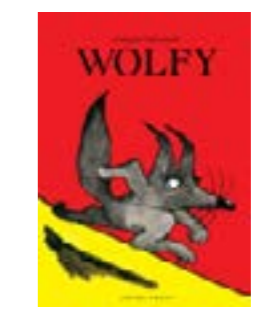
### ANXIETY / FEAR



By Carolyn Crimi & Laurel Molk



By Sam Zuppardi



By Grégoire Solotareff



By Mel Tregonning



By Emily Gravett



By Tom Percival



By Anthony Browne



By Anna Walker



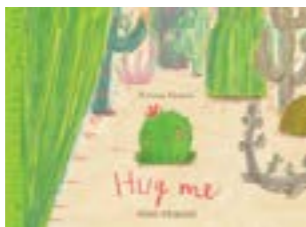
By Antje Damm

Send your entry photo with a brief about your display, run wild! The winners will be announced at the conference. The focus is teamwork, so let us know how you incorporated everybody and worked as a team!

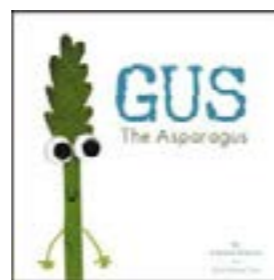
RESILIENCE



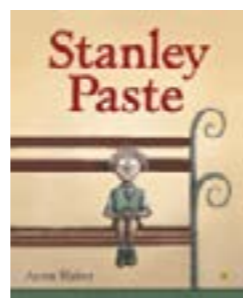
By Davide Cali & Sonja Bougaeva



By Simona Ciruolo



By Kaylene Hobson & Ann-Marie Finn



By Aaron Blabey



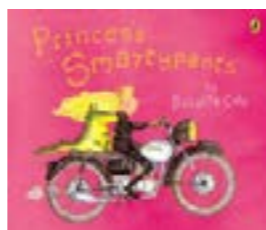
By Aaron Blabey



By Robert N Munch & Michael Martchenko



By Selena Alko & Sean Qualls & Paige Britt



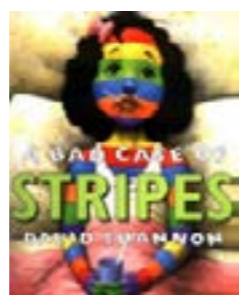
By Babette Cole



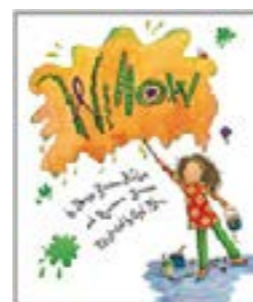
By Dan Santat



By Shaun Tan



By David Shannon

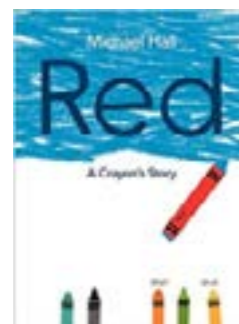


By Denise Brennan-Nelson

FITTING IN / SELF-ACCEPTANCE / IDENTITY



By Tom Percival



By Micahel Hall

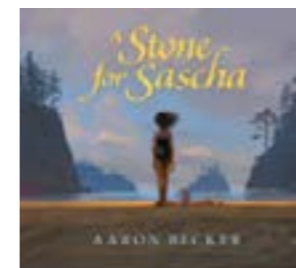


By R. J Palacio

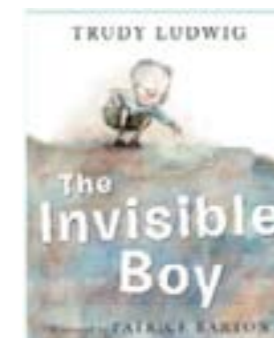
GRIEF / SADNESS



By Oliver Jeffers



By Aaron Becker



By Trudy Ludwig



By Nadine Brun-Cosme & Olivier Tallec



By Tim Tipene



By Glenn Ringtved & Charlotte Pardi



By Marianne Dubuc



By Eva Lindström

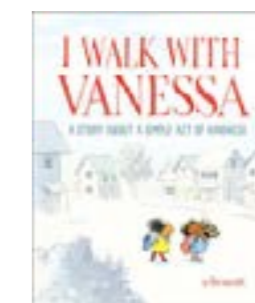


By Dimity Powell & Nicky Johnston



By Charlotte Mouldic

FEELINGS / KINDNESS / TOLERANCE

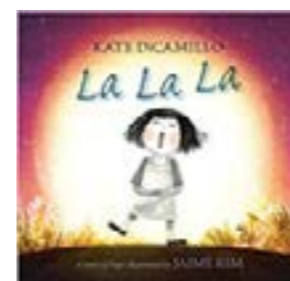


By Kerascoët

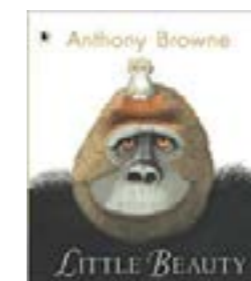


By Sophie Sears & Anne Villeneuve

LONELINESS / FRIENDSHIP



By Kate DiCamillo & Jaime Kim



By Anthony Browne



By Jo Witek & Christine Roussey

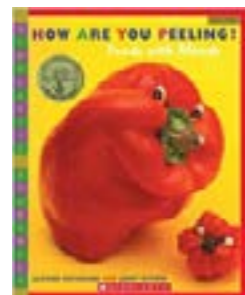


By Mies van Hout

## FEELINGS / KINDNESS / TOLERANCE CONT...



By Jane Manning

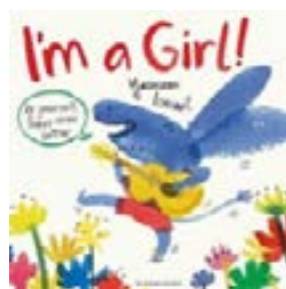


By Saxton Freymann &amp; Joost Elffers

## LGBT



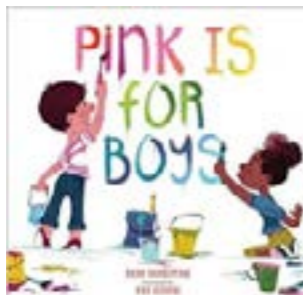
By Stern Nijland &amp; Linda De Haan



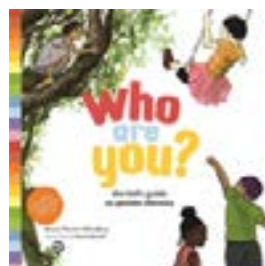
By Yasmeen Ismail



By J J Austrian &amp; Mike Curato



By Robb Pearlman &amp; Eda Kaban

By Brook Pessen-Whedbee  
& Naomi BardoffBy Adam Reynolds, Chaz Harris,  
Christine Luiten & Bo Moore

## BUSINESS MEMBERS

## KIA ORA! INSIDEOUT IS BACK

Kia ora! InsideOUT is back, having just hosted our Out on the Shelves campaign week for the second year in a row. Our annual event celebrates the representation of diverse rainbow communities in books and aims to connect more rainbow young people with stories that reflect their identities and experiences.

This year, the **Out on the Shelves Campaign week** was June 17 – 23.

At its heart, Out on the Shelves is an online resource that helps rainbow young people find stories that mirror their identities in positive and affirming ways. The resource collects books with rainbow themes and characters, and encourages young people to participate by writing reviews.

Our campaign week is an opportunity for our schools and community libraries to promote more visibility and increase awareness. **During this annual event, we encourage libraries to build and promote their rainbow collections, celebrate rainbow stories and help connect rainbow young people with these stories and with each other.**

To support your school, we are publishing a free Out on the Shelves libraries' resource, which will be available on our website. We hope you will order sets of free bookmarks with our recommended book lists. You can also book InsideOUT for a staff training on sexuality & gender diversity, and inclusion at your library or school!

Bookmark our webpage and keep an eye out for our campaign week next year. Visit [outontheshelves.insideout.org.nz](http://outontheshelves.insideout.org.nz) for more information at any time, or e-mail [outontheshelves@insideout.org.nz](mailto:outontheshelves@insideout.org.nz) to connect with our Campaign Coordinator.

## MAKE YOUR LIBRARY A HAVEN, EVEN IF IT MAKES THEM CRY

MEGAN DAVIDSON – WESTLAKE GIRLS' HIGH SCHOOL

One day in 2016, I had the honour of making a student cry.

The student came to the library with their partner at 7:00 am(!), desperate to get the book *Becoming Nicole: the extraordinary transformation of an ordinary family*, which is a true story about a family learning to accept and love their transgender daughter.

Yes, my student is transgender.

Yes some members of the student's family are having a hard time accepting it.

Yes, my library is open at 7:00 am.

