

SLANZA MAGAZINE

COLLECTED

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EDITORIAL

LISA SALTER, SLANZA COMMUNICATIONS LEADER

At my public library's superheroes' holiday programme, I wore my son's Superman cape (vintage 18 years) with the patches fraying. It started me thinking that like Superman, librarians must be able to change in a moment's notice, just like Batgirl, who was a librarian by day but didn't fit librarian stereotypes.

Whilst wearing my cape I considered the Ministry of Education's current space allocations for schools labelled "Modern Learning Environments" (MLE). Looking at MLEs led me to consider the difference between a library and a librarian. I can be a librarian wherever I am. Just like Batgirl, I don't need a library to identify myself.

A traditional librarian was connected to a place, librarian = library. Now a librarian is a state of mind; physical, digital, social and communal. Adapting has become one of our specialties.

That isn't to say this next journey is going to be easy. In New Zealand we are familiar with the 'operational grant' and Board of Trustees' (BoTs) discretion as to how they manage their budgets. Libraries are not protected. We understand that our hours can be cut at a moment's notice, often due to budgeting issues.

Like the operational grant for funding, BoTs in MLE schools are given a physical space calculation. This includes a provision for a library, but the choice of set up is determined locally. For example, one BoT could opt for a single large school library while another BoT may choose to distribute the space entitlement back into learning areas and distribute resources accordingly.

My fear is that schools that decide to distribute their resources throughout the

classes will then think 'we don't have a library, so why do we need a librarian?' When actually, you are more in need of a librarian if you don't have a physical library. Someone who has the specialist knowledge to create a collection development plan for the school, collaborate with teaching staff around curriculum support, make good purchasing decisions so the collection is relevant to the community and puts student achievement first in all decisions.

Leaving this job to teachers who do not have a clear overview of all departments, or finding someone to 'buy the books', will not support student achievement. A MLE must enable itself to provide modern approaches to inquiry learning and in doing so must rely on advice from information professionals in planning and practice.

Librarians must be prepared to step up and clearly state their case for a system that will work in their school. We must have evidence to support our position and users who will speak up for us. We need to be thinking and planning ahead so we are prepared to inform and encourage BoTs to support our advice.

While there are many questions around how new library environments will work, there is no question that librarians have many skills to offer learners, readers and users of digital space. It's up to us to put our capes back on and keep marketing ourselves, be well informed and prepared to fight for the best school library service possible for our community. I hope this issue of *Collected* supports you and helps you make good decisions.

Lisa Salter
SLANZA Communications Leader

PRESIDENT'S COLUMN

COLLECTED 12

If ever there was a time to think about what you do in your library, that time is now! I want to shout at you from all the highest hills around "Don't get left behind!" The Modern Learning Environment might be one of the most exciting challenges to ever hit the school library world, but some see it as a major threat. Time to upskill and learn about the exciting things a modern library space could offer our students and staff.

At the Waikato BOP PD Day Claire Amos said "The library is Switzerland" and I loved that. I absolutely believe it is true. Not belonging to any one department, being there for cross-curricular learning and a place where all students can work on a number of different projects in an environment which is supportive of their learning and the diverse nature of their needs.

One important thing is to ask yourself, "What are my teachers expecting the library to provide?" For some staff there is a view that a library is an old fashioned, outmoded idea, however when we know that a library is the perfect place to provide a modern learning environment which caters to the needs of students, whether they need print or digital materials. I would like this gap in perception of what a library and a librarian is, and what they could be, to close. I don't see any reason why reading and the love of literature will be ditched as part of a new learning model. I don't see why when schools are being funded for literacy programmes all over the place that they don't think that the library is important. What the heck is the library if not about literacy? However, it is not only about literacy, it is about

information and discovery and inquiry. The library is about education. The library is Switzerland!

I really worry. I worry that the library becomes an outlier in the school. That all the techy stuff heads into the corridors, the campfires, the breakout spaces and that the library stays being a room with books in it, where things are stored and cared for and curated, but not a space which hums with activity and the sound of students working. That the modern learning environments are going to be located in places which are not part of the library. We must fight against this, fight to be included in planning, push to be consulted, fight to get our opinions heard. Advocate for our libraries and decide that the Switzerland like space we inhabit can be the digital hub of the school as well as the literature centre.

For some extra reading I suggest you take a look at the [IFLA Trend Report](#), and the [Core Education 10 Trends Report](#) and understand that these trends are coming to a school library near you, maybe the one you are sitting in right now.

So lets say to ourselves, what an opportunity! What a chance to prove yourself! Hold on tight, the ride just got more exciting and a little more scary!

*Bridget Schaumann
SLANZA President, May 2014*

IT'S A BRAVE NEW WORLD

PAULA ESKETT, JANET MCFADDEN - SERVICES TO SCHOOLS
NATIONAL LIBRARY OF NEW ZEALAND

"The secret of change is to focus all of your energy, not on fighting the old, but on building the new" - Socrates

Modern Library Learning Environments (MLLE) are where print and digital resources meet, as part of a smorgasbord of offerings curated to support, encourage, engage and make our students curious about their learning, and to foster and develop a childhood love of reading. They are user centred, user driven, proactive, constantly evolving participatory spaces that support and reflect the education world all educators are now part of.

Environment is where unscheduled events happen because of user driven demand, where the school librarian is a proactive catalyst, whose vision and voice is valued as highly as those of the teaching and student communities.

Modern Library Learning Environments (MLLEs) are the evolution of the traditional 20th Century transactional library service.

A significant point of difference from its 20th century cousin is the playful and social role the MLLE has within the school community.

School libraries and librarians are very much part of the new education ecosystem, preparing our students for a vastly unpredictable and constantly changing world.

MLLEs reflect and support a school-wide, principal-led new approach to student learning, in a Modern Learning Environment (MLE).

Regardless of where your school is on the MLE continuum, school libraries and librarians need to be relevant to today's teachers and learners, aligning with the way students are learning today and preparing them for the future.

MLLE is about upping our game as librarians and educators to ensure relevance in a new era of education, future proofing the place of the school library; its practice and services, to support a generation that is rapidly evolving as collaborative, connected and 'digital by default'.

MLLE AS SERVICE

When traditional library services and their delivery are redesigned and rethought in order to support a new learning and teaching environment, we can feel challenged.

The Modern Learning Environment movement has given traditional libraries and librarians a formidable challenge.

MLLE is not just about space. It gives equal consideration to space and service.

Recent keynote speaker at the Festival of Education, founder of the Wonder Studio and Prototype Design Studio Christian Long

@ChristianLong says "The focus of innovative learning spaces is never about the building. It's what the building enables users to do."

It's time to rethink restrictive practices and habits of a library era that's past and which put barriers in front of library users and created predictable, transaction focussed library services.

- Do your library signs only state what students can't do?
- Are loan limits minimal but your shelves are bulging?
- Is your issues desk more of a barricade? What is it really used for? Is it a barrier to the library team engaging and connecting with their customers where they need them?
- Could customer service happen at several points around the library instead of just one, as many public libraries are now doing?

Conversations need to happen between library staff and teachers, library staff and students, library staff and principals, to sweep away inherited historic practices no longer relevant, and place the focus on access, equity, your library's physical and virtual presence, putting your users' needs at the heart and creating a space and service they want.

Librarians need to initiate these conversations if they're not happening.

