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On the wave

SLANZA 2011

SLANZA Conference 2011

School Library Association of New Zealand Aotearoa

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Sunday 17 - Wednesday 20 July 2011

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Tēnā te ngaru whati, tēnā te ngaru puku
There is a wave that breaks, there is a wave that swells

Editorial

Donna Watt, SLANZA Communications Leader

A note from the other side

Welcome to the latest issue of Collected. Working on this issue from the other side of the fence has been an interesting experience. It has been particularly interesting to work on compiling an issue focusing on eBooks and eReaders from a school library perspective, while working in a public library that is considering the same issue, through a very different lens.

Earlier this year there was a great brouhaha on public library listservs and on blogs all over the world, when Harper Collins signalled their intention to put a 26 loan cap on eBook circulations. Oh my, that got the commentators right up on their high horses. Some librarians were moved to resort to YouTube to protest the ridiculous lending limit proposal, and made their point fairly explicitly.

Public libraries are deeply involved in the contractual and cost concerns related to engaging with companies such as Overdrive for the supply of eBooks from their external platform. It is of concern to some that Overdrive contracts run for four years, and with an industry so clearly in its infancy, it seems an inordinately long time to be contracted to one company. The eBook landscape will change exponentially during that four-year period, and so, presumably, will price and contractual conditions. The newly announced entrance of Wheelers into the eBook market for school and public libraries has added a welcome New Zealand perspective, and we are all awaiting further information with interest.

Another matter of concern to libraries, and I would include school libraries in this, is that the eBook service providers, like Overdrive, move the patrons off your site (or out of your electronic catalogue) and onto their website to perform the eBook circulation transaction. This does mean that the savvy user will soon realize that they only have to bookmark the Overdrive website, and use their patron authentication in that environment. Essentially, for those users who turn to eBooks as their primary source of reading material, we could easily become excess baggage. So what are we going to do about that?

Similarly, in a school environment, there is a real danger in hanging back too long before engaging with this not-so-new technology. How much would it take for a tech-savvy teacher with a little bit of management clout, to decide that libraries are no longer needed because "we can download what we want from the web"?

It may sound like heresy, but if I'm thinking it, you can bet your last dollar that someone else is out there mulling it over, too. As always, it comes back to us showing the ways in which we can lead the charge, and add value to student engagement with information and books in any format. Yes, be careful, experiment before you commit, but do begin to experiment. Boldly. Visibly. Collaboratively. And very loudly. Before someone else does it behind your back.

If all of this leaves you concerned about our future, don't be! I leave you with a really positive read, promoted by Library Link of the Day this week – 5 Myths about the "Information Age". Take heart, my friends, the future is ours. Reach out and take it. It's available online. Now.

Donna
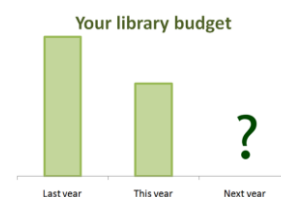donnaraelina@gmail.com

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eBook image on pages 1 & 3 by Design Continuum ($100 Laptop Website) [CC-BY-2.5], via Wikimedia Commons

eBooks and eReading in the New Zealand school library — do they have a place?

by Debbie Price-Ewen

Debbie is the founder of the NZ eReader & eBooks Taskforce (NZeRT), and library manager at Freyberg High School in Palmerston North.

I recently came across an article in **Education Today** called, "The next new thing" (Prabhu, 2009), in which the author talks about industry's non-altruistic marketing strategy to target the right audience with its 'next new thing – you must have one – buy me' masked message. As industry creates or innovates and then markets their next new thing, so does the pressure increase on all of us as consumers to "buy in".

As school librarians, we are in an excellent position to watch this continual flow of innovation and its effect on the younger members of our society in particular. Although aggressive and/or targeted marketing doesn't always guarantee buy-in across the consumer demographics, the latest digital devices and, in particular, their accompanying software is

Author's Android Tablet with the interactive Lorax picture book by Dr. Seuss

often taken up by the younger generation. Take, for example, the increasing popularity of iPhones and Smart-phones: with a 2010 study, conducted by the Nielsen Company, showing that two thirds (67%) of US mobile users aged 15-24 have a feature phone (marketingcharts.com, 2011).

Now, with the introduction of the iPad and its rival, the Android Tablet, the features are beginning to blend between devices. One feature, or in geek speak, an "app" (short for application), which has begun to gain ground among the ranks of our young readers, is digital reading (or eReading).

All of Apple's products (iPhone, iPod and iPad) have *iBooks* – an application and downloading platform from which a plethora of digital books (or eBooks) can be downloaded.

Illustrated and/or pictorial books are particular standouts on these devices, with children's books, cookbooks and even art books available to view and interact with.

Not to be outdone, Android (an operating system and programming platform created by Google) have introduced the same reading capabilities into their market with equal

success on a variety of touch screen devices – including tablets and the almost ubiquitous smart phone. There is also a growing trend for dedicated eReaders, such as the Kobo (an anagram of the word "book") and the Kindle, where the preference is for fiction, rather than illustrated books. Indeed, recent reports (including Smith, 2011) are showing more and more people are buying both types of devices (e.g. iPad and Kindle). In other words, reading is becoming "multimodal" (Chase, 2010).

Authors for young adults are also beginning to realise this growing prevalence of digital media in our young peoples' lives and as such are trying to craft and/or adapt their stories to suit. A recent online article published by *The School Library Journal* and written by Lauren Barack (2011) demonstrates the way in which Patrick Carman, author of Skeleton Creek (Scholastic 2009), has tried to leverage this new technology to the advantage of all: librarians, teachers, publishers, writers – anyone in fact who takes an interest in promoting reading. Carman's newest creation *3:15* demonstrates the multimodal approach to storytelling, with applications of his story available for both the Apple and Android operating systems. Carman's choice of book title (*3.15*) also alludes to the three ways a reader can experience his story (via multimedia) and also the time it takes to finish an entire piece - there are several pieces or *short stories* in the series, each downloadable for .99 cents US.

So, you will be able to listen to a narrator, read about 2000 words of text and then watch a short video conclusion: "I do think this is just an extension of trying to find ways to reach kids who aren't reading," says Carman "The reason they're not reading often is they're online and also watching television. And I'm trying to find a way to get reading into that top five." (Barack, 2011)

So, as the interest in and indeed, a preference for, eBooks grows, how receptive to eBooks should we be as school librarians? Near the end of 2010 the Library Journal in partnership with the School Library Journal (LJ/SLJ) did a survey of eBook penetration and use in U.S. School Libraries. At the time of publication, only one-third of school libraries said that they currently offered eBooks to users. However, looking ahead, the majority of survey respondents expected eBook circulation to increase in 2011 (LJ/SLJ, 2010).

A recent 2011 survey conducted by the New Zealand eReaders and eBooks Taskforce (NZeRT) garnered 224 responses, a large chunk of which came from the New Zealand school library sector.