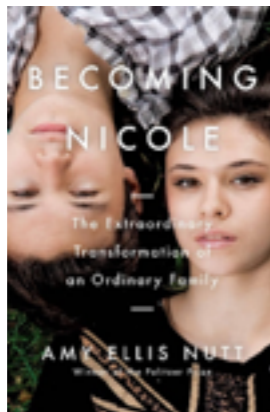
"Hey, have you two seen the new signs I put up on the toilets?" I asked as I issued the book. I sent them out into the foyer to look at the transgender signs I installed last week, but they didn't come back.

Eventually I went out there and found them embracing, weeping tears of joy and hope and relief.

"Oh, Mrs. Davidson, you really made my day," one said, "even if you made us cry. Do you have any tissues?"

A library can be a powerful place for LGBTQIA+ kids. It should serve as a non-judgemental and private place for them to find information they may not be able to access at home. It has valuable mental health resources, necessary for their survival. And it better include fiction books that reflect their experiences, so they do not feel alone.

I make a point to show all students that my library is gay-friendly. That means displays about gender identity issues, and dressing up for Pink Shirt Day. I visit the "Diversity Club" meeting at least once a year and take a mobile library to promote books for them, about them, and to them. I set up a mini library outside at the annual Diversity Picnic (at right). I share my experience marching as an ally in the Pride Parade (at left).



A few days after I first made them cry, I found them showing the sign to another transgender student. Now there were three of them crying. I needed more tissues. I'm honoured to have these students in my life, and even more honoured that they found a safe place in the library.



### EPILOGUE:

- The school has many transgender toilets now. (but mine were the first)
- These two are still together and they're still the cutest couple. Here they were sitting in my library in 2016, and here they are today.
- We stay in touch ... even though I made them cry.



Megan Davidson, Westlake Girls' High School



## JUST BEING

KYLE MEWBURN – AUTHOR

I'm taking part in the Tamar Valley Literature Festival's schools programme in Tasmania. It'll be my first major gig since my transition. Marion, my wife, keeps wondering if I'm nervous. I'm always nervous before I go on, but I've done enough public speaking to know the nerves die down quickly once I start. This is, I say, just another room full of kids.

And it is. Technically. Though I must admit there's an additional tingle of stress this time round. What if my performance falls flat? What if the kids no longer respond to the new me in quite the same way as they did to the old me? What if... what if...

No amount of chiding can silence the voices of doubt as I wait in the wings watching the preceding presenter.

Finally I'm on. I launch into my presentation and am immediately rewarded with laughter. That's all I need. I can relax. Nothing has changed. Everything's going to be okay. I finish with my usual aplomb - I hope it's aplomb at any rate. Then it's question time.

I answer three questions before turning to the scowling girl in the front row. She's had her hand raised the whole time.

"Yes?" I ask.

She huffs audibly before pronouncing: "You've been confusing me all morning. Why did you choose to wear what you're wearing?"

I must admit I'm a bit taken aback. I try to laugh it off. "Because my wife thought I looked cute?"

She's not at all consoled by my flippant response. "But why did you wear a skirt?"

I shrug. "Why did you wear what you're wearing?"

She huffs again and shakes her head. She won't be deterred. "You dress like a woman but you sound like a man. It's very confusing." Her words are accentuated by a deepening scowl.

Before I can respond, her teacher intervenes. I move on, slightly shaken. I'm relieved to see the clock ticking over to end my session.

There is a book signing session immediately following. As I chat to the kids coming to have their copies of *Dinosaur Rescue* or *Dragon Knight* signed, I don't give the confused girl another thought. As I prepare to leave, she is hauled towards me by a grim-faced teacher. Her lips are quivering. She is trying very hard not to cry. My heart goes out to her instantly. Poor thing.

"She's come to apologise," the teacher says.

"I'm sorry," the girl says, her voice barely a whisper.

"It's okay," I instinctively respond. It's not, not really, but the girl obviously feels bad enough already. Why make things worse?

The teacher dismisses my response. "It is not okay. It was rude and bad mannered. She needs to learn it's not polite to keep asking the same question over and over again."

I try to offer the girl a sympathetic glance before the teacher drags her away, but she doesn't look at me. I instantly regret my response. Denying her rudeness and my discomfort doesn't get us anywhere. Better to simply accept her apology and shake her hand. Lesson learned. No harm done. I'll hopefully remember that next time.

Marion suggests I should just explain that I am trans. Easier said than done. What if my explanation simply leads to more questions and hijacks my session? Besides, I'm not sure my gender or identity should be up for discussion if I'm there in my capacity as a writer.

The possible impact coming out might have on my career was something I really grappled with. My two most recent junior fiction series have been incredibly popular with reluctant boy readers. The responses I've received from mothers (and it's always mothers) have given me a great sense of satisfaction. When I visited schools I was often lauded as a role model. Someone to inspire those reluctant reader boys to pick up a book. I felt like I was making a real difference.

I suspect I might need a new routine. I'm reluctant to change though. My presentation has evolved over fifteen years. It's engaging, funny and informative. It always hits the mark. At least it always has... when I was presenting as a man. I'm not yet willing to accept there are different rules, different expectations, for women presenters. I realise I'm possibly being naive. Though I prefer to think I'm just optimistic.

During a recent school visit, the librarian points out one her young assistants. He is, she informs me, especially looking forward to my visit. While chatting to him about my upcoming visit and my transition, he'd suddenly blurted: "I'm going to do that too, one day."

I'm understandably touched. I'm also imbued with a new sense of purpose. I can still make a real difference. Just by being there. Being me.

During my presentation I meet his gaze with a smile.

*Kyle Mewburn, Author*

## BUILDING AN INCLUSIVE SCHOOL WITH THE LIBRARY AT ITS HEART

This article shares tips and examples from school libraries using Softlink's software solutions, including [Oliver v5](#) school library system and [LearnPath](#) information curating tool, to help build and nurture student-centred learning communities.

### USING OLIVER V5 TO PROMOTE ENGAGEMENT AND BELONGING

Establishing the library as the heart of the school is a key step towards building a strong learning culture, and the look of your search interface is important to the user experience your library provides. Oliver v5 has been designed to help engage students and generate excitement about the library.

The attractive user interface shows regularly updated reading recommendations from the library collection, as well as personalised options for logged-in users, such as Recommended For You, Matching Your Interests and Because You Borrowed. Users have described the browsing experience as similar to popular websites like Netflix and Amazon, and libraries using Oliver v5 have reported significant increases in borrowing numbers and student engagement with the library. Abingdon School Librarian Dr Graham Gardner shared the following comments about the changes he's observed since moving to Oliver v5. To hear more from Graham, [watch this video case study](#).

*"The [Oliver v5] student interface is a game changer as far as I'm concerned. It is a familiar environment, it resonates with their experience of online shopping sites, and it enables them to feel in control of the browsing experience. Quite simply, before I introduced Oliver, nobody used my public interface. Now, we're probably getting 30 or 40 searches a day and 10 or 12 requests based on what students have found there."*

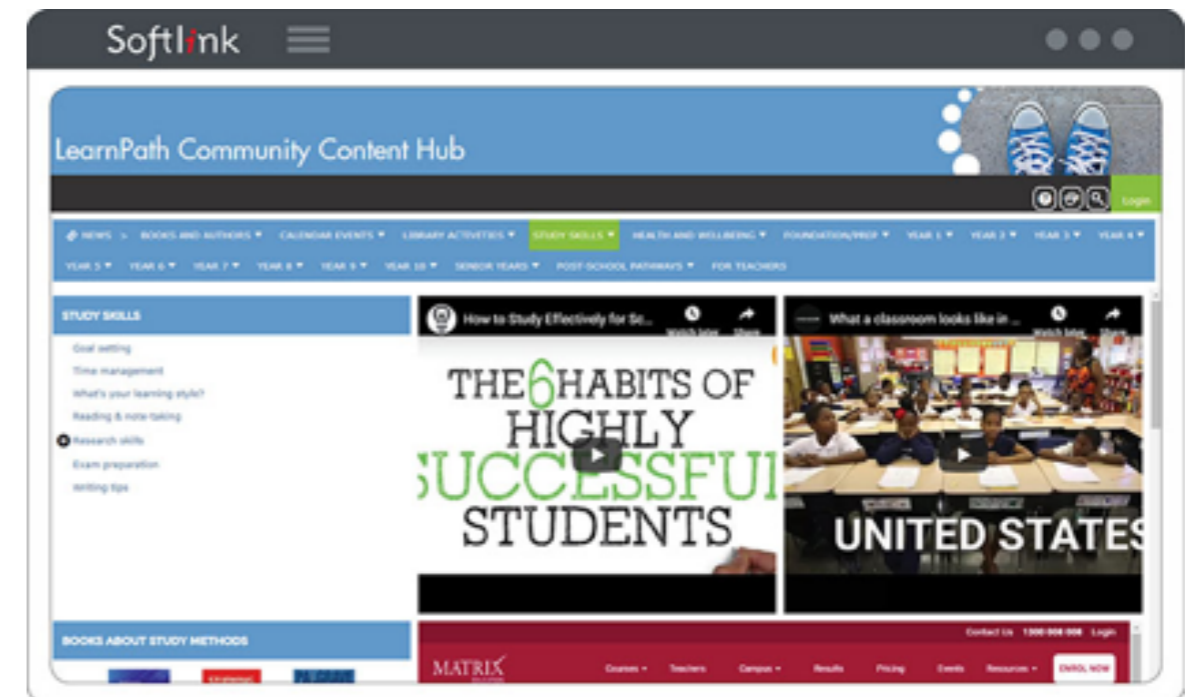
**Dr Graham Gardner, Librarian, Abingdon School, England.**

Several other features in Oliver v5 can assist in creating a sense of community and connectedness within the school. For example, the customisable homepage allows you to choose what staff and students see when they first log in to search the library catalogue, so you can direct their attention to relevant messages and resources, celebrate students' achievements, and promote school events. [In this case study](#), Rototuna High Schools Teacher Librarian Jackie Russell shares how the school library has nurtured a sense of belonging for students using features in Oliver v5 such as book reviews and personalised recommendations.