As more schools implement a BYOD (Bring Your Own Device) culture, and mobile devices in most student pockets becomes increasingly the norm, MLLEs have a fantastic new platform to demonstrate their relevance.

The myth that all students "are carrying a library in their pocket" and "we don't need a library" is our profession's 21st Century challenge and one which we are preloaded to win.

Those myths do nothing to equitably support, prepare or scaffold students into a world that will expect them to know how to wisely navigate and contribute in a world digital-by-default. Digital citizenship is also dangerously assumed and taken for granted.

The school librarian, library leader, information teacher ... what ever title you're given, you and your service is the only place in your school that gives equitable access to information in all its different shapes and formats, to ALL students regardless of their subject choices, teacher, age and classroom background.

There have been discussions recently debating the role of school libraries in Modern Learning Environments. Some conversation pathways led to thinking that a decision needs to be made: distributed collections OR library, and in some worst case scenarios - do we need either?

Distributing parts of a library collection makes small collections of books instantly available where students and teachers spend much of their day. It makes books visible and accessible and another choice in a learning commons, encouraging recreational browsing and reading. These are all great outcomes.

But, if this scenario is implemented to replace the library, those schools are saying that “Libraries equal just books” – this is a service model we moved on from years ago.

Providing distributed library collections only to a school community is like doing your weekly grocery shop from a dairy: you’ll get your basics, but not much more and you’ll never get a deli range.

EXPLORING NEW MODELS OF COLLABORATION

“If we always do what we’ve always done, we’ll always get what we’ve always got”.

In the context of Modern Learning Environments, there are library scenarios that school communities can be exploring to add value to their users’ experiences and create new relevance and connections beyond the school boundary.

Joint-use library collaborations occur in several, mainly rural, areas around New Zealand. Connecting the school and its library with the local community/public library has multiple mutual benefits.

At its most basic, the shared understanding of each other’s practices, services and stakeholder expectations can spark joint initiatives and projects benefitting both communities.

- Does your local community library understand your students’ reading and information needs like you do?
- Do you share this so they can build a collection to support your students’ out-of-school hours?

At the other end of the spectrum, joint-use can lead to co-location, fantastic collaboration with resource purchasing and sharing, shared facilities, programmes and staffing, looking at the student as a member of two communities and preparing them for life outside of the school system.

- What part does your school library play in embedding lifelong learning into a student’s education, that will remain with them once they leave your school?

The Greater Christchurch Education Renewal Plan presents an opportunity for schools in Canterbury clustered together geographically to think creatively about their library provision.

This creative thinking need not be located in Canterbury only.

- What skills do your students need from their primary school library in order to prepare them for secondary school?
- Do students need to relearn a different LMS when they transition from one school to the next?
- Could feeder and contributing schools investigate upgrading their LMS to create consistency for students transitioning between schools?
- Could parts of your collection be floated amongst clustered schools to maximise book use and the return on that investment?
- Do I know my neighbouring school library teams? What could we be sharing and learning together?

Collaboration harnesses the power of many great ideas, sharing these for the benefit of all young New Zealanders, in turn creating a more equitable society.

WHY LIBRARIES ... WHY NOT?

There is no one model or one-size-fits-all answer for how we approach MLEs – each school and its community is unique and different.

Whether we work in a new school, rebuilt school, merger school or traditional school, MLEs are primarily about the service the library offers its community; making the library visible, central, integral and built into the current teaching and learning and being part of your school’s future.

When MLE conversations are happening in your school, the library needs to be part of them.

The school library and its 21st Century avatar the MLE, have never had a bigger opportunity to make a difference to how students access, use and create information.

As school librarian extraordinaire Joyce Valenza famously said: “I am a librarian. I’ve been a librarian for 35 years. And I believe there has been no better, no more exciting, no more important time to be a librarian.”

In 2014 words like shifted, flipped and hacked are used to describe the incredible change in thinking towards the way our students learn, our teachers teach and the revolution happening inside classrooms around New Zealand.

Is your school library part of the revolution or hiding in the bunkers hoping it will pass?

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Janet McFadden: janet.mcfadden@dia.govt.nz

[Services to Schools, National Library of New Zealand.](#)

FURTHER READING AND VIEWING

Christian Long <http://www.designshare.com/index.php/contact/christian-long-bio>

[Digital Citizenship](#)

Joyce Valenza [TedxTalk](#)

Libraries of the future / Tod Colegrove at [TEDxReno](#)

Services to Schools – [Modern Learning Environments](#)

[21st Century School Libraries](#)



MODERN LEARNING ENVIRONMENTS AND LIBRARIES

MARK OSBORNE - CORE EDUCATION

Taking place across the country at the moment is a re-evaluation of which physical spaces best support good teaching and learning, and as part of that, a re-evaluation of the role libraries can play in supporting that learning.

This re-evaluation is taking place, in part because we have a crisis of design in our schools. At the heart of the crisis is the fact that 60% of the school buildings we use in this country are more than 40 years old, and while very few of them are still used exactly as they were originally intended, the fact remains that a lot of our school buildings were not designed with modern learning and learning pedagogy in mind. In fact, the dominant pedagogy in the 1950s and 1960s was direct instruction, and while the evidence suggests that this approach might work well for some students in certain situations, there is growing evidence that our learning environments could be better aligned with our current vision of what powerful learning is.

When exploring Modern Learning Environments (or MLEs), the starting point for schools is often a conversation about what is required to achieve their own school vision or the vision of the New Zealand curriculum: “young people who will be confident, connected, actively involved, and lifelong learners.” Even just an exploration of how we might create ‘connected’ learners gives rise to a conversation about things like the design and layout of classroom furniture and the fact that the traditional way of arranging desks and chairs was to put them just far enough apart so students couldn’t talk to each other. In fact much of New Zealand school architecture has the idea of separation woven through it, and is directly at odds with notions of connectedness and community. Even today we see evidence of this bias towards separation: groups of 25 or 30 students are routinely separated from each other, and each group (let’s call them a ‘class’) is allocated an individual teacher who must teach that class on their own. Thankfully, we’re seeing more and more schools around the country committing to provide physical spaces that align with, promote and encourage, a more modern vision for learning. For example if we believe that everyone brings different prior knowledge to a topic and no two people learn the same thing in the same way at the same speed, then it doesn’t make sense to have a classroom set up with everyone facing the front doing the same thing at the same time. This vision for learning often centres around choice and variety: sometimes students will work closely with a teacher; sometimes quietly on their own; sometimes talking in groups; sometimes working outdoors learning from nature; sometimes using digital tools and sometimes using print resources; sometimes sitting at a

table, and sometimes ‘learning by doing’ by making models with whatever materials are around. Often these MLEs are larger, allowing more flexible grouping of students and team teaching, and they often provide a far more varied collection of resources than the traditional 65m² classroom.

All of this provides a bit of a challenge for libraries, because learning environments (we can’t really call them ‘classrooms’ any more) are now able to offer a greater variety of settings within the one space. Students can access, without leaving their classroom, many of the spaces that have traditionally been provided by libraries: quiet, reflective, ‘sanctuary’ spaces; collaborative, co-operative group spaces; or even group-learning ‘seminar’ spaces.

A second, perhaps more direct threat to libraries has been the arrival of relatively low-cost, wireless mobile devices in schools over the last five years. The increasing ubiquity of netbooks, tablet computers (like iPads and Androids) and low-cost laptops means that students and teachers are able to access more and more resources electronically. More and more students can now read e-book versions of novels or magazines, watch documentaries online, and read high-quality, up-to-date non-fiction without leaving their classrooms.