94% or 210/224 of survey respondents believed there was a future for eBooks in New Zealand libraries. So, the question comes back to whether we should, at the very least, start looking at making a place for eBooks in school libraries?
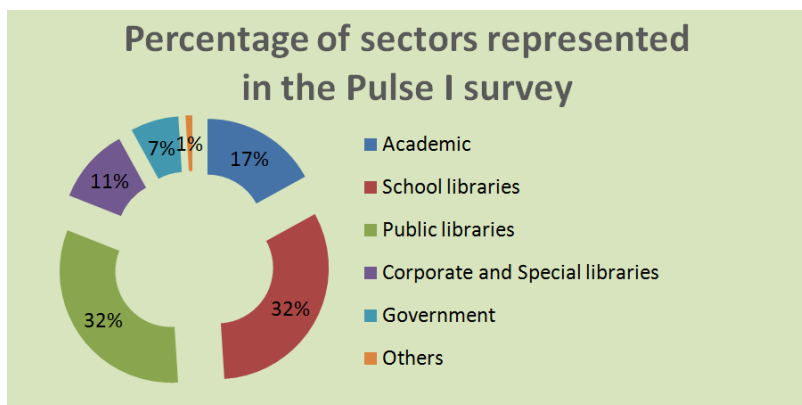
My gut instinct, back in June 2010 (when Whitcoulls released the Kobo eReader onto the New Zealand market), was yes we should. This is an exciting development in the history of reading: at least in the sense that we have another opening to the world of books and now a new way of reading books. On the flip side, there are also many unanswered questions surrounding the eBook phenomenon. Back in June 2010, I felt this acutely, and so NZeRT was founded in order to start answering some of these questions. Since then, more and

more questions have been answered and more and more evidence both from survey results garnered by NZeRT and from overseas literature have confirmed the need to make a start now with eBooks.

Of course, each of us has a choice in deciding the future of our libraries. These decisions are also made within a context of (to name but a few) funding, managerial support (or lack of) and our own aspirations as librarians. For some, the temptation to put eBooks in the "too hard basket" is a strong one. However, there are a few things you *can* do now, with relative ease even with a limited library budget, to enable eBooks and eBook reading in your library. The guide (following page) will help you work through the perceived mine-field. After all, to cross the digital divide, we must first build the bridge.

Access all the links mentioned in Debbie's article, beginner's guide to eBooks, and the glossary, with this URL:

bit.ly/SLANZA-eBooks

Percentage of sectors represented in the Pulse I survey

- Academic — 17%
- School libraries — 32%
- Public libraries — 32%
- Corporate and Special libraries — 11%
- Government — 7%
- Others — 1%

Enabling eReading in your library – a beginner's guide

Purchase an eReading device or tablet	If you want to try before you buy, Don Hill from New Zealand's owned and operated D-Shop will very generously let libraries try his range of dedicated e-readers and tablets. A lot of the big-brand stores, like Amazon and Kobo, also have very reasonably priced and reliable dedicated e-readers. Prices range from $NZ195 (latest Kobo e-reader) to $250 (latest Kindle e-reader). You can also look at NzeRT's Reviewer's Page if you are unsure about what to buy. You could also ask your public library if they plan of having a "petting zoo" of e-readers (for example, the Palmerston North City Library just recently had a couple of weekends to "try out" new e-readers). It is a very good idea to familiarise yourself with a couple of e-readers so that you know at least a little bit about the technology before you get more serious about promoting e-reading. Dedicated e-readers are very good for: / Tablets are great for pretty much everything else: * fiction / * Interactive fiction and non-fiction * best-sellers / * PDFs * traditional text / * Manga / * Comics
Download eReading software onto your computer	You can download free e-reading software onto a computer. Here are a few reliable ones you could try: Kindle Nook Kobo Adobe Digital Editions * * this one is great for reading your Project Gutenberg books and/or any other DRM (digital rights management – see *glossary*) books that you are interested in viewing on your computer
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Promotion	Promoting e-books on your catalogue is a great way to introduce e-books to patrons. You can do a couple of things for free with your existing automated library system (whichever one that may be). Try adding a link to a specific Project Gutenberg book or any book from the free e-book vendors' list above. You could also add a notation alerting your patrons to the existence of any e-books or, indeed, any e-readers with pre-loaded books that you have in your library.

As you start to get more serious about promoting eReading and eReaders in your library, you may eventually want to think about the following:

Security	There's no doubt that e-readers are a high risk theft item; tablets even more so. Add to that the bundles of e-books you have on those devices and we're talking a reasonable amount of value. Tethering your device is one way to secure it in your library. Once again, take a look at the NZeRT Reviewer's Page for a range of security tethers.
Library download packages	An expensive option and well out of the bounds of most school library budgets, but worth considering if you have the money and want to make lending e-books a breeze for library patrons. The major advantage of these packages (see our Download Libraries page for a list of vendors) is the ability to issue e-books onto your customer's e-reading devices. NB. There is a New Zealand downloading platform currently in the making, that is hoped to be both cost effective (or even free) and suitable for schools. This platform is currently in the beta stage of testing but will make legal, official e-book lending a viable option for all school libraries.

Once you've crossed over the eBook bridge, there is no looking back. You will notice immediately that the grass is a little greener; a little richer. This is because you have entered a hybrid world – one rich in print AND digital. Although there is nothing like switching on your Kindle in the middle of the night and downloading that sequel you just can't abide waiting for….borrowing and buying the printed version will always be a sweet experience.

As Philip Matthews (2010) from *Is the Book Dead?*, rightly said, "eBooks will grow the book market and as long as we are in both the physical and eBooks format we will be better off." The book is most definitely *not* dead; it has just morphed.

Glossary
retrieved from NZeRT

DRM: Digital rights management

See also Digital rights management on E-books (from Wikipedia)

Anti-circumvention techniques may be used to restrict what the user may do with an eBook. For instance, it may not be possible to transfer ownership of an eBook to another person, though such a transaction is common with physical books. Some devices can phone home to track readers and reading habits, restrict printing, or arbitrarily modify reading material. This includes restricting the copying and distribution of works in the public domain through the use of "click-wrap" licensing, effectively limiting the rights of the public to distribute, sell or use (e.g. Kindle).

Most eBook publishers do not warn their customers about the possible implications of the digital rights management tied to their products. Generally they claim that digital rights management is meant to prevent copying of the eBook. However in many cases it is also possible that digital rights management will result in the complete denial of access by the purchaser to the eBook.[22] With some formats of DRM, the eBook is tied to a specific computer or device. In these cases the DRM will usually let the purchaser move the book a limited number of times after which he cannot use it on any additional devices. If the purchaser upgrades or replaces their devices eventually they may lose access to their purchase. Some forms of digital rights management depend on the existence of online services to authenticate the purchasers. When the company that provides the service goes out of business or decides to stop providing the service, the purchaser will no longer be able to access the eBook.

As with digital rights management in other media, eBooks are more like rental or leasing than purchase. The restricted book comes with a number of restrictions, and eventually access to the purchase can be removed by a number of different parties involved. These include the publisher of the book, the provider of the DRM scheme, and the publisher of the reader software. These are all things that are significantly different from the realm of experiences anyone has had with a physical copy of the book.

NB: Legal discussion can be found here: "May a library lend e-book readers?"