Jackie also explains how the optional [Orbit junior interface](#) for Oliver v5 "takes the pressure off" students experiencing anxiety around searching the catalogue, by offering picture-based search as an alternative to using search terms. [In this case study](#), Sha Tin Junior School Lead Teacher of information Literacy Katie Stears shares how she uses Orbit as an easy-to-use interactive tool for teaching research skills and digital literacy in the early years.

### USING LEARNPATH TO SUPPORT STUDENTS' WELLBEING AND LEARNING

School libraries fulfil a crucial role in students' development by providing resources to support them through their education. Softlink's [LearnPath](#) information curating tool can facilitate this, with the ability to create and promote multimedia guides on topics such as health & wellbeing, study planning, and managing exam stress. LearnPath comes with free access to the [LearnPath Community Content Hub \(LCCH\)](#), a collection of over 250 high quality, ready-made guides developed by experienced educators on a variety of topics, that can help save you time.



[In this video case study](#), CBC Fremantle Teacher Librarian Trevanna Cooper explains how LearnPath has helped reduce students' anxiety around assessments and information overload by guiding them step-by-step through the research process.

Oliver v5 users benefit from access to the global Oliver v5 Community Portal and a range of flexible support options. The team also travels regularly to meet customers and deliver local User Group events. Information and registration for Softlink's webinars and events can be found on the [Softlink Events](#) page.

### TO FIND OUT MORE ABOUT SOFTLINK:

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## A DIGITAL INCLUSION BLUEPRINT AND ONLINE RESILIENCE

LAURENCE ZWIMPFER MNZM – DIGITAL INCLUSION ALLIANCE AOTEAROA

Just a few days after her appointment as Minister of Government Digital Services in October 2017, the Hon Clare Curran boldly announced her intention to create a digital inclusion blueprint that would bridge the digital divide in New Zealand by the year 2020. Some 18 months later, on 3 May 2019, the Blueprint was released by the Hon Dr Megan Woods<sup>1</sup>.

Unlike many government reports, this is not a discussion document. The discussions have already happened, which is probably why it has taken 18 months. The new Labour-led Government has promoted the ethic of co-creation and discussion before publishing reports, strategies and action plans. Representatives from the library sector as well as from the Digital Inclusion Alliance Aotearoa (DIAA) have had the opportunity to engage with officials from the Department of Internal Affairs and other stakeholder groups throughout the development of the Blueprint. So there really shouldn't be any surprises.

The Blueprint takes a broader view of digital inclusion than the more frequently quoted 'digital divide'. The digital divide has become synonymous with the 'access' element of digital inclusion, ie. do people and communities have connectivity with computers and the internet, is the content accessible by everyone, regardless of their levels of literacy or ability, are the digital devices and internet connections *affordable*?

The Blueprint certainly embraces the above 'access' elements, but challenges us to pay more attention to the other three elements – motivation, skills and trust, ie. do people see any benefits in engaging with digital technologies, do they have the skills and confidence to use the technologies and most importantly, when they are engaged, do they know what to trust and keep themselves and their families safe.

It is this latter element (trust) that links to the theme of this issue of Collected – resilience and student care. Online resilience is about helping children cope with whatever the online world throws at them. It encompasses online bullying, privacy, knowing the difference between 'some time' online and 'all the time' online, exploring individual identity, empowering children to have a sense of control and how to speak to others when they feel unsafe. A recent Colmar Brunton survey revealed that 92% of New Zealanders are concerned about young children accessing inappropriate content on the internet<sup>2</sup>.

There are many excellent online resources, such as the Digital Licence<sup>3</sup>, the Digital Resilience Kit<sup>4</sup> and Netsafe<sup>5</sup>, all of which provide advice to parents about how to engage with and support their children online. But what will motivate parents to take the time to learn about these resources and empower themselves first. DIAA has recently secured funding support from InternetNZ to develop and pilot a Digital Wellbeing programme during 2019 in collaboration with Hutt City Libraries. This aims to directly address the concerns being expressed by so many parents about how to keep their children safe online. As this programme rolls out through the country, we would welcome the assistance of school librarians to engage parents of your students in this programme.

### REFERENCES

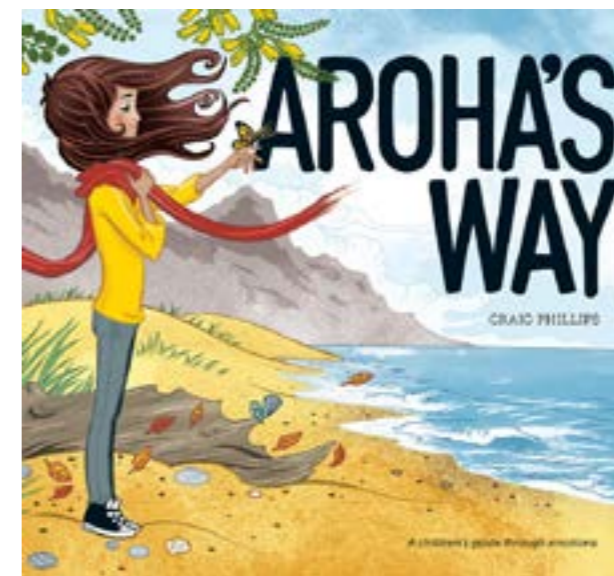
<sup>1</sup>The Digital Inclusion Blueprint, <https://www.digital.govt.nz/digital-inclusion>

<sup>2</sup>Colmar Brunton, Public Opinion Research 2018, released 31 January 2019 [https://internetnz.nz/sites/default/files/InternetNZ\\_public\\_opinion\\_research\\_results.pdf](https://internetnz.nz/sites/default/files/InternetNZ_public_opinion_research_results.pdf)

<sup>3</sup>Digital Licence. 10,000 New Zealand intermediate students participated in this Australian programme in 2017-18, with support from Google New Zealand. We would like to see this excellent resource made available to all parents. <https://www.digitalllicence.co.nz/>

<sup>4</sup>Digital Resilience toolkit. <https://www.internetmatters.org/advice/digital-resilience-toolkit/>

<sup>5</sup>Netsafe. Up-to-date advice for parents on current online issues such as hate speech and online abuse, as well as alerts to new online scams. <https://www.netsafe.org.nz/>



## AROHA'S WAY - 'A CHILDREN'S GUIDE THROUGH EMOTIONS ASSOCIATED WITH ANXIETY'

BEX LIPP – AUTHOR

Written and illustrated by award-winning New Zealand author/illustrator Craig Phillips.

*"Aroha's Way is anticipated to be an important contribution to mental health literature."* - Education Central

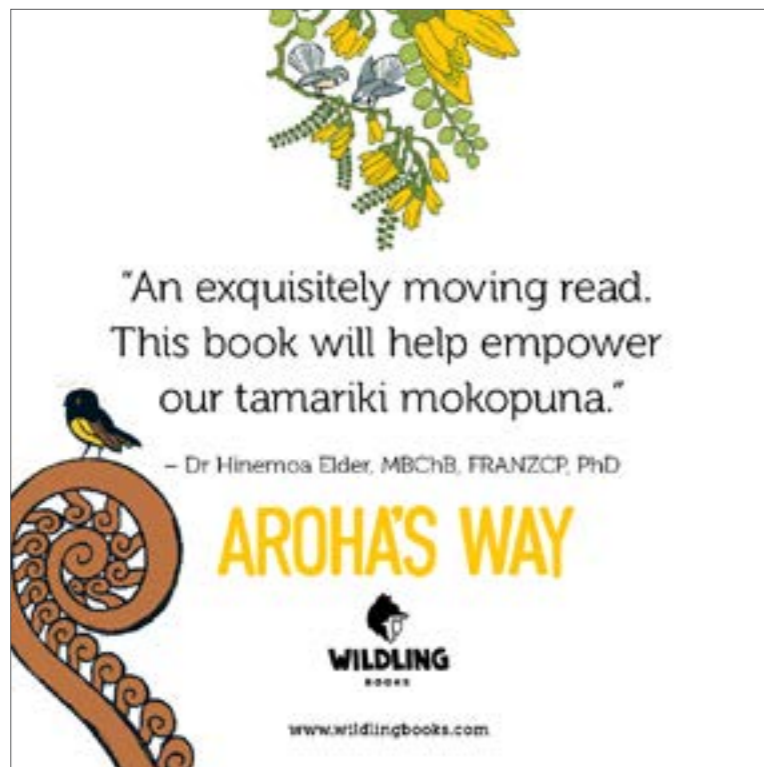
*Aroha's Way* was the winner of a mental health creative grant by Like Minds, Like Mine ([www.likeminds.org.nz](http://www.likeminds.org.nz)) last year. The Wildling Books team were beyond excited to be able to produce the book a lot quicker than anticipated with the assistance of the grant.