So here’s the challenge: modern learning environments are encroaching on the two areas that have traditionally been core business for libraries: i) the provision of spaces (library as ‘sanctuary’, ‘study’ or ‘seminar space’), and ii) the provision and allocation of resources (library as ‘storehouse’). The dilemma is clear: if modern learning environments are becoming more and more like libraries, where does that leave libraries? What is the future of school libraries? Indeed some people are already suggesting there isn’t one.

However, if we believe that rumours of the death of the school library have been greatly exaggerated, we might turn to an idea familiar to many librarians: that of the library as ‘the third place’. Originally a ‘third place’ was somewhere that was not home and not work (a cafe, a barber’s shop, a village green, a plaza etc.) and traditionally these have acted as ‘anchors’ of community life, facilitating and fostering broader, more creative interaction than that possible at home or work. If what’s provided at home, work (or the learning environment) changes, then the third place needs to change as well. So let’s consider: if school libraries act as a third



A modern learning environment at Hobsonville Point Primary School.

place (offering things not present at home and not present in the classroom) what could they offer?

Here are a few approaches some school libraries are taking:

- The service centre: in order to offer something different from what is available to students in their learning spaces or at home, some librarians are really exploring the different kinds of services they are able to offer: information literacy, digital citizenship, communication and research skills etc. These may be delivered in an embedded way in the actual learning environment, or they might be delivered within the library itself, or in a virtual space such as a learning management system or social network like Edmodo, Facebook or Google+.
- The gallery: the central position libraries often occupy in schools makes them ideal for use as galleries, not just as a place to showcase the wonderful artefacts that students produce as part of their learning, but also to promote the school's vision for learning, which would no doubt include seeking feedback, reflection, and constant improvement. What about setting aside gallery space within the library that acts as a dialogue between students and the wider school community? Set up a space that allows the community to provide feedback to students on their creative writing, or their 'trash to fashion' designs, or on their designs for the school gala posters.
- The community space: another idea linked to the third space is that libraries are often physically and metaphorically at the centre of a school, so an opportunity exists to make the most of this positioning by offering a space where people can come together. The library can host meetings and different groups inside the library space, and can also extend this invitation beyond the school in order to facilitate stronger connections between the school and the wider community. Indeed some schools actively encourage parents to come into the school library to use the facilities as patrons in order to strengthen partnerships and offer parents different ways to support their child's learning.
- The storehouse: and after all this, there may also be a role for school libraries to act as a storehouse for rare, or special resources that aren't able to be provided in every classroom. Precious artefacts like expensive books and resources, specialist

equipment like underwater cameras or even things like 3D printers or robotics' kits that might be too expensive to provide in every learning space, but are also too important to have locked up in cupboards. Imagine students booking time in the Design and Prototyping Lab in the library, working with a 3D printing expert from the community to bring the designs they've been working on with their teacher to life.

These are just some of the ways that school libraries are ensuring the value they offer is different from, and complementary to, the value offered by formal learning environments and homes. The challenge facing us is significant: if we don't provide something different from what people can access more conveniently elsewhere, we will struggle to remain relevant in a rapidly evolving, information-rich world.

I hope this article serves to further conversation about what school libraries can do to remain relevant, and to this end, I include some prompt questions for discussion:

- Which of the resources and services traditionally provided by libraries, are now available inside classrooms and learning environments?
- Which elements of our school's vision for learning are currently underserved? Perhaps how we celebrate learning? How we build community and connections? How we seek and provide feedback about what we're learning and the objects we're building?
- How might the library act as a 'third place' to provide unique, compelling and engaging experiences for staff, students and community that aren't offered elsewhere?

Mark Osborne, Senior Consultant for CORE Education

Bio: Mark Osborne is a Senior Consultant for CORE Education in the areas of Modern Learning Environments, leadership and e-learning. He is a primary-trained, secondary school English and History teacher who was also Deputy Principal of Albany Senior High School. Mark is a passionate advocate for libraries and has worked in a range of libraries since the 1990s.

MINISTRY OF EDUCATION TALKS ABOUT MODERN LEARNING ENVIRONMENTS

CALLUM ARMSTRONG - MINISTRY OF EDUCATION POLICY ANALYST

WHAT IS A MODERN LEARNING ENVIRONMENT?

A learning environment may be understood to be the complete physical, social and pedagogical context in which learning is intended to occur. A modern learning environment is one that reflects and supports what is current in terms of pedagogical practice.

When considered this way, a modern learning environment (MLE) should be capable of evolving and adapting as educational practices evolve and change – thus remaining modern and future focused.

The term MLE is commonly used to refer to school classrooms but may include any designated place of learning such as science laboratories, distance learning contexts, libraries, tutoring centres, teachers' staffrooms, gymnasiums, and the interaction between these spaces. If just referring to the physical space the term 'modern learning spaces' may be more appropriate as an MLE involves the complex interaction of educators, learners, curriculum and the physical spaces in which learning occurs.

OVERALL CONTEXT

The majority of New Zealand school buildings were built during the 1950s through to the 1970s. Teaching and learning has changed significantly since then. Most schools are based on the 'school block' principle built to save time and money. They are single cell classrooms with separate corridors. They were built to support teacher centred, text book driven, passive learning.

In order to deliver the NZ Curriculum and support 21st century teaching and learning, school property is being modernised over time based on the Ministry's MLE criteria. The criteria are supported by consultation in NZ and overseas research.

The NZ Curriculum indicates that students learn best when they are:

- actively involved in decision making
- initiating learning
- collaborating together
- making connections within and across learning areas

To ensure the best educational outcomes for learners, in terms of infrastructure, we need to provide schools with flexible learning spaces that enable:

a) Educators to:

- work co operatively and across disciplines
- work anywhere within a learning space or across a range of spaces
- show learning is transparent
- be accessible to their students when not in the classroom

b) Students to:

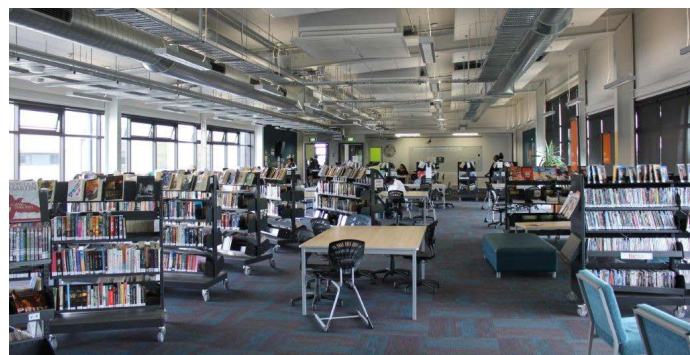
- learn in a variety of ways, independently in small groups, in large groups and with their peers
- work outside of the learning space
- learn at different paces, concurrently in one shared space
- have access to an ICT rich environment

Therefore to ensure the best educational outcomes for learners, anytime-anywhere learning spaces should:

- be a variety of sizes
- enable flexible layouts with different furniture
- have access to breakout areas
- have internal glazing and moveable walls (or no walls)
- have access to outdoor learning and social areas
- have high quality internal environments for acoustics, lighting, ventilation and heating
- have ICT access for anytime anywhere learning

HOW DO MODERN LEARNING SPACES INFLUENCE LEARNING OUTCOMES?