Common eBook formats:

For a full list of formats and comparisons, refer to en.wikipedia.org/wiki/Comparison_of_e-book_formats
ePub
EPUB (short for electronic publication; alternatively capitalized as ePub, EPub, or epub, with "EPUB" preferred by the vendor) is a free and open eBook standard by the International Digital Publishing Forum (IDPF). Files have the extension .epub (from GOOGLE definitions. See also: en.wikipedia.org/wiki/EPUB)

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eBooks: Too hard, or just right?

Maybe it's all in the timing

By Donna Watt, Technical Services Manager, Invercargill City Libraries

I believe that currently, eBooks are simply falling into the too-hard basket for school libraries. We are already short of time, often short of funds, and not all of us feel immediately up to the challenge of using yet another new technology. Stephen Abram's article, Thinking about ebooks gives us another way to consider how we might evaluate ebooks and their usefulness within our library collections. He encourages us to consider whether or not the nature of the book's e-format enhances the reader experience in any way, and asks us to consider whether or not the expected features of a particular genre make the transition to the e-format in a useful way. As an example, he suggests that a reader of fiction may well have a similar experience when reading in either format, with bookmarks and other commonly understood methods of navigation being common to both formats. Non-fiction, however, is often read and used differently. For the purposes of research in a school library, the lack of a useful print function may well make eBooks seem a less desirable option to students.

I would note, however, that this is dependent on the way in which librarians and teachers approach their use and application.

During my last year working in a secondary school library, I invested in one eBook for the collection. It was done as an experiment, and was carefully selected in consultation with teaching staff to fit with an established unit of work, Forensics, in the Year 9 science curriculum. published by Macmillans, it was purchased along with the hardcover book set, and the eBook version was initially uploaded to the staff server on the school network. As most of the classrooms in the school had smart boards, it was intended that staff teaching the unit of work would access relevant parts of the series in eBook format, and use the smart boards to support classroom teaching.

There was already a programme in place at that year level in which specialist science teachers worked with the Year 9 staff to incorporate teaching of literacy in the context of the science curriculum. The purchase of the eBook sat very well with that programme, as teachers were already used to actively teaching students to look for text features such as headings, bold and italic text, illustrations and captions and so on, in order to help them navigate the text and find the answers to their information inquiries quickly and easily.

This particular eBook included very useful features, allowing annotation, bookmarking and much more - giving teachers the opportunity to plan ahead, and plan to incorporate the teaching of literacy within the science lessons.
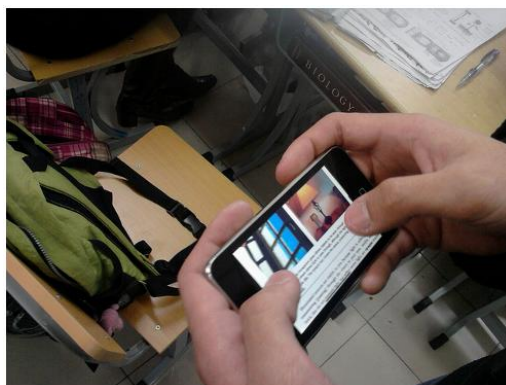

The Future by Micah Sittig (CC-BY-2.0)

As a first foray into the minefield of eBooks in the school library, it met with mixed success due largely to factors which had nothing to do with the curriculum or the willingness of all parties to try something a little different! One particular activity, though, was very useful to me, and to the senior science teacher who indulged my whim... We spent a very interesting hour together, learning how to navigate the eBook, discovering its features together while talking about its potential uses in the classroom and in supporting the curriculum. That session resulted in converting both of us into fans of the format, each waiting with bated breath for the next developments.

At the time I exited the school environment, World Book were beginning to market eBook versions of some of their sets of books, with different features, and with ongoing licensing costs to support the constant updating of online material linked through the eBooks themselves. This, to me, signalled the true potential of eBooks for school libraries. Being able to select relevant, authoratitive texts which on-link to eResources which are continually updated provides huge potential in teaching information literacy and particularly critical literacy. How much easier to set up a research task for students when you know which online resources they will use, and then ask them to go outside that resource to find further information and to evaluate the quality of the resources they find for themselves?

To me, the greatest problem inherent in the average research task set in any school, at any level, was that there was never going to be a level playing field unless all students started at the same point, using a shared resource which could be evaluated by the group. Once students have that baseline material, they can realistically be expected to do their own searches, and to have some standards against which to measure the material they find. Unless we set the standards as part of the teaching process, how can they be expected to become critically literate - and what better place to start than within the known confines of an eBook, shared via smart board, or a school network? And what better opportunity to lead the way with our teaching staff, discovering the uses of these new resources together, and planning a new way of teaching and learning?

Budget woes and what to do about them

Or spending time wisely to make the dollars go further

by Bridget Schaumann, Librarian at Kings High School, Dunedin

I work in a school with a very limited budget, because we are still paying for a wonderful performing arts building that we built a few years ago. Yes it is a fabulous resource, but it means that all departments have unspectacular budgets – ongoing!

My budget woes are far from unusual though. And even if you have a good budget this year there are no guarantees that that will always continue. If your Board changes, or the management team takes a different focus, everything can change. Low library budgets are common in our schools, and yet there are schools out there that manage to have libraries that are well used, well resourced and full of students all the time. How do those schools do it?

Maybe some of the ideas below can help, and even if you do have a good budget you might still get some ideas for the future.

What can you do right now if they spontaneously slash your budget?

Get very cross and angry and yell a lot and probably throw something (not an expensive something obviously) then get on with some of the following!

Find out why! Is it just you? There will certainly be a reason. It may be reasonable, and this setback may be temporary. Did other departments get their money slashed too? Mount an investigation and find out what is going on. Remain calm but determined and enlist the aid of supportive members of staff to help you find out. Your staff representative on the BOT might be a good place to start.

Things to do next week when you have calmed down (a bit)

Get your parents onside. I regularly put a message and photos of our students reading with intent in the weekly newsletter, and accompany it with a begging request for books families no longer want. This increases my stock of popular books, and gets me some senior fiction and popular reads. Parents want their children to read for pleasure, and also because they know that reading leads to achievement. They are the people who can help you. Spread the word; tell everyone in the world that you have no budget. Everyone! Ask them to help you advocate for the library. Get loud!

Plan reading events and advertise what you are doing in your newsletter, using the stock you have.

Get in touch with your ex-students association. Tell them of your plight, ask if they would like to make donations, have contacts you can use, or suggest the library budget as the ideal place for a bequest.

Remember many people would rather give a donation to the library than to another place in your school, they feel they can actually 'see' it. It appeals to people's need to be recognised for posterity!

Ask to speak to the PTSA about reading and the kinds of things your students read. Tell them you accept donations. Really talk to them about the reality of your limited budget, and ask if they have suggestions to help you. The main purpose of a PTSA is to raise money - something I had no idea of when I first came to work in a school.

Go to staff meetings, department meetings, get involved and keep telling people that you need more money. Not because you are grasping, but because you need to cater to the students needs.