Bex Lipp, director at Wildling Books, had recently sold her shares in a business where they were self-publishing gratitude journals for adults and children. She was quite outspoken around mental health issues within that business and was always very open to sharing her own personal journey with Borderline Personality Disorder (BPD), clinical depression, anxiety, self-harm and suicide attempts. She ended up in crisis and thankfully received two years of intensive cognitive behavioural therapy in her early twenties. So, almost twenty years ago, she learnt skills like mindfulness, breathing exercises, transcendental meditation, self-care techniques and how she could literally re-wire her brain to think in new ways. She was asked to write her story for a doctor to provide hope for those battling with BPD, which she accepted. Back then, the stigma associated with mental health issues meant she choose to use a different name (due to pressure from family). She is so pleased things are changing and people can now talk about their feelings and mental health in a more open way due to more and more people sharing their own stories. Opening up conversations around the topic helps others feel comfortable to do the same, knowing they are not alone.

That journey inspired her to look at ways that she could share tools to help people create greater resilience, with the whole idea of the ambulance at the bottom of the cliff needing to change. "We know about powerful, yet simple tools that our children should be learning. Through this book I hope we can get some of those messages across in the hope to prevent children ending up like I did," Bex said.

"As a child," Bex said, "I received messages of, 'she needs to harden up', and 'suck it up', or 'stop being so sensitive', and called things like 'cry baby', even from teachers. None of these were helpful and only worsened my anxieties. I was sensitive and I realise now as an adult, that that is a good thing. That it shows I am compassionate and empathic. This book is something I am so proud to have been part of. And in a way, it is helping me to heal the little girl I once was. To let her know that 'sucking it up', wasn't a great thing to do after all. That what I felt was normal."

The idea for the book was inspired after receiving an email about the grant. Bex had an idea about making a book about anxiety for children. She had set up a new company in August 2018 with her great friend Craig Phillips called Wildling Books, and had already produced two children's books – The Adventures of Jack Scratch series which were graphic novels. Craig had just won the NZ Book Awards, Best Illustrator for 2018 for his first book 'Giants, Trolls, Witches, Beasts', and so they were able to pitch the idea combined with Craig's amazing skills when they applied for the grant.



Bex came up with the original concept for the book and provided Craig with the four main emotions around anxiety, (nervousness, fear, worrying thoughts and apprehension) and a tool for each to help manage that emotion. From that, Craig worked his magic and wrote the poem in one sitting. Craig has proved that he is also a talented writer to go along with his fabulous skills as an illustrator. Craig (who is originally from Australia) studied for hours and hours over all sorts of native plant books to ensure his art truly reflected what it is like in New Zealand within the book. *Aroha's Way* is visually stunning and it really feels like New Zealand on every page.

Bex wrote the parents/teachers notes at the back as a way of expanding further the tools that Aroha uses in the story. "I wished I had something like this as a child, as I suffered terribly from anxiety, which then developed into my other issues," she said. With rates of anxiety on the rise for our children, this book could be another great resource for children, parents and teachers alike.

Bex knew from the very start that the main character would be female, as she is a huge feminist, but also wanted her to be Māori. This was important to her because a lot of her extended family and close friends are Māori and they are not reflected in our books. "Our children should see their own faces on the bookshelves. Aroha is strong and clever, and will be a positive role model for children." However, the book isn't about what she looks like, it is about how she feels and the tools she knows to use to manage those feelings. It was just another aspect that was important to Bex and the team at Wildling Books.

They knew that whether they won the grant or not, that they would publish the book but were thrilled to find out that they won the grant late last year. The grant helped the little family company get the book produced much faster, with the first shipment arriving on New Zealand shelves at the end of May. The Wildling Books New Zealand

distributor, Anneliese from Tikitibu, had a fabulous response at the recent Gift Fair. Before *Aroha's Way* was released, she didn't even have samples to display, just a pdf version of the book on an iPad. It brought one lady to tears ... "that just blows us away!"

Jenny Palmer, author of *Feel a Little*, had this to say about it -

*"Aroha's Way is a beautiful, descriptive and relatable book - an important book - helping children to normalise, understand and even develop their own tools for dealing with their feelings."*

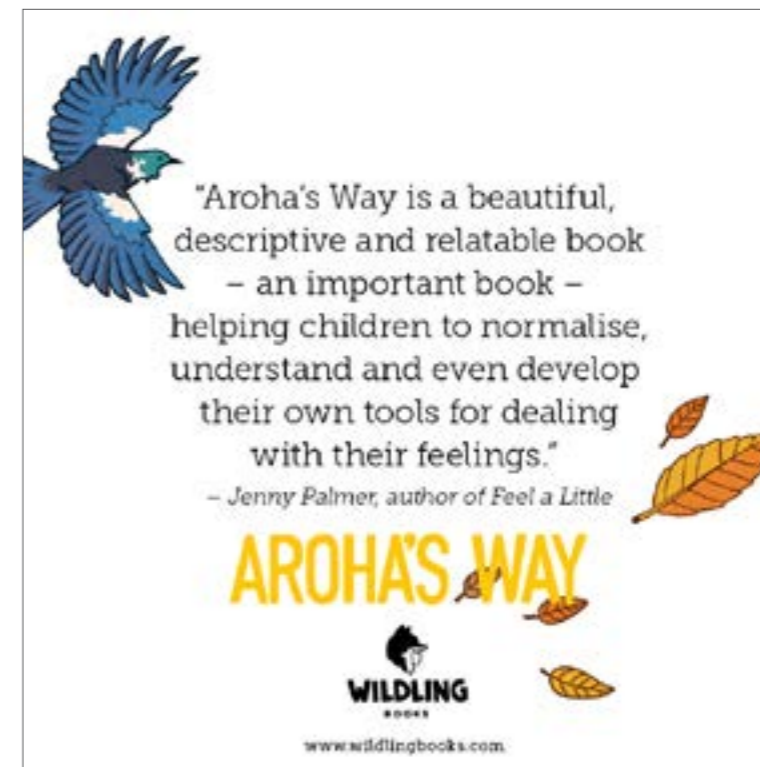
Other reviews have come through from the likes of Dr Hinemoa Elder, MBChB, FRANZCP, PhD - *"An exquisitely moving read. This book will help empower our tamariki mokopuna."*

And another review from Jimi Hunt founder of Live More Awesome -

*"In order to change our culture of greatly increasing mental illness, we need to tell stories ... this is one of those stories. Beautifully told and illustrated it is another tool in the education of our young people in how to deal with emotion and increase their mental fitness."*

Craig and Bex know this book can make a positive difference to children and say that it fills them with so much pride.

With rates of anxiety and depression on the rise, they wanted to not only offer a beautiful story but also provide tools and resources to parents and teachers that are easy to use and help spark conversations around our feelings. "Learning to recognise and label our emotions is such an important thing to learn. I had to learn that as an adult after my life started falling apart. Letting children know that no emotions are good or bad, they are all normal and essential in living a full life. What we can do is open up conversations with books like *Aroha's Way* around what tools we can use when emotions come at us in big, uncomfortable ways."



The team at Wildling Books will be offering free resources to schools, libraries and homes. The first one they have available is an A2 poster that you can download, where Aroha shows us how to use belly breathing to help bring us back to a calm space. Diaphragmatic breathing helps take us out of 'fight or flight' mode, so it is a simple but very effective tool that would be fabulous to share with children at an early age. The download can be accessed through the Wildling Books website under the 'Treasures' page.

"The response to the book, which hasn't even arrived yet, has been overwhelming," said Bex. They have received hundreds of pre-orders and messages from teachers and parents with children who suffer from all sorts of anxiety, bullying and even just the normal starting school nerves of a new entrant. The skills are for everyone, big and small.

Anxiety is a common and normal feeling that most of us experience. Therefore, this book will be helpful to all children. "There are many children who suffer from things like Selective Mutism that will recognise themselves in the pages."