Modern Learning Spaces have superior lighting, acoustics, heating and ventilation. Studies have shown that all of these elements affect student achievement and engagement negatively if they are not right.



A flexible library environment

They also provide flexible spaces that allow teachers and students to teach and learn in a number of different ways. This allows teachers to teach in ways that allows students to be actively involved in decision making, initiate learning, collaborate together and make connections within and across learning areas.

Callum Armstrong - Ministry of Education Policy Analyst

For more information and examples MLE's visit the Ministry's website: www.mle.education.govt.nz

MODERN LEARNING LIBRARY ENVIRONMENTS CHRISTCHURCH STYLE

SASKIA HILL - CASHMERE HIGH SCHOOL

Our journey started when murmurings from the digital and collegial library groups around us grew loud enough to propel us into researching this idea of Modern Learning Library Environments (MLLE) for ourselves. A lot of Canterbury schools are facing this MLLE challenge as complete rebuilds but for us it was about working with our existing building. We researched, read, talked to experts, visited existing MLE classrooms/schools/libraries, consulted with staff and students and came up with a plan.

The next hurdle was money and I needed to give my school a good reason to invest. I went to the meeting with senior management armed with a presentation that included a digital to-scale map of the potential new library space as well as information on how this would address the principles we were trying to encompass. We were absolutely delighted with the alacrity with which the Board of Trustees and the Principal endorsed the project.

For this development we worked with some fantastic local furniture designers for our couches, local joiners for our 'Collaboration Stations' and a plethora of great tradespeople in the middle. And every step of the way we had a team of students and parents, BOT members and the Principal, fellow local librarians and friends, to support us, to consult with us, and to help move the thousands of books and pieces of library furniture.



Collaboration stations

Part of the research material that completely resonated with me was all of the different ways in which we could use our space, and this framed our design process. It referred to things like 'caves' and 'mountaintops', 'nooks and crannies' and 'breakout spaces' (National

Library, 2013). Our couches became mobile with tablet/document arms, our shelving was put on wheels to enable us to create larger and smaller spaces, our 'Collaboration Stations' were created for digital small group work, our window seat became a sunny nook, we sourced projectors, screens and technology, we covered walls with acoustic pinboard to reduce noise pollution across spaces, and our heretofore AV storage room became our 'Breakout Space'.

But to limit MLLE to just paint, carpet and wall coverings is to only see one part of the story. It isn't just about the how but the why of it all too. The more I researched, the more enthused I got about having the flexibility of a welcoming, nurturing, creative, collaborative and culturally inclusive space to fully provide both print and digital multimedia and to create different spaces for fostering the joy of



Couches and window seat

reading and support for literacies. National Library (2013) got it right when they said MLLEs are about "large, flexible learning space(s) based on fluid design principles".

So did it work? In a nutshell, yes. In each interaction with students and staff, we urge them to take ownership of their space, to use it as they need to at any given point; to move a couch or two, to bring out more fold-out tables if required, to use one space for eighty students or five, to use the technology in any way they need to ... and that it's ok to do so. The rule of flexibility trumps the rule of static design and order.

Saskia Hill, Librarian, Cashmere High School

MY MODERN LEARNING LIBRARY ENVIRONMENT

CLARE FORREST - RAROA NORMAL INTERMEDIATE

Our library, like many, is an ongoing evolving enterprise. It has undergone a few incarnations over the years and will hopefully keep adapting to meet the needs of our community, change being the only real certainty we can plan for.

Our most recent transformation occurred when the computers in the suite adjacent to the library were redistributed to classrooms. We spread ourselves out and marked our new territory, calling this latest appropriation the Learning Lounge. We were given the chance to buy new furniture and our aim was to create an environment that would enable us to practice what we felt passionate about - supporting student learning and promoting the joy of reading.

We chose bright colours and a variety of modern but comfortable seating options. We were given a bigger TV to add an alternative screen option to the digital projector setup, and pods of quality mobile devices for students to use in the library - individually or in groups. The library space was now more flexible than ever. Furniture could be moved easily to accommodate large groups or could be arranged (usually by the students themselves) to make the nooks and crannies and caves that children love to fill up when reading or socialising or studying.

Now every day in the library is different. There are pockets of students curled up in corners reading, whole classes in for book talks, boys lounging on bean bags discussing the finer points of the latest Guinness World Records and students socialising in break times. There are also small groups of children working on digital devices (classroom, library ones or their own), at tables, on couches,

tucked under bench spaces, in the tent that's part of the camping display, videoing each other, asking for help, hanging out. Students are collaborating in all sorts of spaces in all sorts of ways, with each other, with the teachers, with the librarians. It is noisy and messy and incredibly energising. And not finished. Ever.

None of this could happen without a huge commitment from the school and the Board of Trustees to ensure excellent school wide wireless and a variety of digital devices for everyone at school to use. Nor would it work without staff and students collaborating in the process, being willing to try new ways of learning. We change our physical spaces to support differentiated teaching and learning and if this philosophy drives the learning in the classroom, it follows that this should be how learning happens in our libraries.

Mark Osborne says that modern learning environments feature flexibility, openness and access to resources. (Core Education, Modern Learning Environments, April 2013). I believe our libraries are as much about our philosophies and passion as they are about shelves and books and bean bags.

Osborne, Mark . "The CORE Education Blog." The CORE Education Blog. N.p., n.d. Web. 1 Apr. 2014. <http://blog.core-ed.org/blog/2013/02/modern-learning-environments-not-any-colour-as-long-as-its-black.html> .

Clare Forrest, Library Manager, Raroa Normal Intermediate
www.raroalibrary.weebly.com

CREATING OUR NEW LIBRARY ' I WANT IT ALL

GILL FISHER - MACANDREW BAY SCHOOL, BRADFORD SCHOOL & KINGS HIGH SCHOOL

Currently at one of my primary schools, we are in the process of working through plans for a new library. Not only is a new library required, but break out spaces for group learning. We have been going through the process of deciding what it is we actually need. We have looked at Modern Learning Environments around the world, from primary schools to universities and we are working with an architect to try and maximise our space and join the Junior and Senior schools together.

I have read plan after plan of what a Modern Learning Environment is, and I still come back to spaces that can be used for a multitude of different purposes, accommodate groups of students, be used by various specialist teachers and be both visually and functionally innovative.

We have had two plans to date. The first was a smallish, but dedicated multi-level library that would be at the heart of both Junior and Senior blocks which occupy different levels at the school. This looked stunning from the plans but space was at a premium and there was some doubt as to whether it would actually fit the book stock and be a practical space in which to teach students. However, what we have found is that your money goes nowhere. We had hoped that the two classrooms adjacent to me now, would be able to use my current library as a break out space. The ideas put forward for this were to create smaller areas within that room that were both open, but fairly sound proof to enable several groups to work at once and join the Senior School in one area for group learning. The budget, which is substantial, says this can't be done.

The second plan adds a much larger space to the existing senior school, converts what is now a corridor and toilets into a break out space that runs along the end of three classrooms and turns one

of the existing classrooms into a multi-purpose space. (The class currently in that room would then occupy my existing library). This space would be divided from the new library by thick bi-fold doors, so that it could be opened and used for parent assemblies etc.

You may be wondering in all this, what it was that we had identified as a Modern Learning Environment. I have been asked to write a plan with ideas and timeframes of what I would like in the new library.