Your library budget

Last year | This year | Next year ?
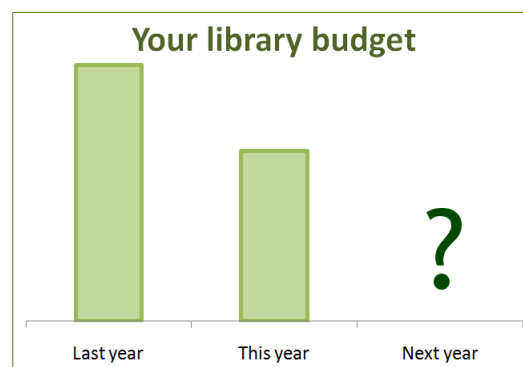
Go and find lots of reading research to back up your requests.

Talk to National Library staff. They can help you, really they can. They have research at their fingertips; they have connections and good ideas. They can come and speak at staff meetings with you. Best of all they know people who know people! Networking is key! Sitting in your office being miserable just won't work!

Talk to other school librarians, use your personal networks, even if just to vent. Seek help and ideas from the listserv – other librarians will have gone through similar cuts, so seek their advice. Just don't combine the above by venting on the listserv!

Things that take a bit of planning and mind space to do over the next 6 months

Work on your budget proposal for next year. There isn't a library in the country that should neglect their budget proposal. Be realistic but firm and make it clear that it is not possible to operate a library on $0. Sit down, preferably with someone from your school or another school who is experienced and successful at doing budgets and work out a detailed budget. Use the resources on the National Library website to plan it.

Come up with ideas for library promotion that don't cost money but which will raise your profile. There are always ideas on the listserv and nobody will mind if you use their good idea.

Get to SLANZA meetings. Isolation makes you lonely… and isolated. You could suggest that you would like a focus on advocacy and good ideas for one of your meetings.

Your staff and your students are your allies. Use them. Get them batting for you and do this by including them, by offering to work with them at any opportunity. Get them to ask you for resources, and then you can use that as ammunition. Survey your staff, ask them what they would like you to have to resource their curriculum areas. Use this as evidence when presenting your budget request.

Write to the Chairman of the board with a please explain. Ask why this has happened; ask if this is a temporary thing. Show them the research! Do the same with the Principal. Get the staff representative on the Board to support you.

Weed. Weed. Weed. If your library is full of manky old books that nobody has used for ten years then chuck them out. Better to have fewer resources that are well used than hundreds just to make it look full. Be discreet, no-one else understands the weeding rationale. A weeded library will be more attractive, better used, and the gaps in the collection more obvious – justifying a budget increase becomes easier.

Survey your school community. What do they want from the school library? Do they want something that you aren't providing? Do you have the same vision as them? They are your clients, and maybe you should have a library committee which represents the views of your school community. Could it be that you could change some of your thinking to be more in line with their thinking? Change is not always bad.

Apply for grants, hop on the Breakout website and see if there is something you could apply for. Have a specific target in mind - easy reading books for the reading disabled, a set of encyclopaedias, fiction suitable for level 3 students.

Go on a field trip. Go and see other libraries, have a look at the things that people do to make their libraries a 'want to be place'. Try to pick places that do not have a huge budget or you will just end up depressed!

Become an awesome librarian
Get the heck out of your office! Covering the books is not the priority. Getting people to use what you already have is the priority.

Mingle with the staff, go to briefings and staff meetings. Put your hand up, ask the staff out loud for things you need. "Anyone clearing out their bookshelves? Bring your books to the library and I will dispose of them for you and keep any we can use."

Ask your friends and family if they have books to spare. This is bound to get you Lee Child, sports biographies, and some Harry Potter - all useful stuff. Forbid them to throw away or donate a single book to anybody other than you.

Perception is reality
Do you know what people think of your job? Your library? Your role in the school? You? It might be a little bit scary to find out. Are you on the radar of the school community in general? This is the ideal time to find out. Create a survey, make it anonymous, online forms are great for that. Teachers are used to doing them; just ask the right questions and take note of the answers. Use this to make an action plan for the future.

When classes are in the library, mingle with the students. Tell the teacher that you would like to do an introduction at the beginning to reinforce students' knowledge of the resources.

The meek – they may inherit the earth but they aren't going to get big budgets. Stop that meekness, get all bolshy and show your mettle. Become a force to be reckoned with. Or move aside. Whining isn't going to get you more money, being impressive just might. Paste on a smile and become formidable in a good way!

The library is not just about books! If they have cut your book budget there will probably still be money for technology. Get on the list for an interactive whiteboard, data projector, netbooks, cameras – whatever you can think of. You will have more time now to learn how to use it, and promote it.

If you haven't got to spend time covering books (because you don't have to buy any), then you have lots of time to up-skill in technology. Get going on blogs, wikis, Moodle, mahara, PowerPoint, downloading eBooks and music downloads, Voicethread, Excel all that kind of thing. Set up EPIC so that it is easy for students to access. Librarians need to know how to do that stuff. No excuses.

A final note! These are challenging times. There are cutbacks all over the world in the library sector, including staffing and resource funding. It is a stressful world out there! Sometimes you just have to make the best of a very bad situation. Even though your situation might be awful you do have the joy of having students who hopefully appreciate you and everything you do. Sometimes this can be enough to get you through tough times.

Useful websites & blogs for ammunition and ideas

The National Library's templates for preparing a budget proposal. bit.ly/gKnp2V (or just search the Services to Schools site.)

A bunch of useful blogs and websites are already on the SLANZA wiki and this will be regularly updated. slanzawiki.wetpaint.com/page/Blogs+-+library+advocacy

How good are your student librarians?

Training and recognition for student librarians

Hilary Bishop, Librarian at Waitaki Boys' High School, shares her student library team's success story

With students becoming more and more responsible for their own learning it is important that they have clear guidelines as to the jobs and responsibilities that will be expected of them, a system that will keep a record of their progress, and recognition by their peers for the work they are doing.

Two years ago, using guidelines from the National Library of New Zealand website, and my own experiences, I devised a set of procedures that are easy to follow, both for the students and myself, which have resulted in an excellent student library team.

Training must be ongoing

The Librarian sets the standard, and student team leaders and senior student librarian teach that standard to the new students.

A structure or a roster which organizes students into teams allows them to become familiar with the library, the duties they are required to undertake, and acquire the knowledge to take on leadership roles.

New student librarians are taken on a one month trial and during this time, if possible, are paired with a librarian who is already very experienced. I also provide a loose leaf binder which holds sheets that are divided into 6 sections which are labeled Bronze/Silver/Gold Librarian Awards, and Bronze/Silver/Gold Leadership Awards. Each of these sheets has a list of duties at the top and spaces for the individual student's name down the side column. Each student is responsible for keeping track of what work they do, and each line across must have at least three ticks with all the various duties completed, to be awarded each particular award. Students are able to complete more than one sheet at a time, and awards are presented in order from Bronze to Gold.

On completion of the Bronze Librarian Award (this should take at least one term), the student is awarded their certificate, and student librarian badge at a school assembly. Further certificates are awarded once a term and are also presented in front of the school at an assembly.