"If we wish to start making an impact on our horrendous suicide rates in this country, we need to start with our children. We need to give them the skills before they need them. Letting them know they are not alone. That when uncomfortable feelings arise there are things you can do to lessen those feelings, and that there are people that really want to help them. So many amazing organisations and people like Mike King are out there, trying to create change, to help prevent our youth becoming another statistic. I feel, that sharing stories can be another way to reach our children, to let them know they are not alone, there is hope and people really care," Bex said.

A follow up to this book is already underway where Aroha has more important knowledge to pass on to children.

Aroha will be an amazing role model for children, teaching them skills to become more resilient. Knowing that we all feel a range of emotions and that through connection and sharing our stories, we can learn from each other and grow stronger together. Through her stories, Aroha will show children that they are not alone, and the feelings like fear, nervousness, worrying thoughts and apprehension are normal. Other people feel that way too. That we should be inclusive and help one another through tough times and that there is always someone who is willing to listen and help.

Bex hopes the books will be picked up by places like Whitcoulls and Paper Plus, but in the meantime it can be ordered through their Wildling Books website, distributor or Scholastic.

Like Minds, Like Mine have provided an important list of helplines and websites from amazing organisations, for both children and adults, that have been included in the book.

*Aroha's Way* arrived in New Zealand in May 2019 and sold out in just over three weeks. Due to huge demand we have another shipment arriving in August and are taking pre-orders now at Wildling Books.

Bex Lipp, Author



## HE WHAKAARO

LYNN VARE – OTAGO BOYS' HIGH SCHOOL

### Kōrero whare pukapuka

Ko Hikurangi tōku maunga  
Ko Awapuku tōku awa  
Ko Ngātokimatawhaorua tōku waka  
Ko Ngāpuhi tōku iwi  
Ko Anaru tōku whānau  
Ko Lynn Vare ahau  
No reira, tēna koutou, tēna koutou, tēna koutou katoa.

Last year the stars finally aligned and I got to attend the *Mātauranga Māori in New Zealand Libraries* workshop run by Te Rōpū Whakahaui and Te Rau Herenga o Aotearoa at Moeraki in the school holidays! When I worked at the University of Otago it was easy getting to the Te Rōpū Whakahaui hui, but working in a school, it is more difficult as they usually happen in term time at the beginning of the year. The workshop was awesome and came at a time when I was feeling stressed and low, and thinking about getting out of the schools' library sector. With this issue of *Collected* being about resilience and student care, I thought it would be good to share so that you might be able to help others facing the same pressures. One of the many things I took from the hui was the concept of Ūkaipō – sustenance or nourishment. I think it is what we all give to others all the time in our work, but often we're not very good at looking after ourselves.

Like most of you reading this, I'm a librarian at a school in Aotearoa, working in my dream job, apart from the pay, alongside taura and kaiako who constantly inspire and challenge me. Unlike most of you, I have Māori and Pākehā whakapapa. Like most of you reading this, you will do so much more than what is in your job description. You'll work through breaks, after hours and in holiday times which you don't get paid for. You'll work at a rate lower than others in the library profession. You'll do PD in your own time and most likely be the only librarian or one of a few. Unlike me, most of you won't be expected to do karakia, organise or provide karanga for a pōwhiri, translate or proofread anything in te reo, judge the haka competition and 'do the Māori stuff' at school.

Of the 79 staff members at my state school, there are four of us whose whakapapa is Māori. Two of these people are not confident with this, so pretty much it's up to Brent, who teaches te reo Māori, and me to 'do the Māori stuff' at school. We've got 108 taura Māori at our school out of a roll of around 820, so there is quite a lot of

'Māori stuff' for us to do, and, we do it because we want to. But it's an extra pressure and comes at a cost sometimes, because a consequence of being Māori is that you're often seen to be responsible for all Māori students both academically and in terms of their welfare and wellbeing. Also, your school will expect you to be the expert and go-to-person to satisfy all their Tiriti o Waitangi, legislation and curriculum responsibilities, especially at ERO time. It's usually like that in any group or organisation which isn't based on kaupapa Māori.

But I'm not an expert. My dad died before I was born, so I grew up as whāngai in a Pākehā whānau in South Auckland. I didn't meet my whānau tūturu until I was 15. My nana Te Awaroa Anaru was a fluent speaker of te reo Māori, but none of her children were. I'm still learning te reo and am not particularly confident in tikanga, but the plus side to the downside of often being the only person with Māori whakapapa in a group or organisation is that I've had to step up. Or I could shut up, but that's not how I roll! So, while working full time I'm enrolled in an awesome Level 5 te reo course at the Wānanga o Aotearoa here in Ōtepoti. The students are really supportive of my study too.

The workshop reinforced the tikanga of how I work so that the mana of taura and whānau, colleagues and the collection is the kaupapa and focus of my job. But the responsibility for everything and anything Māori is not mine, it's every staff member at every NZ state school's responsibility, and this is where the support of other staff is really important. Pākehā and Taiwiwi can be reluctant to be involved for many reasons from rejection to it's too hard or scary. I understand, no one wants to get it wrong! But if you work in a NZ school you need to step up. At my school a small and fabulous group of people have learnt karakia to open and close staff meetings. They come to whānau hui and engage as much as possible with our taura. Some are taking tikanga and te reo courses in their own time. They send around great articles to promote discussion and understanding. One kaiako has organised for us to meet to practice our reo on Fridays at interval. Small steps which help relieve the pressures and isolation.

At the workshop less than half of the group were Māori, and it was awesome to see people really keen to learn more. As the national workshop co-ordinator Anahera Morehu said to us "Ehara taku toa i te toa takitahi, erangi he toa takitini. It is not through one alone, but with the collective that we will succeed!"



Lynn Vare (Ngāpuhi/Ngāti Hine), Otago Boys' High School

So that's the wero for SLANZA, its members and all school librarians in Aotearoa. SLANZA Administrator and Collected editor, Melanie McVeigh and I spoke at our last National Executive meeting about how we could get more Māori content into *Collected* without it being a huge burden to the few Māori members we have. We'd love your ideas and feedback, and even better your contributions. It's a work in progress but you can start by checking out the SLANZA Tiriti o Waitangi policy and reading the excellent *School Journal* resource on te Tiriti which will get you up to speed. If you can get to one of Te Rōpū Whakahaui's *Mātauranga* workshops in your area do it, you'll love it and learn heaps. SLANZA is currently working on professional development for members with Te Tiriti o Waitangi workshops planned for early 2020. Kia kaha tātou mā!

He mihi nunui rawa atu ki a koutou

Lynn Vare (Ngāpuhi/Ngāti Hine), Otago Boys' High School

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## WE NEED TO TALK ABOUT GENDERING BOOKS'

STEPH ELLIS – FREE RANGE TEACHER AND LIBRARIAN

In New Zealand schools it is very common to hear teachers and librarians talk about “boy books” and “girl books”. It is time to start thinking about whether this terminology is helpful.

### WHAT I'M TALKING ABOUT WHEN I'M TALKING ABOUT GENDER

“Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity” (Gender, 2019).

There is an argument that gender is purely a social construct. This argument says that society and culture create gender roles for boys and girls. And that these roles prescribe what is ideal or appropriate behaviour for a person of that specific biological sex. Ideas such as girls loving princesses and boys loving sports are part of these socially constructed gender roles.

On the other side, there are people who believe that behaviour is influenced by universal biological factors. They will argue that if you have a Y chromosome you are male, and if you do not you are female. This argument shows some confusion between sex and gender. And is also a tad simplistic, something the human body is not.

In human biology, sex is usually determined by a variety of things, not just chromosomes, but also reproductive organs, and secondary sex characteristics, such as hormones. New scientific evidence is emerging showing that gender is more complicated than previously thought. Research with brain mapping shows the brains of transgender people more closely align with the brains of the gender they identify with rather than the sex they were assigned at birth (Russo, 2016).

While other studies are showing that genes are more influential than any other force in shaping sex identity and gender identity (Willis, 2018).

The concept of gender will continue to evolve as more scientific evidence is obtained. However, for the purposes of this article, gender refers to “a person’s own sense of identification” (Rainbow Youth, n.d.). One’s gender identity does not necessarily fall into the binary categories of male or female. It may fall somewhere on the spectrum between these two points, and it may not necessarily remain at a fixed point.

### WHAT IS THE BIG DEAL ABOUT TALKING ABOUT “GIRL BOOKS” AND “BOY BOOKS”?

There are some books that are very obviously published to appeal to a target market. There are some that are even written for a specific audience. Regardless of how publishing companies choose to conduct their business, schools have a responsibility for the well-being of their students. This should be reflected in the book selections they make and the language that they use.

Using the terms “boy books” and “girl books” perpetuates stereotypes.