It will include some of the following ideas:

- A library that has the facilities for children to move easily between books and electronic devices. If they find something in a book they are interested in I want them to be able to go immediately to the OPAC and use links to many digital databases that are written for children to explore further their topic or interests. (I have the facilities to do this now but the technology is too unreliable.) I would like a BYOD policy for kids who have iPads. Obviously I also want good technology.
- I would like a pod of iPads that live in the library so that when they are not in use in classrooms they can be accessed easily for learning games, research and using the OPAC. The library will be totally wireless, and electronic devices should be able to be used in any area. I will of course have one static computer dedicated to the OPAC.
- I am hoping to create activity areas where I can leave books lying around, on any certain topic and set up stations for children to explore these topics through various media. (My current library is a multi-purpose room and not a space where things can be left out).
- I want reading corners cleverly constructed, half donut cubby holes to sit/lie in and read. We also want a large open space that

can be used for teaching a full class, but with the flexibility to close part of it off so that two classes can use the space at the same time. (Note that one space will be a dedicated library, the other a multi-purpose room which will also be used for Music and Māori teaching two days a week).

- The book stock will be mainly around the walls with mobile shelving for some of it. I hope to create bays that can be changed at will to make cosy areas for reading. (I do this on a very small scale presently).
- I am hoping to have sliding glass doors that will open onto a covered deck with steps down into the playground. In summer I will be able to push a couple of book bins out the door, into the shade where those kids who are always in the library, can be in a nice outdoor space to read if they wish. I'm also hoping for window seats with some book storage included in them.
- We will have interlocking tables that can be separated (I have some now), but I want better shapes and colours.
- Can I get an area where digital cameras can be borrowed; I'd like software that can be used for editing video etc freely available.
- I also want a mobile listening post where I can play stories.

There are so many possibilities, so many ideas, so little money when you look at the big picture. But most of all, if we can just get all the technology to work properly, be reliable and be accessible all the time, then the Access-It OPAC can deliver everything I want and already use. Imagine being able to open the video clips on a large screen. (No, there is no room for a screen at the moment).

Does this sound like a library? Am I trying to do too much? Yes, it's the kind of library I want, and no, if properly considered, even if it has

to be within the 5 year plan, we can work toward these future goals. I want a vibrant forward thinking space that is used all the time. I want spaces that allow children to feel comfortable, safe and cosy within the library, but that I can manipulate when I want to.

We are having a staff meeting where I can ask everyone to really think about what it is they want from the new library. Will I be cataloguing resources for them that can be picked off the OPAC from school or home? (I do this to some degree already, with some success). Will they send me links to amazing websites/videos more often? I am a big believer in "If it's in the catalogue, everyone can find it". Will staff be prepared to use the library more often? The staff can share electronically presently, but sometimes resources that everyone wants are not in digital format. Why not scan and catalogue them? There are many different schools of thought on this, but at least I am going to have the opportunity to have a robust discussion with everyone and in that way keep the development of our library to the forefront.

I want a library that is exciting, not too quiet, used for a number of activities that also has spaces for quiet reading, and has the best technology. I want a lot! It's an exciting time, and as long as we think far enough ahead, I'm sure it will be an amazing space that is even more integral to our school than it will be now.

Gill Fisher, Librarian, Macandrew Bay School, Bradford School & Kings High School

JOHN GREEN READ-ALIKES

CATHERINE D. LEE - EPSOM GIRLS GRAMMAR

There are some authors for whom it is impossible for a school library to provide sufficient copies of their books to meet the demand. John Green is one of them; this trend can only accelerate as he has been listed as one of Time's 100 influential people, an honour that he finds astounding (Facebook post), and as the movie for *The Fault in our stars* nears release.

There are a number of internet resources where librarians and YA literature experts and enthusiasts have provided information on books similar to those of John Green. This is a selection of some of the sites I have found useful for ideas to suggest either to students who are waiting for their name to move up the reservation list for a John Green book, or for those who have read all his books and are looking for another similar book. Of course there is crossover among these lists, but together they provide a wide range of suggestions for books, many of which are just as wonderful as those of John Green.

Kpauls at Cedar Rapids Public Library in the US has compiled a select and attractive annotated list which itemises each of Green's books, then provides a number of spot-on suggestions for other books that readers may like that are in a similar vein or on similar themes. Their Pinterest board has a still wider selection.

<http://crplteen.wordpress.com/2012/10/17/john-green-read-alikes/>

Nose in a book is a blog written by a young (22 year old) book lover and blogger in Canada. What I like about her list, titled *Books for fans of John Green*, is that it has links to her well-written and extensive reviews of several of the books she recommends. This is a general John Green read-alike page.

<http://hernoseinabook.blogspot.co.nz/2012/07/top-ten-books-for-fans-of-john-green.html>

YALSA, the Young Adult Library Services association, is a division of the ALA (American Library Association), and in their blog The Hub, they have provided a list of books specific to those who enjoyed TFiOS, aptly titled *So you loved The Fault in our stars – now what?* This list takes a different and equally useful approach – the books recommended are listed under three headings relating to what it was in particular about the book that resonated with the reader. So it is divided into sections headed "Fiction dealing with disability and illness", "Non-fiction Options" and "Young adult relationships". With three or four options in each section, it is not an extensive list, and I think it is a shame that they have included another John Green novel (*Looking for Alaska*) as one of these.

<http://www.yalsa.org/thehub/2012/12/07/so-you-loved-the-fault-in-our-stars-now-what/>

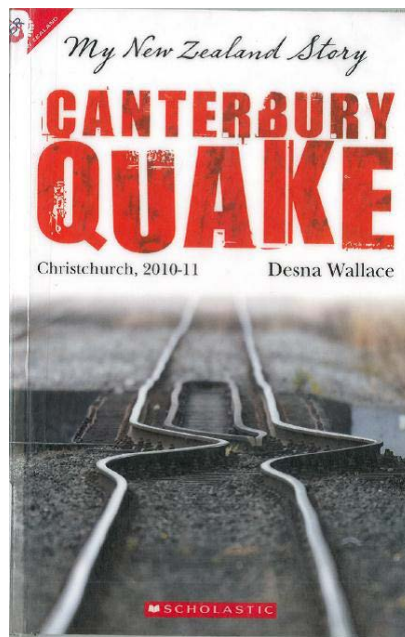
Of course, a read-alike is not going to be the real thing, and perhaps I should end with the words of the website *Book Browse: Your guide to exceptional books*. A search for John Green comes back with the automated response: "Sorry, but there are no authors we recommend similar to John Green. Please try another author!"

But instead I will finish with the words of John Green himself. What better recommendation to John Green fans than *his* list of recommended reading, both for adults and young people?

<http://johngreenbooks.com/nerdfighter-book-recommendations-a-gift-giving-guide-for-nerdfightastic-readers/>

And, as John would say, DFTBA!

Catherine D. Lee, Teacher Librarian, Epsom Girls Grammar



The cover!

CANTERBURY QUAKE

WENDY MARSHALL - ST THOMAS OF CANTERBURY COLLEGE

Late last year school librarian Desna Wallace published her first book, titled *Canterbury Quake: Christchurch*, to the Christchurch community and the world. Readers and reviewers alike have praised Desna for sharing the story of Christchurch's struggle and resilience. Reviewed below by Wendy Marshall.

Canterbury Quake: Christchurch, 2010-11 is the latest in the *My New Zealand Story* series.