Once students have got their Leadership Silver Award they may be considered for the post of Senior Student Librarian. This position is given to the student who has good communication, relationship and IT skills and who wishes to be further trained by helping with basic cataloguing and organizational skills in the Library. The senior student is awarded a Library Excellence Award certificate and a monetary prize at Senior Prize Giving at the end of the year.

Twice each term the library is closed over a lunchtime, once for training in repairing and covering books, and then for a get together to discuss training, ideas, difficulties etc with two of these occasions, end of second and fourth terms, also including a lunch paid for by the school!

I also have a small prize, awarded at the end of each term, for "The Most Improved Librarian". This can be for work ethic, communication, or skill in a particular task and even the team leaders can take part for this bonus.

The school also has an "Achievement Award" which student librarians qualify for in three areas;

1. Initiative, leadership or good citizenship
2. A solid record of good citizenship
3. A solid record of good leadership and/or service to the school

When these are awarded the form is taken to the Head of the school and the student is congratulated for their endeavour, and they are also entered into a monetary draw which is drawn each term.

Right:
Waitaki Boys' High School student librarian team

Below:
Student librarians at work in the library

Waikato/Bay of Plenty events
Professional development and networking

Linda McCullough, Library Advisor for the National Library's Services to Schools, reports on recent events

Annual School Libraries Tourist Trail
Friday, 19 November 2010

A huge turnout for this annual event – close to seventy school librarians, teachers, and even the odd techie showed up for a day's touring around some of the new, refurbished, and generally 'visitable' school libraries around the larger Hamilton area. The large visitor numbers meant we had to divide into clockwise and anti-clockwise touring groups, with alternative morning teas provided to cope with the numbers! The 'morning' schools were:

- Pekerau Primary in Te Awamutu, a brand new, purpose built Learning Centre; Melville High School, which incorporates library and IT Centre in a modern, integrated services centre;
- Tamahere Model Country School, a 19th century vintage school house architecturally reworked into a modern and well-used library;
- Peachgrove Intermediate, recently refurbished very sympathetically with its surrounding buildings.

After lunch in the various cafes of Cambridge, our afternoon choice of schools included:

- Cambridge High School, a sympathetically re-designed 'Nelson block';
- Cambridge East School, remodelled in 2009 to integrate library and ICT capabilities to better serve its teaching and learning objectives following the school's participation in the WaiLite ICT Cluster Group;
- Cambridge Middle School, a colourful, split-level library, at the heart of the school;
- St Peter's School, Cambridge, set up in Learning Commons style, this new library is one of the 'jewels' of library design anywhere in the country.

Thanks to Lee Rowe of the Bay of Plenty Polytechnic Library for uploading her photos of the day to a Flickr link:
flickr.com/photos/35381071@N02/sets/72157625323772263/

A great day out – always valuable for gaining and sharing library environment ideas, and for networking with other library and teaching staff. 2011? – Tauranga!

Term 1 Workshop Day
Friday, 18 March 2011
'Collection Management for 21st Century Learning'

This workshop, held in Mt Maunganui College's recently refurbished library - 'Wow!' – attracted over 40 participants from as far afield as Kerikeri and New Plymouth. Our first speaker, Toni Twiss, an eLearning and ICT PD facilitator (www.tonitwiss.com), spoke of the many ways students now access information, from in-library databases through to mobile phones. Her 'Prezi' datashow prezi.com/wqaifle5_bnb walked us through the many resources and applications we have to get our heads around when 'Living in the Cloud'.

Bay of Plenty Polytechnic library staff looked at the different ways we have to manage our collections now that the 'The Library is Everywhere, Everywhere is the Library'. Wendy Ballard spoke of the development of her 'Infoblitz' website www.infoblitz.co.nz which assesses and collects online resources suitable for school students. Joanna Thomas discussed collection management policies, and prioritising collections to maximize usage. This also brought up eBook and e-Journal issues, and she highlighted some of the management issues arising from these, including eReaders and other delivery mechanisms. Lee Rowe completed the BoP Polytechnic presentation considering how to embed the library in your institution in the ways you collaborate with staff.

The afternoon session was taken by Vicki Stephens, a National Library adviser, on 'Making your database sing!' Your collection is only useful if your database is set up to maximize access to it, and Vicki had a rapt audience as she talked us through the parameters of Library Management Systems; why cataloguing standards are important; web access, and making sure your library is integrated with (and integral to) your school's online environment if you want to make a difference to teaching and learning in your school community.

A great day's professional development for the Waikato/Bay of Plenty school library community – absolutely enhanced by fantastic food from the school canteen's Cordon Bleu catering! Everyone went home happy...

School Librarian recognised in LIANZA Student Awards

A rural school librarian was among the recipients of the 2010 LIANZA Student Awards.

Te Kuiti High School Librarian Dawn Marsh received the annual David Wylie Prize, which honours the memory of former Victoria University of Wellington Librarian David Wylie (1925–1985).

Two prizes were established in 1986 in recognition of Mr Wylie's involvement and concern with education for librarianship. One is made to a student at the School of Communication and Information Management at Victoria University and the other to a student of the Open Polytechnic of New Zealand.

Dawn was considered to have provided the best piece of work dealing with library and information issues from work submitted for the papers 72 370 Library and Information Issues and 72 371 Policy and Planning for Information Services as a student of the Open Polytechnic of New Zealand.

"It was a complete surprise, the first I knew about it was when I opened a courier package and found out I had been awarded the prize", she said.

"I certainly wasn't aware of it when I enrolled in the courses. I was just focused on completing the Diploma in Information & Library Studies (Level 6) and juggling study with competing work and family commitments."

Dawn's paper was based on the concept of the 'Knowledge Wave' and the impact of information on our social, cultural, economic and political lives.

* Article supplied by Dawn Marsh, includes portions previously published in the Te Kuiti High School newsletter and the *Waitomo News,* 2 December 2010.
waitomonews.co.nz/issues/2010.12/2010.12.02.WN.pdf

"My essay focused on the role libraries play in closing the digital divide. This is a particular issue for students at Te Kuiti High School, which is small, low-decile (decile 3), rural school which has undergone significant ICT upgrades in the past four years. At our school information access is not just related to income or social inequality, as many of our wealthier farming families live in rural areas and do not have access to broadband infrastructure at home."

Dawn has been an outspoken advocate for school librarians and sees this award as giving recognition to the school library profession.

"As school librarians we play an incredibly important role in preparing students to cope and thrive in an information-rich world, and to develop the textual literacy and information literacy skills that will ensure they don't miss out on the benefits of the information age.

"I'm really proud to have won this award as a school librarian because it demonstrates that we take our work seriously and that we can compete academically and professionally with librarians in other sectors.

"I sometimes come across the attitude that those of us who work in schools are somehow second-class librarians or merely 'parent helps', which makes me really angry.

"I work within a network of incredibly skilled and knowledgeable school librarians who have a range of experience and qualifications. All of them are exceptionally capable professionals and I'd like to think that those librarians who welcomed me into the profession are sharing this success," she said.

Dawn is still studying with the Open Polytechnic of New Zealand and hopes to complete the requirements of a Bachelor of Arts (Information & Library Studies) in 2011.