By continuing to use this language, stereotypical ideas are being reinforced about what interests boys and girls should have. While it is known that gender stereotyping has long been detrimental to girls, in terms of limiting their ideas about the choices they make in life (Office of the High Commissioner of Human Rights, n.d.), there is a growing body of research that stereotypes are similarly damaging to boys, increasing their risk of substance abuse and suicide (Grinberg and Larned, 2018) among other things.

There is no such thing as a homogenous group of “boy readers” or “girl readers”.

To talk about “boy books” makes an assumption that there is such a thing as a “boy reader”. Anyone who has worked in a single sex school can tell you that there is no such thing. Readers of one gender have interests as many and varied as the readers you will find at a co-educational school.

#### It is not an accurate descriptor.

Often the term “boy books” or “girl books” is used as a shorthand code. What is actually required is recommendations for a reluctant reader, or books with a female hero, or books with a male protagonist. Think more carefully about what it is being asked for and use precise language for what is required.

#### It narrows world view...particularly for boys.

A valuable part of reading is that it allows us to explore worlds that we might not otherwise get to experience.

When a boy is directed to books that reflect only a narrow aspect of the world — often a part he already knows — or he is shamed for any interest in what is considered a “girl book,” his understanding of girls and of himself is devastatingly incomplete. (Paul, 2016).

And as it seems to be a generally held belief that “girls will read anything”, it is boys whose perspectives are being limited.

#### It is potentially alienating and damaging.

There will be students in your school who feel like they do not fit into the gender stereotypes that they are bombarded with on a daily basis. Changing the language used to talk about books is a small things that can be done to make the library a safe and more comfortable space for these students.

#### SO NOW WHAT?

There are still plenty of ways to talk about books without gendering them.

#### Do better readers' advisory.

Before making or asking for recommendations, get to know the student better. Find out their interests and prior reading history, dig deeper than suggesting a title based only on knowing the reader's gender.

#### Examine your own personal biases.

Again, this is about knowing the readers and book stock in the library and trying to make matches based on that knowledge. Do not let your biases of what a gender “should” like interfere with recommendations.

#### Let the reader decide.

Use knowledge of the reader's interest to offer a range of recommended titles, include a couple that challenge your biases but fit with the reader's advisory you have done. Is the cover “too girly”? Does it matter if the story, characters, or style will interest the reader?

#### Use precise language.

Say what you mean. If you are looking for titles to tempt reluctant readers, say those words. Do not use a gendered word as a shorthand code to perpetuate stereotypes.

#### Genrify with care.

Book genres have stereotypes and these often dovetail with those of gender. When genrifying library collections, think carefully about what affect this will have on the reading community. Will labels, signage, and / or colour coding be helpful or harmful? Are stereotypes being perpetuated?

#### Create mindful displays.

Similarly, when creating library displays be mindful of the conscious and subconscious messages that are being shared to ensure that harmful gender stereotypes are not being perpetuated.

While it may seem harmless to gender books, it perpetuates damaging stereotypes to talk about “girl books” and “boy books”. With a little effort, school libraries can eliminate this language and champion student well-being. And the truly brave can tackle it in classrooms and staffrooms too!

*Steph Ellis, Free Range Teacher and Librarian*

\*Adapted from [a presentation given at Otago Regional Conference 2018](#) and with apologies to Lionel Shriver and Haruki Murakam

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## A WORD FROM THE MENTAL HEALTH FOUNDATION

AMANDA WICKMAN

The Mental Health Foundation (MHF) work to create a New Zealand where all people can enjoy good mental health and wellbeing.

Every year we engage schools through our campaigns such as Pink Shirt Day, which was held on 17 May 2019. Pink Shirt Day is an annual bullying prevention campaign which began in Canada in 2007 when two students took a stand against homophobic bullying at their school after a new student was bullied for wearing pink.

Aotearoa has the second-highest rate of school bullying out of 51 countries and many studies show that rangatahi who are bullied are more likely to experience mental health issues, such as depression, anxiety and even suicidal thoughts.

We advocate for a whole school approach to address these important issues. We provide teachers and students with the knowledge, resources and merchandise to not only celebrate Pink Shirt Day, but to create lasting change by building a school culture and environment free from bullying, where diversity in all its forms is celebrated.

Pink Shirt Day has its own website ([www.pinkshirtday.org.nz](http://www.pinkshirtday.org.nz)) which provides school communities with a multitude of information including Pink Shirt Day toolkits, classroom activities, research from New Zealand and around the world, book reviews written by students and much more! This year more than 1000 people from schools across Aotearoa celebrated. You can join them next year by registering on the Pink Shirt Day website.

As well as Pink Shirt Day we also run Mental Health Awareness Week which has a different theme each year, with a focus on promoting actions that boost wellbeing of teachers, students and their whānau. This campaign also has its own website ([www.mhaw.nz](http://www.mhaw.nz)) which provides information that is directly relevant to a school environment. In 2019 Mental Health Awareness Week will take place from 23-29 September. You can register for updates at ([mhaw.nz/register](http://mhaw.nz/register)).

Aside from these annual campaigns the MHF also produces resources covering different mental health topics. One of the recent resources we have produced that is relevant for a school environment is called Connecting through Kōrero ([www.mentalhealth.org.nz/korero](http://www.mentalhealth.org.nz/korero)). This resource is for teachers, parents, caregivers, counsellors, aunties, uncles, friends and other whānau members. It's for anyone who cares about taiohi/young people and needs tautoko/support and guidance to kōrero with them about suicide. As well as a written guide, we are also producing a series of videos that show people how to have different kōrero in a safe, supportive way.

Another helpful resource for schools is our weekly e-bulletin which features latest news and research from Aotearoa and around the world. This is a fantastic information source for anyone interested in keeping their finger on the pulse of all things mental health related. The E-Bulletin also includes a fortnightly book review, of which over 100 previous ones are available on our book blog page on the [Mental Health Foundation website](http://www.mentalhealth.org.nz).

The MHF library uses Accessit software for their catalogue which is also in many schools so you will be used to the look and feel of it. We call it the Information Hub and have Quick Lists and Visual Search categories set up with a focus on schools, youth and bullying.



## CONTAINS GRAPHIC CONTENT

**CAPTAIN MARVEL: RISE OF ALPHA FLIGHT** // ISBN-13: 978-0785196426  
– BY MICHELE FAZEKAS, TARA BUTTERS AND KRIS ANKA, MARVEL

MS - no make that Captain Marvel!

With all the fuss about the recent Captain Marvel movie, I thought I would review one of the recent graphic novels using this character.

The female Captain Marvel is not the original Captain Marvel, who was a male Superman knockoff published from 1940 to 1953. DC Comics, the owners of Superman sued over copyright and while the court case lingered on, the Captain's popularity grew. The case was settled in 1953 and the original Captain Marvel was defeated not by super villains, but by lawyers. Fawcett agreed to cease publishing Captain Marvel.

Along came the 60's and while DC's main rival, Marvel comics, were undergoing their first success, Marvel editors decided to create and copyright a new Captain Marvel – an alien superhero. The character was moderately successful over the years, but not a star character. A character in that series was Carol Danvers, love interest of the Captain.

Roll around the 70's and in a rush to create "liberated" female superheroes, Carol Danvers became MS. Marvel. After 23 issues of her own series, the title was cancelled. Interestingly male authors mainly wrote the "lib" hero. At the time, there were also female versions of Spiderman – Spiderwoman, and the Hulk – Savage She Hulk, to cover all the copyright versions.

MS Marvel was a background character for years until the early 2000's when she became Captain Marvel. This Captain Marvel is the one in the recent movie. Whew!

DC Comics brought the original Captain Marvel back into print in the 1970s. For copyright reasons he could not be called Captain Marvel so the series was named Shazam! after his magic word. This Captain Marvel is in the recent movie Shazam!, not, I think a coincidence.

While I could say lots about the Shazam! Captain Marvel, I am reviewing one of the Marvel versions of Captain Marvel, the Carol Danvers version.

The character has appeared in quite few short-lived series in the 2000's and some of these were critically acclaimed and written by female authors, sales haven't managed to support them. This is for a variety of reasons: the skewed aging male comic book audience, a resistance to new versions of old characters, and a lack of appeal to children and marketing issues.

There is a flood of Carol Danvers related Captain Marvel material at the moment due to the movie and I will review Captain Marvel: Rise of Alpha Flight, a trade paperback reprinting five issues of the 2015 series.

The series, written by Michele Fazakas and Tara Butters, teams Captain Marvel with another team of heroes called Alpha Flight. They are based on a space station and their mission is to protect Earth from alien life forms.

Despite some solid action scenes set in outer space, the story is generally weak and very predictable. Captain Marvel butts heads with authority, exposes an alien plot and punches things in outer space.

It's a very generic superhero story that concentrates on action with very little characterisation or originality.

Kris Anka's art is solid and serviceable, but the story doesn't give him much to do apart from outer space action. A quick shallow read. Not recommended.