Maddie is an ordinary young girl, just eleven years old, with ordinary dreams and wishes. She shares her thoughts with us for a year in her diary and we enter her life in August 2010. However, this is Christchurch and we know that her life will soon be turned upside down. Those who lived through that year will know exactly the times and dates of the crucial events she will experience, beginning with 4.45am 4th September 2010.

Through Maddie, we experience a time when the only constants are the continuing quakes, cracks and uncertainty. She shows how the members of her family, her friends and the community of Canterbury are affected and the adaptations they make to survive. *Canterbury Quake* made me laugh and cry and remember.

The author, SLANZA member and Booktrailer blogger Desna Wallace drew on the experiences of her students, their community and her own, to provide a gripping account that may make you weep but will allow you to understand what the Canterbury people experienced. Her meticulous research of every date, made her relive those stress-filled times again and again. Although she is an experienced author, writing for many years in the School Journal, this is Desna's first novel. I look forward to the next with great anticipation.



Desna celebrating her achievement.



Desna signing copies at the launch.

Wendy Marshall, Library Manager, St Thomas of Canterbury College

THE CHANCE OF A LIFETIME: ATTENDING THE 2013 AASL CONFERENCE

TRISH WEBSTER - RANGITOTO COLLEGE

Last November I was fortunate enough to be sent to the American Association of School Librarians conference in Hartford, Connecticut by my school. What an amazing experience; hearing and meeting some of the most influential and knowledgeable people in the school library world! The choice and variety of workshops was staggering - over 130 to choose from. I selected workshops that I thought would challenge my thinking, expand my knowledge, or just be really cool!

The first highlight was attending Doug Johnson's (Blue Skunk Blog), half day workshop called 'Libraries in the cloud', a thought-provoking look at working with Google docs and other cloud-based applications, very pertinent to my school as we move towards BYOD using the cloud.

The author workshops were incredible! Hearing - and meeting - authors like Jon Scieszka, Neal Schusterman, William Alexander, Adam Gidwitz, Jonathan Auxier and Tony Abbott who spoke about boys reading fantasy - William Alexander



Trish and the Daring Librarian

suggested that middle school kids are working out their identity, young adults are forming their identity and adults think it is fixed already (but he disagrees). Fantasy allows us to learn how to deal with bad things by going into dark places in a safe way. Libba Bray spoke on writing for teenagers, creating stories and characters that teens can connect with. Patricia McCormick and David Levithan were on a panel talking about writing on social issues for teens - using completely opposite techniques, Patricia researches thoroughly and David writes using intuition. Dr Linda Gann and Dr Karen Gavigan presented on dystopian literature for teenagers and suggested that teens love them because high schools are dystopian institutions!

The Unconference, or Smackdown, organized by Joyce Valenza and others was an opportunity to share our best ideas and discoveries for teaching and learning. Before the conference participants

were invited to add a slide to a Google Presentation and at the Smackdown they spoke about their slide. This is a dynamic document that is still being added to. You can find it at <http://bit.ly/OFxRGt>. The energy in the room was amazing, groups were gathered together to discuss questions or problems that had been submitted - you could join a group, listen for a while and then move on. At intervals we were asked to make a choice about an issue - genrefication and the use of Facebook by schools were just two of the topics.

A library in every pocket was presented by such amazing people as Brenda Boyer, Gwyneth Jones (The Daring Librarian), Shannon Miller, Michelle Luhtala, and Tiffany Whitehead. They shared the online tools that they use with their students such as ThingLink - interactive images in which you can embed information. I came away with some wonderful resources to investigate further and a picture with Gwyneth Jones.

The conference experience was amazing, I felt very privileged to be given the opportunity. I have collected links and resources here [AASL 2013 Links](#), if you would like to know more.

Trish Webster, Library Manager, Rangitoto College



Ross Todd and Doug Johnson



Boy's fantasy talk with standing room only



Communications Trust

BUSINESS MEMBERS

WHANGAREI LEADING WITH UFB – ARE YOU READY?

LAURENCE ZWIMPFER MNZM – 2020 COMMUNICATIONS TRUST

Over 200 people came together at Manaia View School on 8 May 2014 to celebrate Northpower Fibre's completion of the roll-out of ultra-fast broadband (UFB) in Whangarei. This means that every household, every business and every school in Whangarei can have access to a fibre-based internet service if they so choose. Of a total of 22,000 premises, 1600 have already taken up this opportunity.

But what does this mean for school libraries and school librarians?

Firstly, have you heard of Pond? Pond is a service provided by Network for Learning to help teachers access online learning resources. But isn't this what Google or Bing do? There is one big difference. Internet search engines such as Google and Bing try to find as many links as possible and unless you are super-clever in your selection of search terms, you will be swamped with tens of thousands of 'hits'. This can be very overwhelming and time-consuming in filtering through the search engine results. Pond addresses this by providing a tool for teachers to share links they find useful in specific curriculum areas; other teachers are then able to bypass the global search and go straight to relevant resources. Pond is also making a special effort to hook up with New Zealand educational content providers, opening access to resources previously unavailable. N4L is currently seeking 500 pioneer educators who are willing to put Pond through its paces and start to shape this exciting new resource. Have teachers at your school signed up to join the pioneers? When students start accessing these resources from 2015, you will need fibre internet connectivity.

Secondly, is your school a digital hub for your community? This can mean two things – a centre where your community can come to develop their digital skills or a wireless hub providing internet connections to households in your community.

The newest community hub for digital skills training was opened by Communications and Information Technology Minister Amy Adams on 8 May 2014 to coincide with the Northpower UFB celebrations in Whangarei. The hub is located on Otangarei Marae, adjacent to Otangarei school. The 2020 Trust provided 12 computers for the hub and Ultracom is providing 12 months of free internet using the Northpower fibre infrastructure. The 2020 Trust is also supporting 12 adult learners with ICDL training and testing. The ICDL programme includes practical software applications including Microsoft Word, Excel, Powerpoint and Access as well as computer and online essentials.

The wireless hub model involves a co-siting agreement between a school and a community wireless internet provider. The school provides access to its fibre connection and allows the wireless operator to set up a base station at the school. This base station is then used to provide wireless internet connections for houses near the school. In early 2014, the Ministry of Education published guidelines for schools wishing to enter into such co-siting arrangements. The model has already been implemented in both urban and rural communities in a few regions and is helping to ensure all our students have equitable learning opportunities, both in-school and at home.

Today's students expect to have access to digital learning devices, whether this be a computer, a tablet or a smartphone, and they expect to be able to connect to the internet whenever they want to and wherever they happen to be. While this presents a challenge for communities in ensuring equitable access, it also provides a tremendous opportunity for teachers and school librarians to expand the scope of learning activities beyond the school day while at the same time strengthening the engagement of students and their parents.



Students working on ICDL modules at the launch of the new ICT Hub at Otangarei Marae on 8 May 2014





INSPIRING IN-SCHOOL LITERACY PRODUCTIONS

DAN CHRISTIE – ECHELON PRODUCTIONS, PERFORM EDUCATIONAL MUSICALS

Are you looking for new ways to educate and inspire your students? Our multi-disciplinary educational musicals are the ideal creative and interactive format to engage and inform children across primary and secondary year levels. Live in your school!

Perform! Educational Musical is a multi-award winning producer of educational theatre for primary and secondary schools. Touring both the North and South Islands of New Zealand since 2005, our specialty educational musicals have been performed to over two million students across New Zealand, Australia and the UK.