More information about these awards is available from the LIANZA website:

lianza.org.nz/news/2010/oct/21/winners-lianza-student-awards-announced

www.lianza.org.nz/awards/student-awards#david

Profile – Fiona Mackie
SLANZA President Elect

We would like to ask you to join us in welcoming Fiona to the fold, and will simply hand her over to you, to tell you her story, so far...

My addiction to books started at 8, when two significant events happened. I was given $1.50 for Easter and was allowed to buy a book from the Lucky Book Club, run by Scholastic. I was so excited when my copy of 'Three stories from the poppy seed cakes' arrived – my first book that I got to buy! I still have it in my bookcase in my bedroom, where all my most precious books live. I also had a very serious accident that year, and was blind for six weeks, hospitalized and very alone. A nurse used to read to me and I was allowed to listen to the children's radio programme, but I was not allowed to move or have any light, as that might have compromised my recovery. When I got home I was not allowed back to school for the rest of the term, which had major consequences for my total lack of understanding of maths and netball, but did wonders for my reading.

My first paying job, apart from babysitting, was working at Northcote Public Library. I was determined that I would work there, but was told that I was too young – I was only eleven. Two years later, after my first day at Northcote College, I presented myself again and within a fortnight was working there as a shelver, rising to the heady heights of working at the desk once I reached 6th form.

I was always going to be either a teacher or a librarian, and I applied for both courses. Teaching accepted me first, so off I went to Auckland College of Education, and fell in love with the Sylvia Ashton Warner Library. That's when I discovered the joys of sophisticated picture books, and also got into heaps of trouble when I just didn't realise that it was time to go to class, as I was far away, lost in a book...

Tom Fitzgibbon took us to National Library Auckland in our last year at College, and I fell in love again. I had no idea such a wonderful place existed, filled with brilliant fiction and non-fiction, and I quickly became a regular user, to the point that the staff would see me coming through the door, and not bother to check if I needed any help! I would travel every three weeks, from where ever in Auckland I was teaching, to choose books for my kids, and it is one of the best things I did as a teacher. I read religiously to all my classes, no matter what level I worked with and SSR was sacrosanct – even ERO inspectors had to read after lunch.

I taught all over Auckland, ending up at a residential school for children with behavioural problems and conduct disorders, and was on the verge of burning out. I was alerted to a position that was available at National Library, as they were looking for teachers who loved books, and I knew that would be my job. So I started on career number two, and fell

in love again! I loved being a reference librarian, as it was such a buzz getting the best resources for teachers, and introducing them to books or authors they were unaware of.

I held several different roles during my time at National Library, including selecting Social Science resources for the country and being the Advisor for New Schools. That role involved working with the Ministry of Education, Establishment Boards and architects to design libraries for the new schools that were springing up everywhere. I also worked with the foundation staff to establish the library, including designing the layout of the library, selecting the initial collection, cataloguing, processing, and training staff and students. Somewhere along the way, I qualified as a librarian doing a BA (LIS) degree by distance education from Charles Sturt University, Australia.

However all the work I did with schools was reminding me of how much I was missing working with students, and when the role of Library Manager at St Cuthbert's was confirmed as mine, I was overjoyed to be back in a school. I love working with our girls and staff, and having such a brilliant space is wonderful. Plus I get to work with a great team of people, be exuberant and rave about books and e-resources and dress up sometimes too – what could be better?

My dream for school libraries is that we all get to do the important and vital tasks that supports student learning and create readers and information seekers, and be recognized as the experts in these critical areas. As the incoming President, I will be using all the contacts I have made to let everyone know how great the school library community in New Zealand is, and how undervalued we are. Changing the status of school libraries and school library staff is very much like a Pantene ad, but I am determined to be part of making that change.

As you may have figured out, I read – a lot! My husband quickly worked out that if he wanted to be with me, he needed to show some interest in books fast! The other interest we share is musical theatre, which is how we met – in fact I threw an after show party for the express purpose of getting to know him better (and it worked too!) In May I'll be at the opening night of 'Miss Saigon' as John is going to be 'the oldest GI on stage' and I'm really looking forward to that.

I have been known to be completely unavailable when certain new books have been released – Harry Potter #4-7, a new JD Robb or Ariana Franklin – the list goes on. My favourite poem by Jean Little talks about the choices we make with the 24 hours we are given every day, and my number one choice is to read. In fact, I become quite unpleasant and tetchy if I do not have at least one book on the go, preferably two. I do get asked how I manage to read so much and the answer is simple – I don't do housework,

very happily paying for a cleaner, we share the cooking, and I don't watch a lot of TV either (apart from the guilty pleasures of Glee and America's Next Top Model!) You'll often find me stretched out on the couch, glass of wine in one hand, book in the other, and if there is sunshine coming in the window, I'll be very happy indeed.

We are raising a reader – our son starts school in June, and he has had his own library card since he was ten days old. He now does exactly the same thing I do – goes in to a room to get something, but becomes side tracked by a book, and I'll find him curled up, reading away, partially dressed, or snuggled on the bed... It's very hard to tell someone off when you know he's just copying what he's seen you do!

I do hope I get to see lots of you at the SLANZA conference in July – it is going to be outstanding!

Christchurch earthquake update

Dear SLANZA members,
thank you to all those well-wishers offering support to Christchurch School Librarians.

Conditions are challenging for many, compounded by damage at home as well as work.

As you can appreciate recovery and/or rebuilding is ongoing. Responses to my recent post-quake school library survey indicate a range of conditions from no damage, to shelves emptied, to stock damage, structural issues and red stickered or non-recoverable libraries. A number of schools have merged and are sharing their libraries until schools are rebuilt.

With a focus on collaboration National Library have offered their expertise and are steadily working with school libraries predominantly in the Southern and Eastern suburbs as well as continuing book loans to schools. Christchurch City Libraries are providing temporary loans up to 150 resources per school and have extended hours . National Library and Christchurch City Libraries are offering study support sessions for students during the holidays.

Assistance: To those librarians working under challenging conditions please contact Aoraki SLANZA Committee for any help. There are many experienced librarians waiting to support you.

For library recovery check the National Library link: schools.natlib.govt.nz/earthquake-or-flood
For study support for your students during the holidays check Christchurch Libraries link: thepulse.org.nz

Kia kaha

Michele Ayres, RLIANZA, Aoraki SLANZA Representative Librarian
Christchurch Girls' High School
ph (03) 348 0849 ext 711
ay@chgirls.school.nz

Profile – Joyce Valenza
SLANZA Conference Keynote Speaker

We are thrilled that Joyce will be speaking at the Catch the Wave conference in July!

Joyce Valenza is the teacher-librarian at Springfield Township High School, Philadelphia.
Her innovative and practical advice to guide learners in new and emerging information and communications landscapes has received global attention and acclaim across the international education community. Her Virtual Library won the IASL School Library Web Page of the Year Award in 2005. Joyce is an active member of several professional organizations, a blogger for School Library Journal, a former columnist for the Philadelphia Inquirer and a regular speaker and lecturer on education issues and technology. Joyce recently published *14 ways K-12 Libraries Can Teach Social Media* and her own *Manifesto for 21st Century School Librarians*.