*Reviewed by  
Greig Daniels, Tokomairiro High School*



## THE COMPLETE SCARLET TRACES VOLUME 1 // ISBN-13: 978-1781085028 – BY IAN EDGINTON AND D’ISRAELI, REBELLION PRESS

The *Scarlet Traces* series is a set of short comic mini-series intended as sequels to HG Wells’s *War of the Worlds*. Recently these have been re-published as the *Complete Scarlet Traces*.

*Scarlet Traces* was published first, followed by another mini-series *The Great Game*, and was followed by an adaptation of the novel *War of the Worlds*. Subsequent new chapters were published in serialized form in 2000 AD magazine.

Volume One opens with the superb adaptation of the novel in comics form by the *Scarlet Traces* team. The story is abridged well, and much of Wells’s terror and fear of the Initial Martian invasion is ably carried through in this adaptation. The narrator, not named, tells of Earth under Martian control and the terrible uses to which they put human beings. The giant tripods are used to spread destruction and terror. After a reign of horror, the Martians are laid low by microbes and disease which they have no resistance to, and man is left to rebuild after the invasion.

*Scarlet Traces* is the second half of Volume One. Set in a semi steampunk United Kingdom ten years after the invasion, the Martian’s science has been re-engineered into making the UK a scientific utopia.

Nevertheless, the bullish expansionistic government hides some dark secrets. As the war mongering prime minister presses for a revenge attack on Mars, two veterans of the invasion begin to search for a young woman

who has gone missing. Their detective work leads them into the underbelly of Great Britain, where they meet anti-technology activists, resistance agents, and those cast aside by the new world.

The plot is solidly laid out and Edginton and D’Israeli, both accomplished story tellers, are adept at creating tension and mystery as well as delineating the streamlined utopia of the future Great Britain.

Both Ian Edginton and D’Israeli (real name Matt Brooker) are both veterans of the UK comics industry, building their reputation there before becoming involved in the US comics’ world. Edginton has worked as a co-writer on many properties with Dan Abnett and has collaborated with D’Israeli on other comic properties.

While I really enjoyed the adaptation of the *War of the Worlds*, presented first in the volume, there are a few issues with *Scarlet Traces*. The character of the prime minister is very one-dimensional and the detective’s characters, while well crafted, are a tad stereotypical in places. One plot development concerning them seems almost too much in retrospect. The story leads into the next episode well but the protagonists are defeated in their objective and nothing is changed.

D’Israeli beautifully conveys the utopia of the future – cool and streamlined, and brightly coloured. He also manages to capture the seediness underneath.

His characters are well designed and the action he presents propels the story along well. The comic pages are beautifully laid out and colour is used very effectively.

I enjoyed the series and am eager to read the next volume that include the next chapter *The Great Game* set thirty years after *Scarlet Traces*.

A very good graphic novel recommended for senior students, science fiction and steampunk fans.

Reviewed by  
Greig Daniels, Tokomairiro High School



## REAL FRIENDS – BY SHANNON HALE & LEUYEN PHAM

Audience: Middle School +

Remember how complicated friends and friend groups were at school? Remember not knowing if you were ‘in’ or ‘out’? Prolific children’s author Shannon Hale uses her own biography to share how the school years felt for her.

*Real Friends* moves through the school years following Shannon, her friend Adrienne and the ‘in group’ they both become part of. Shannon grapples with finding her place in the world which provides the platform for teasing out issues such as isolation, anxiety, mental health and simply just feeling left out. All are handled with care by the author and illustrated with heart by Leuyen Pham. The book is complimented by a detailed author’s note in the back. A quotable line from this section reads:

“Friendship in younger years can be especially hard because our worlds are small. If you haven’t found your “group” yet, hang in there. Your world will keep growing larger and wider.”

This book is a treasure every student should read.

Reviewed by  
Michele Coombridge, Pinehurst School



## BOOK REVIEWS

### AROHA'S WAY – BY CRAIG PHILLIPS

*Reviewed by Sophie Cosford, Anxiety Support New Zealand*

Audience: Primary upwards

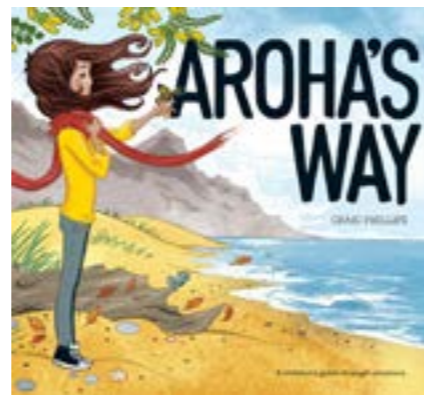
I've had the privilege of reading Aroha's Way and I highly recommend it. It's absolutely beautiful and so incredibly needed. The poem woven throughout rings true and the teacher / parent notes at the back are just spot on. We are very lucky to have a book of such high quality being published about anxiety in children.

I founded the support group Anxiety Support New Zealand here on Facebook, and I have a long history myself with anxiety. I see a lot of parents reaching out for support with their children, and not knowing how best to help them. It breaks my heart that so many children are suffering. I feel like this

book will help children identify themselves amongst the pages and learn from Aroha and her methods for dealing with the main feelings anxiety raises.

I'm also an experienced teacher who has worked with many children with anxiety. This book will be a very useful tool in my anxiety toolkit when working with children and their parents. I would recommend all schools purchase a couple to have available to teachers, and preferably one to have in the library for children to access themselves.

I know it will be a huge success and I'm looking forward to reading the copy I have pre-ordered to my son when it arrives soon.



### BECOMING - BY MICHELLE OBAMA

*Reviewed by K. Leahy, Kelston Boys' High School*

Michelle Obama, I know that place you came from. – that working class home with loving parents who gave unwavering support to their children. That home where you learnt about hard work and resilience. This autobiography resonated deeply with me because those values are important in our lives too.

Michelle Obama devotes a large part of the book to her upbringing and Barack Obama enters the story for the purpose of illustrating how their relationship affects her – don't expect a slew of gossip about the trivia of his life.

Well aware of the lower expectations that some of her teachers had for her, Michelle Obama always felt that as an African-American, she had something to prove. She gave her studies, and then her employment, maximum effort. As a Harvard law graduate,

she was working a coveted position in a top law firm when Barack arrived there as an intern. Eventually, he would convince her of the contribution she could make to society through joining him in community work despite the drop in pay. From there, the political involvement and advocacy would be inevitable.

Michelle Obama did not expect that her husband would become president despite feeling that he deserved to be. The resilience learnt in her earlier years stood her in good stead as she stepped into the role of First Lady and faced the new challenges brought on not only by her position but by being a wife and mother.

Michelle Obama's writing style allows the story to flow and prevents this from being a stereotypical political memoir. An interesting and thoroughly enjoyable read

despite its size, "Becoming" is a salute to enduring family values that so many of us share.



### BOY SWALLOWS UNIVERSE – BY TRENT DALTON

*Reviewed by K. Leahy, Kelston Boys' High School*

If you picked up this book and read the blurb, you couldn't be blamed for putting it down again immediately.

13 yr old Eli has an ex-junkie for a mum, a drug dealer for a "stepfather", an ex-con for a babysitter and a brother who is mute by choice. Eli loves his imperfect family deeply and there is a particularly close relationship between the two brothers.

They live in a low-level suburb of Brisbane from which Eli is desperate for them to escape. Instead, he has to learn how to navigate his teen years through life's uncertainties and dramas. Helping him to focus on survival is his ultimate dream of becoming a reporter at one of Brisbane's big newspapers. The supporting cast of characters is vividly drawn and their

interactions with Eli take us through his development from boy to young man.

Violence, or the threat of it, is there throughout the book along with a goodly amount of expletives but the writing is very descriptive and the story is utterly compelling. Although the book has been touted as semi-autobiographical, the author says that it is a work of fiction and indeed it has a slight fantasy element to it.

I picked it up out of curiosity because it had appeared in so many "Best Books" lists in 2018 and my curiosity was well rewarded. I would recommend "Boy Swallows Universe" to any reader who likes a book that is different to the norm – I would say for advanced readers in Yr 11 and up.



### BRIDGE OF CLAY – BY MARKUS ZUSAK

*Reviewed by Michele Coombridge, Pinehurst School*

Marcus Zusak's latest tome of a book is no easy read. It's a book you need to take your time over, each line requiring the critical analysis of reading poetry, such is the mystery and imagery of each line.

Once you have navigated your way through the imagery and innuendo of the text, and the outline of a setting begins to emerge, you are in for a treat. Zusak's Bridge of Clay is the story of the five rough and tumble Dunbar boys, fending for themselves after losing their mother to cancer.