Across New Zealand we work with our partners to promote the NZ Storylines' Festival, NZ Post Book Awards and NetSafe NZ.

Our in-school musicals provide the ideal creative format to engage, inspire and educate children. Each production is highly interactive, giving students the unique opportunity to learn through direct engagement with professional performers.

Reinforcing vital educational themes and key learning areas across the topics of literacy, reading, bullying and cyber safety, our high-energy productions bring the magic of live music theatre and performance directly to your school and students.

Our teams of Writers, Directors, Actors and Educators combine their talents to ensure a detailed focus on the content and outcomes of each production in order to inspire, educate and entertain our school audiences

www.performmusicals.com

Current productions touring into schools for 2014:

Book Week in Schools

'SPACE JUMP!'

Celebrating Storylines Festival 2014 and featuring a selection of books from the 2014 NZ Post Book Awards.

(Years 0-6)

Cyber Safety in Schools

'MYFRIENDS DOT COM!'

Exploring the issues of cyber safety and bullying

(Years 5-9)

Testimonials:

"Great energy and enthusiasm from the actors. Great storyline – very relevant to the curriculum and very entertaining thank you!"

- Fendalton Open Air School

"Wow! Every child in the room was completely entranced by the story and how it all related to their own lives. Perform lived upto my expectations again!"

- Rutherford Primary School

"The children responded well to all elements of the show... Showed the children that books can come alive in your imagination. Very inspiring and motivating." - Maungawhau School

"Loved that it was related to real issues, and the humour was spot on! The music kept the children engaged and the questions at the end were very relevant. A very important message was expressed to the students and has provided wonderful opportunities for follow up work and discussion." - Karaka School

"The effectiveness of this programme is excellent! Very relevant to this age group." - Albany Junior High School



Cyber Safety in Schools 'MYFRIENDS DOT COM!'



Book Week in Schools 'SPACE JUMP!'

WELCOME TO THE CLOUD.

CLINT DECKARD B APP SC (PSYCH), DIP ICT – PROPRIETOR

Many people already use the cloud as a part of their daily life. Google Apps, Facebook and Twitter are just a few examples of cloud-based applications. All that is required to access them is a web browser and internet connection. The proliferation of smart phones and tablet devices and ubiquitous wifi has helped the cloud expand rapidly over the last few years.

In popular usage the term 'the cloud' has become interchangeable with 'the internet'. In computer network diagrams the symbol used for the internet is a cloud, hence the connection.

In order to understand what the cloud is, it may be helpful to contrast it with a current common model. Most schools have library software systems based around a database running on a computer (or server) physically located at the school. This places the server behind the school's firewall and within the school's network security systems.

A cloud-based system is outside of the school's network and generally there is no need to adjust local firewall settings or require local IT support. Using a cloud-based service means there are no local hardware (servers) to purchase and maintain and no firewall or network security issues to deal with. With no software updates to do or annual licenses to deal with, you can concentrate on being a librarian rather than an IT technician.



Use on any device

Being cloud-based makes it easier to integrate social media such as Twitter, Facebook and blogs as well as with other services such as SchoolsCat, SCIS, WorldCat and OCLC. An internet accessible catalogue allows for more convenient access by all users. Any device with an internet connection can access and utilise your system.

Whilst there are many positives to using cloud-based services, there are also some important issues to consider. Being cloud-based usually means increased access to your data; the security and safety of your data needs careful planning. Reliable service providers, an understanding of New Zealand privacy laws and robust school policies and procedures are prerequisites.

To effectively utilise cloud applications requires good quality internet access. Schools with slow internet connections might be better waiting for fast internet before venturing into the sky. Internet connections that have high latency, such as satellite, can also give poor results due to delay.

The Network for Learning (N4L) roll-out promises fast, free, managed internet access for all New Zealand schools thus enabling 'cloud-based' services like never before. Having services delivered from the cloud provides schools and students with a host of benefits and opportunities.

A modern learning environment aims to provide learners with buildings, spaces and infrastructure that support and encourage a range of learning opportunities. The flexibility and convenience of cloud-based applications support a 21st century learning approach where learning can occur anywhere, anytime.

Koha Integrated Library System is New Zealand's only fully web-based library system. Koha was developed from the ground up to be an internet based system and offers all the benefits of cloud-based software as well as supporting modern learning environments.

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GRAPHICS DEMAND DISPLAY

CHRIS POOLEY – ACCOUNT MANAGER

“Pick-me, - pick-me, - pick-me”

Advertising and marketing gurus know well the advantage of providing a highly visual presentation. The concept with ‘face-out display’ shelving is to lure a prospective reader to select a book by its highly illustrated, graphically appealing cover.

Children are inquisitive by nature and the allure of a tantalizing colourful cover draws them closer to the collection, choosing a book to open, revealing a world awaiting discovery inside.

Graphic novels are a great stepping stone to spark a child’s interest, and in that way assist their reading development by providing an introduction to fiction topics.

Often it’s the creativity and escapism that combines pictures with text, which draws the reader into the world of fantasy and as a result captures an audience which may not have otherwise ventured into the general fiction collections.

Within any library collection, the aim is to suitably ‘store and display’ a particular genre to its fullest advantage and ‘Graphic novels demand display’.

As it is the book cover that is being promoted, the more ‘face-out’ display within the shelving that can be provided, the better the chance of increased readership.

Even though the shelving layout for graphic novels is quite subjective, there is the ability to ‘mix and match’ more specialist ‘face-out’ shelves and rear-tilted display bins to further enhance the graphic novel collection.

How do you do that?

The availability of a network of experienced people can assist with designing a successful library layout. Each library is unique and will benefit from the technical input from a wider knowledge base consisting of; school staff, National Library advisors, public library librarians and the Hydestor team.... you are not working on your own ... together we can design a layout that best presents your collection to take full advantage of the available space.

Hydestor consultants are well versed in the individual concepts and idiosyncrasies of libraries and have the ability to assist in creating an interactive literary environment which is enticing, accessible and highly visible.

The image depicts the ‘face-out’ display options for books in a tiered manner, providing an array of interesting stories to select from. The accompanying bins underneath will keep books ‘face-out’ while at the same time cater for the ever increasing volume of books as your collection increases.

Hydestor’s ability to provide CAD (Computer Aided Design) floor plans and elevations, and incorporate those into manufacturing specifications, plays a vital role in placing your collection in front of your littlest patron.

For more information visit:

<http://www.hydestor.co.nz/library-shelving>



Face-out library shelving from Hydestor stimulates eye catching choices for all readers

MISSION IMPOSSIBLE

JAMES FRANKHAM - EDITOR AND PUBLISHER, NEW ZEALAND GEOGRAPHIC

The entire New Zealand Geographic archive: 127 issues, 600 feature stories, 14,000 pages, more than 7,000,000 words, tens of thousands of images. No matter which way you figure it, “going digital” for a magazine that’s been published for more than a quarter of a century was going to be a Herculean task.

There were other considerations - to be useful to schools and libraries we wanted the archive to be platform-independent, low maintenance, low cost, accessible from anywhere, on any device, in the photographically rich format in which it was first conceived. It would also need to be secure, authenticate silently for institutional subscribers, and we needed to anticipate all future technologies. It took a bit of thought.

Back in “the old days” - within living memory for many of us - printing plates were made from bromide separations; chemical images of pages that were literally taped together. This portion of the archive would need to be created from the only coherent file available—the magazines themselves. Today’s scanning technologies are fast, high-resolution and accurate, recognising each and every character on the page as it flies by the scan head. This process of optical character recognition means that even the oldest copies in the archive would be text-searchable down to the word.