Joyce can't live without Pageflakes, NetVibes, iGoogle, Wikispaces for Teachers, Animoto, VoiceThread, Glogster, Twitter, Google Docs, Google Custom Search... can you?

"This is the best time in history to be a teacher-librarian. Major shifts in our information and communication landscapes present new opportunities for librarians to teach and lead in areas that were always considered part of their role, helping learners of all ages effectively use, manage, evaluate, organize and communicate information, and to love reading in its glorious new variety."

Joyce Valenza

ReaLM professional development day for library and teaching staff

Friday 24th June 2011,
RSA, Palmerston North.

This day offers a unique blend of literacy related speakers.

Topics include:
Book battles on the web;
Great new fiction for Years 6-10;
Skyping an author;
Insight into the world of picture books;
A closer look at the standards;
and storytelling as a way to promote literacy.

This Professional Development opportunity has appeal for primary, secondary, and the public sector. Further information can be found at
manawaturealm.weebly.com

ReaLM
Reading and Literacy in Manawatu
Te Pānui me te Mātauranga ki Manawatū

Mount Maunganui College

Resource and Research Centre transformation

by Mandi Bromwich, Library Manager at Mount Maunganui College

In 2009, Mount Maunganui College started a rebuild of our existing 30 year old library in an effort to meet the present and future needs of the school community. The library was to be transformed into a Resource and Research Centre. The rationale behind its design was to replace the old concept of using only books, and incorporate other resources within one building designed to meet 21st Century research and information needs.

With the increasing need for IT, we needed to incorporate laptop computers with wireless access as well as a senior study area, areas for display, and also an area for a photo gallery of past students who have achieved notable success. The new Resource and Research Centre was to look inviting, and offer every opportunity to our students to make the most of their time at secondary school.

The foyer is designed to be a gallery space, so that on entry, students are inspired by a display highlighting the successes of past students.

While always intending to keep the book collection, it was decided that in the 21st century our library now needed the support of technology. Ninety laptops are now stored in the Centre and can be issued to students. With school-wide wireless, they can be used in the Centre or taken back to classrooms for research.

Glass study pods were added for students to utilize resources, either individually or in groups. The study pods can be closed off in varying sizes for small group work, enabling teachers to set individual tasks within a class. These are also a great addition for exam study, and also for students sitting tests, with staff having full sight-lines of students at all times.

A mezzanine floor was added to create a unique area for year thirteen students to study, and with its bar-like stools and benches, students can use laptops comfortably in their own space.

The library team is now focusing on teaching the students how to gain the most from both electronic and printed information. The next step will be the introduction of eReaders into our collection, as we explore the impact of eBooks on our library. This is just the beginning of the exciting times ahead in the school library world.

Images, top to bottom
Interior before renovations, from entrance
After, from mezzanine looking down on study pods & new shelving
Exterior before renovation
Exterior after renovation

Auckland Writers & Readers Festival 2011

by Lisa Salter, Library Manager at Ruawai College and Community Library

This is the second year that our Ruawai College has attended the Auckland Writers and Readers Festival held at Aotea Centre.

Last year I took a van load of Year 10, 11 and 12 boys on the two and a half hour journey south and I felt that it was every bit worth the effort. The first presenter we saw was Charlie Higson, writer of the *Young Bond Series*, who was promoting his new book, *The Enemy*. None of us had read any of his titles, but this did not affect our rapt attention to Charlie's entertaining performance. Since then all the boys have read his books and thoroughly enjoyed them. This is a wonderful example of why authors need to promote their books and why students need to be exposed to authors.

This year after my rave reviews, my Head of English was also on board to take a group down. We had a look at the programme early and decided which presenters we would like to see. We then talked to all the English teachers and chose two select groups of students who had earned the privilege of attending. We considered this trip an opportunity to extend and encourage our Gifted and Talented students. We gathered the students prior to the holidays to offer them the opportunity and asked them to have read at least one book by one of the authors (we supported this by ordering additional copies from National Library and our local public library). This was an excellent tactic as we discovered that we really loved the author's books and may not have read them if not prompted.

One thing that really supported our school this year was our successful application to the Festival's generous Schools' Transport Fund. The programme cost is a minimal $10.00 per student (no matter how many sessions they attend in a day) so finances were not an issue.

On the Wednesday Year 7–10 day our students and HOD English saw Australian authors Garth Nix and Sean Williams, followed by a favourite of our school, Brian Falkner. Our day concluded with an accomplished presentation by New Zealand poet Apirana Taylor.

The following day I accompanied a Year 10, 11 and 12 group who saw American novelists Cassandra Clare and Meg Rosoff. We then enjoyed a song writing session with Mike Chunn and New Zealand teenage singer songwriter Annah Mac, who sang three of her songs as well as encouraging budding song writers in the audience with practical advice. Our last session was with New Zealand author Mandy Hager who encouraged students to think about the world around them, as she does when choosing themes for her books.

Ruawai College at Aotea Centre with American author Meg Rosoff
L-R: Library Manager Lisa Salter, Phoebe Fordyce, Madison Salter, Anna Bickers, Sian Taylor, Lia Rawaho-Maxwell, Jemma Ramsey, Hinemoa Retimana

The trip home was lively with all quite satisfied by our day in the city.

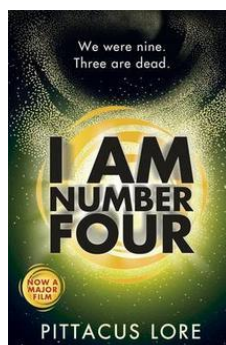I strongly encourage all school librarians within driving distance of Auckland to consider this opportunity for your students. I don't think you could go away disappointed.

Thank you to all the wonderful volunteers and sponsors who pull together to offer this opportunity to schools!

Book Reviews

I Am Number Four
by Pittacus Lore

Time for the vampires to move over, the Mogadorians are in town.

John Smith, the narrator of this novel, is not your average American teenager. He has never lived more than a few months in the same town, always moving on with his guardian Henri when their – incredibly dangerous - past looks like catching up with them. At the age of 4, John fled his home, Lorien, along with 8 other children after a vicious war that destroyed their entire planet. The nine Garde (those with special powers or Legacies), are protected by a charm, which means they know if one of them dies, and ensures that they can only be killed in numerical order. At the time the novel opens, 3 are already dead, and John is Number Four. The Mogadorians are on Earth and are hunting him. The future of the Lorien race is now in his hands.

As John and Henri arrive in Paradise, Ohio, things look promising. John settles into yet another new high school, in spite of a run-in with the school football hero and bully. He even makes a good friend and falls in love for the first time. His constant companion is his loyal dog, Bernie Kosar, a stray who attaches himself to John and barely leaves his side. And so the scene is set. We sense that a battle is inevitable, and the tension begins to build.

There is a contemporary environmental twist to the age-old battle between good and evil, as the Mogadorians threaten to suck the life force out of all living things on Earth, just as they did on Lorien. Our heroes are badly outnumbered, but being intelligent and fast thinking gives them some advantage. As well as lots of dramatic action scenes, the novel includes passages where John spends time learning about his past and himself, developing him into a very likeable character and giving the novel more depth.