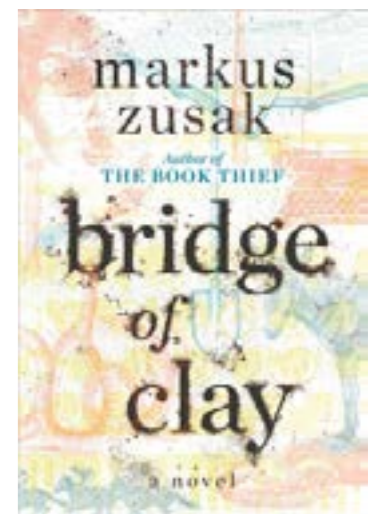
The story begins with the return of the Dunbar's wayward father, The Murderer. The Murderer delivers an invitation for the sons to join him at his new homestead, where he needs help to build a bridge that won't be washed out in the floods.

Fourth brother, Clay, is the only Dunbar prepared to take another chance on their

father. His willingness to follow his father out to the bush block is the trigger that begins to unlock the grief and entrapment the boys had found themselves in for so long.

The oldest Dunbar boy, Matthew, narrates the story in rough fragments that criss-cross characters, time and place – perhaps this too is symbolic for the way he must bang the story out on an old typewriter, dug up from the ground.

Yes, it could have done with a bit more editing, and possibly would have been a lot more readable if it had flowed more smoothly, but I found myself totally caught up in the sad and mournful story of these beautiful, unruly boys with shattered hearts... And the animals. Loved the misfit animals.



## NO FIXED ADDRESS – BY SUSIN NIELSEN

Reviewed by Annabel Bailey, Long Bay College Library

Audience: Intermediate and up

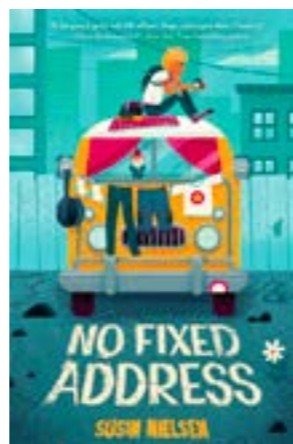
Teenage Felix and his loving but flaky mother Astrid are living in Vancouver and deeply affected by the housing crisis there. After being evicted from their apartment they must move into a cramped and cold Westfalia campervan, and worst of all for Felix there is no bathroom.

Felix is an intelligent resourceful boy with a love of trivia, facts and figures. He grabs the opportunity to go on his favourite TV show Who, What, Where, When as a contestant.

If he wins the prize of \$25,000 he can have enough to for them to move into a proper apartment again.

Susin Nielsen takes the tough issues of homelessness and people who fall through the cracks in society in this moving story told with warmth and humour. A great read about the realities of coping with life with no proper home.

Click [here](#) for more information about the book.



## IN THE DARK SPACES – BY CALLY BLACK

Reviewed by Corinne Hinton, Kings College - Auckland

Audience: Intermediate and upwards

In 2015 Cally Black was an unpublished writer when she submitted her manuscript for In the Dark Spaces to the team at Hardie Egmont for the Ampersand prize. This prize is a fantastic opportunity for debut novelists in Australia and New Zealand to be recognised and published. But it also means that the winners have been selected from hundreds of submissions to be the very best in any particular year.

Incidentally Cally Black is originally from New Zealand although she has spent many years living in Melbourne.

So back to the book. Originally published in 2017, it has been around for a while, and I have only just discovered it. It is a thought-provoking read, broken down into very fast-paced short chapters.

With the minimum of description, the author quickly builds a strong image of place. We find ourselves in space, immersed in a story with a tense atmosphere which never eases until the end of the book. It begins with two stowaways on a space freighter. The illegal travellers are Tamara (fourteen years old) and Gub (two years old).

Tamara cares for her cousin whilst her aunt works in the kitchens. Tamara has dreams of a future learning to cook side by side with her aunt, and travelling openly, as part of a freighter crew. She is a loving girl who adores and amuses her cousin as they hide. She is quick witted and spies on the crew as they pass close by.

Then suddenly in chapter four, boom, a shocking and violent invasion takes place when the ship is boarded by alien creatures, or Garuwa, and the crew are massacred.

Tamara finds herself heart-broken but surviving, learning to communicate in a world of aliens. Nothing is black and white and now events are about two tribes, and what happens when you can see both sides? Why is Tamara the only survivor of the freighter? Why does she go along with the Garuwa? Do the Garuwa trust her? When you are alone, who are your family? And will Tamara ever find her family again?

This Young Adult novel is dedicated “to all young people searching for a kinder future in a harsh world.” I highly recommend it.

Read more about Cally Black [here](#).



## SLEEP WELL SIBA & SABA – BY NANSUBUGA NAGADYA ISDAHL

Reviewed by Helen Muxlow, Karori West Normal School

Siba and Saba lose things: seven sweaters, silver sandals and even their bedroom slippers, and when they fall asleep at night, they dream sweet dreams of the things they have lost. Then one night their dreams change to the bright future ahead. The book is beautifully illustrated by French artist Sandra van Doorn and features whimsical images in pastels and digital art of the two sisters and their Ugandan heritage. Not didactic in the slightest, the simple but delightful story celebrates diversity, reading as a gentle bedtime story with gorgeous

images that reflect the author’s Ugandan heritage.

This book is a lovely addition to any primary school library and helps to fill the gap in many picture book collections of books where children of differing ethnicities can see themselves reflected in the books they read.

Image courtesy of [bookmonsters.info](#)



## SUMMERLOST – BY ALLY CONDIE

Reviewed by Michele Coombridge, Pinehurst School

Audience: Middle School, Junior College

‘Last summer we had a Dad and a brother and then they were gone. We did not see it coming.’

After the death of her husband and son in a horrific car accident, Cedar’s mother takes her grieving family back to the small town where their grandparents live. Twelve-year-old Cedar narrates the story of her family’s adjustment to life without their loved ones, and their first summer of knowing that in the space of one moment your life can be changed forever.

‘We learned from the accident that anything could happen. Anything bad, anyway.’

Cedar becomes curious about the boy who rides past her new house each day, nicknaming him the Nerd-On-A-Bike.

When she learns that his weird attire is his costume for the outdoor Summer Shakespeare theatre festival, she stops being so mean to him and a delightful friendship evolves.

With help from Leo (Nerd-On-A-Bike), Cedar also gets a job at the festival and the two become intrigued by an old unsolved mystery at the theatre. Cedar gets so caught up in solving the mystery of actress Lisette Chamberlain that some of her new friends get hurt and let down.

A delightful, bittersweet coming of age story from the author of the popular ‘Matched’ series.



## THE MAPMAKER'S RACE – BY EIRLYS HUNTER

*Reviewed by Michele Coombridge, Pinehurst School*

Audience: Upper Primary, Middle School, Junior College.

The Santander family are travelling to the pioneer town of Grand Prospect to compete in The Mapmaker's Race – an expedition to trail blaze an access route across a rugged mountain range. A mishap at one of the train stations sees the children's mother left behind. Knowing their financial futures are at stake, the children forge on and enter the competition on their own.

Thankfully for them, a local boy called

Beckett offers to join the disorganised little group as their cook and guide. Between them, the five children have some unique and interesting talents that will surely help them be first to cross the New Coal Haven finish line.

But not everyone is playing fair. Many dangers and challenges lie ahead in this fabulous children's story. Eirlys Hunter (NZ) has created a thoroughly engaging novel that has all the satisfying qualities of a great adventure. I hope it wins many awards.



## THE TRAITOR AND THE THIEF – BY GARETH WARD

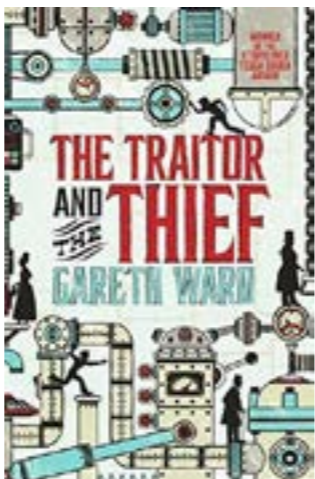
*Reviewed by Michele Coombridge, Pinehurst School*

What a pleasure it is to be able to recommend this terrific steampunk adventure novel, especially when it is written by one of our own New Zealand authors, Gareth Ward.

This riveting middle school plus novel opens in the streets of Coxford, Britannia, with a scene that may have jumped from the pages of Oliver Twist: the steampunk edition. The main character is a boy called Sin, an orphan and a thief who finds himself pursued and captured by a sinister man with some very strange abilities.

The man is part of an organisation called COG, who want to enlist Sin as one of their covert recruits. Pleased to find a way out of his life of crime and poverty, Sin warily agrees and the doors of privilege begin to open up before him.

Gareth Ward does a fantastic job of creating an intriguing world full of glorious steam gadgets and invention. Action and adventure flow aplenty alongside well developed and eccentric co-characters, who team together with Sin and eventually, of course, help him save the day. Great stuff!



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