Pittacus Lore is described at the start of the novel as a Lorien elder who is entrusted with the story of the Lorien Nine, but whose whereabouts on Earth are unknown. In reality, Lore is a pseudonym for James Frey (controversial author of *A Million Little Pieces*) and his co-writer Jobie Hughes, but it provides the illusion that the novel is based on fact, and that other civilisations are out there.

This is a gripping novel that will keep you up reading late into the night. It is well written, fast paced and action packed, and will appeal to fans of *The Hunger Games* trilogy, the *Gone* series by Michael Grant, and some of the ever-popular vampire sagas. *I Am Number Four* spent 7 weeks in a row at the top of the *New York Times* best-selling children's books list, and I heartily agree that it is a great read. I highly recommend it as a 'must-have' for secondary school libraries.

I Am Number Four is the first of a proposed series of 6 books, with the next title due to be released in August this year. The movie of *I Am Number Four* was released in February 2011.

Carole Gardiner,
Librarian
Information Centre,
Queen's High School, Dunedin
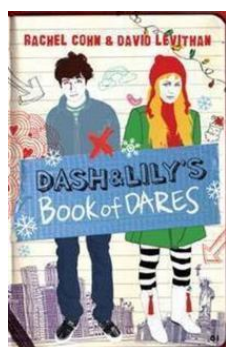
Dash & Lily's Book of Dares
by Rachel Cohn & David Levithan

This is another book from the team of Cohn and Levithan who bought us *Nick and Norah's Infinite Playlist* and *Naomi and Ely's No Kiss List*.

Rachel Cohn writes the part of Lily and David Levithan writes Dash (short for Dashiel) they take it chapter by chapter in turns and in turn put out this lovely story about two slightly misfit teenagers who are not having their traditional Christmas. Lily's parents have flitted off to Fiji and Dash has played the clever game of telling his Mother that he is staying with his Dad and his Dad that he is staying with his Mum.

The story starts and ends with a red notebook.

> *"Imagine this:*
> *You're in your favourite bookstore scanning the shelves.*
> *You get to the section where a favourite author's books reside, and there nestled in comfortably between the incredibly familiar spines, sits a red notebook.*
> *What do you do?*
> *The choice, I think, is obvious:*
> *You take down the red notebook and open it.*
> *And then you do whatever it tells you to do."*

The notebook is placed on a shelf in a quirky bookstore which both teenagers frequent, these guys are the bookish type. The notebook is found by Dash and together they begin playing the game of setting challenges, and having conversations via the red notebook. It is a cool idea. Along the way there are the right number of misunderstandings, friends being helpful but not really, and family interference and rescue.

There are some great characters, some sticky situations and lots to keep you interested along the way. There are some occasional flaws for the picky reader but if you read just for a good story then you can forgive the flaws.

These two authors don't write about your average teenager, they write quirky and interesting teenagers, those who can express their thoughts and articulate their troubles to the people around them. It is set in a wintry New York and you really get the feel of the crowded stores and snow covered parks. It is funny, cute and quirky. All my favourite things. It won't be for every teenager but if you have some who want something more interesting than just a straight out adventure chase this is a great book for them. I know exactly the students I will be giving it to! Recommended for Year 11 students up.

Bridget Schaumann,
Librarian
King's High School, Dunedin

Web 2.0 & Social Media

In this regular column, we feature a Web 2.0 tool or application, or highlight the use of social media in school libraries.

Let's face it, our jobs are changing. Where once the school library was all about print – books, magazines, newspapers – the resources our readers want to use now are increasingly available in digital format instead.

As the volume of information available online grows, it's not getting any easier for students (and staff!) to find or to keep track of the good stuff.

Just as school librarians take care of selecting the right print resources for their libraries, we can do the same as curators of web content too.

That's where your super-sleuth librarian skills, combined with the right web tools, can make all the difference!
We are going to look at 5 different web tools to help you save, organise, annotate, discuss, and share the resources you've found online.

Each of the tools here come with an add-on (or bookmarklet) that adds a button to your browser so you can save a page with one click of a button. The button options available will depend on the version of whichever browser you're running. Look for the "Tools" link on each website to grab the add-on you need.

Livebinders
Judy O'Connell has gathered together video, articles, blog posts, a slideshow, pictures, and diagrams from around the web.
She's added her own very valuable commentary, making this a really useful PD resource for library staff.

Livebinders' tabbed interface lets you collate and organise a *huge* amount of information into a compact *binder* format.

You can connect and share with others via comments and social media icons on the Livebinders site.

livebinders.com/play/play/77617
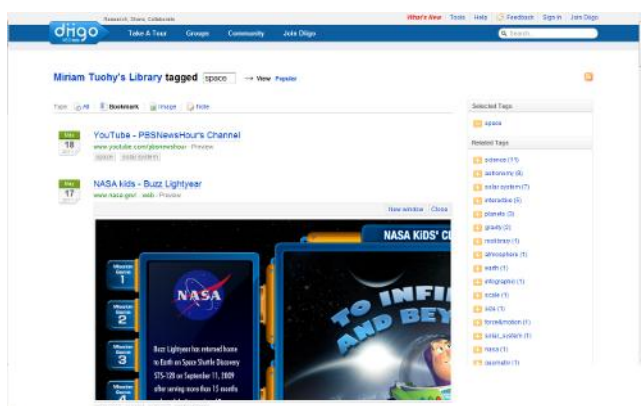
Diigo
This social book-marking site lets you save and tag websites, images you've uploaded, and your own notes.

Diigo communities are a great way to find and share information with like-minded people.
You might like to join the teacher-librarians group. Or create a group at your school for your syndicates, classes, teams, or think-tanks to share resources.

Subscribe to the RSS feed for a tag or group of tags, to get automatic updates (see our previous column for more about RSS!)

diigo.com/user/miriamtuohy/space

Bag the web

When you've created an account, drag the bag to your toolbar, and you can start bookmarking, annotating and tagging with one click.

Here, Donna shares her current '*bags*', and comments: "As you will see, I use it for work and play. I'm currently wondering if we could use this tool to bookmark groups of digital resources for patrons, and place the link on our website. That way, as topics come and go, you just add or remove one link instead of several."

Share bags via Twitter, email, Facebook, or embedding.

bagtheweb.com/u/pintsizelibrarian/bags

Jog the web

This website builds a very simple navigation menu for the sites you've saved to your '*jog*'. The menu is displayed alongside the content, and your notes for each site are shown above.

This wrapper effectively creates a great self-contained set of resources – ideal for keeping young learners from getting distracted and wandering off around the web!

Use the notes if you need to provide instructions to users, or to share your thoughts and ideas about a website.

www.jogtheweb.com/run/Qt0NVy5Fylmq#1

bit.ly - bundles

bit.ly is a website that creates short links from your long URLs. The shorter URL is ideal for sharing via Twitter, or where-ever you are short on space.

With bit.ly you can add many websites to one '*bundle*', and create just one short URL for them all!

We have shared the links for articles in Collected magazine using bit.ly bundles.

You can build a bundle collaboratively with others in your school by adding them as editors to a bundle.

bit.ly/SLANZA-eBooks