Later issues were simpler—postscript files had been archived from 1998 onwards, which were easily ‘distilled’ into the PDF format. In this way, two interns over a year recreated the archive in digital form, but it was still little more use than a shelf full of magazines. The real work was still to come.

Stitching a disparate collection of magazines into a single digital artefact that can be browsed, searched and navigated requires making connections between subjects, ordering in the way a librarian creates a library of representative human genius from a million unrelated tomes. In the library of my youth, the librarian orchestrated that feat using the Dewey Decimal System and drawers of typed yellow index cards. In the digital world, like content is bound together using metadata.

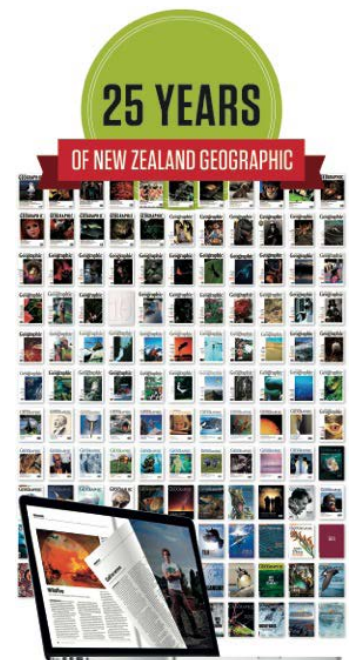
For the purposes of the *New Zealand Geographic* archive, stories were summarised into a content management system, keyworded, thumbnailed, ordered into issues then connected back to the underlying library of PDFs (and their corresponding facsimiles coded in html5, for mobile devices). It was then we discovered that this massive web of content - by then terabytes in size - suffered from the same disease that afflicts the entire Internet.

A student could search the archive for what they wanted, but if the search term was too general, they would be drowned in a torrent of results; too narrow and they would get none - a condition that affects small bodies of content more than large ones. We needed to find a better way.

In the resulting portal, a student can search by keyword, explore by learning area, or flick through magazine issues - connecting ideas and filtering knowledge accumulated by the writers, photographers and editors of *New Zealand Geographic* over 25 years.

They can also download free curriculum-connected resources, but that’s another story...

School libraries can subscribe to the *New Zealand Geographic* archive by contacting the publisher James Frankham on 09 913-9623 or james@nzgeographic.co.nz. Check out the archive at www.nzgeographic.co.nz/discover



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Many school libraries are now taking advantage of TMMC's shelf-ready service options. Plastic magazine covers, staples and hinge tape are all great ways to extend the life of each magazine in your collection. Designated library stickers and barcodes help with shelving while tattle tape and RFID stickers help to ensure magazines leave only when you say so!

To help you ensure that your library is offering the best possible collection for students, TMMC offers an annual Collection Review process, complete with an accounts manager who will keep you up to date with what's new and what's suitable for your library's readership.

TMMC also distributes The Magazine Bulletin - a monthly newsletter designed to keep schools and libraries informed about the world of magazines. The Magazine Bulletin features new launches, specialist niche titles, magazine updates and industry news. This month's edition focuses on the arts and design categories as well as featuring two exciting new launches; [Le Roy](#) and [PC and Tech Authority](#) and a special subscriber offer for [The Plan](#).



The Plan



Le Roy



PC and Tech Authority

[Download The Magazine Bulletin for May 2014.](#)

Under the new moniker FASHIONBOOK, TMMC delivers the latest magazines in fashion forecasting, design and colour. We have a wide range of publications that cover fashion, colour trends, tones and techniques in hair and beauty and emerging talents - straight from the world's catwalks. Our current stock-list is now available. For catalogues and price lists of available titles, and ongoing release dates across the year, please visit [FASHIONBOOK](#) or contact [Megan Carter](#).

Our collection is always growing so if you have a particular magazine you are interested in for your library's collection, be sure to let us know.

For any information on TMMC services, visit our [libraries and schools](#) page or email [Lisa Fenton](#).

You can browse all of our titles on our website at www.magmag.co.nz.

Steph Clews, Marketing Assistant and Subscription Services, The Magazine Marketing Company Ltd

DELIVERING A STREAMLINED DIGITAL EXPERIENCE FOR SCHOOLS

Delivering digital resource programs and multimodal educational resources is a common practice in schools.

Gen Z's, or digital natives, are generally tech savvy and wired for the fast delivery of content. Digital platforms, like eBooks and audiobooks, provide opportunities for increased interaction and learning but if programs are not properly integrated and supported, administrative overheads and poor usability can impinge on the success of these initiatives.

Digital initiatives need to provide added value through product integration – a better experience for students and teachers, and reduced administrative overheads - better use of data.

Softlink delivers digital innovation that responds to these needs including two recently released functions that can help schools manage their digital library content.

The first new function is eZRead for OverDrive, which allows students and users to loan and download OverDrive eContent from within Oliver v5 – with one click. No bouncing to third party websites.

Softlink New Zealand Business Account Manager Lyn Walker, said that eZRead for OverDrive would help schools manage their digital libraries.

'The positive link between access to eResources and literacy levels is becoming more apparent as schools, here in New Zealand, Australia and internationally, implement digital libraries,' she said.

'Educators are using eBooks and audiobooks as a means of engaging students of all ages. eZRead for OverDrive will help schools successfully deliver their digital library objectives by streamlining the borrowing process.'

From an administrative perspective, eZRead for OverDrive also provides benefits such as metadata, a component that allows new books to be catalogued automatically.

Lyn Walker explained that the metadata component would be very popular with library staff.

'When you buy a new eBook or audiobook from OverDrive it automatically creates a cataloguing record for you in Oliver v5. This is a huge time saver and makes it easy to keep catalogues up to date,' she said.

Softlink's second newly released technology is a brand new, fully integrated, advanced federated search module.

The Oliver v5 Federated Search Module is a true federated search engine with access to hundreds of popular research databases as well as the standard configurable Z39.50 sources.

It allows users to search multiple data sources, including their own local catalogue, in real time, direct from the Oliver v5 search screen.

Softlink Chief Operating Officer, Nathan Godfrey, said that the Oliver v5 Federated Search Module is a cost effective option for schools looking to provide students with advanced search capability.

'It currently supports a list of 630 popular research databases, including EBSCOhost databases, Gale Cengage databases and ProQuest Research Databases.'

It's a highly flexible, fully integrated tool for Oliver v5 libraries. Students access and conduct the search direct from their Oliver v5 search screen. Schools also benefit by eliminating the effort and expense of indexing all of their searchable content.

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



OverDrive eBook lending
Now available from Softlink!
 click here for more information.

CONTAINS GRAPHIC CONTENT

OFF THE TOP OF THE 'READ-FOR-SCHOOL' HEAP

EZ STREET - BY ROBERT TINNELL AND MARK WHEATLEY

ISBN: 9780061646652

This one is a bit “meta”; a comic about the creation of a comic book, and an interesting look at the creative process and the concessions made as part of realising your dreams.

“EZ Street” is the story of Scott and Danny, two creative brothers. Scott is into film and Danny is a budding artist. They both have dreams of creating their own work and making a living with their skills. Thus, they create a comic and film as a teenage project, featuring their own pulp character, “Lone Justice”.

We then fast forward a few years. Scott is working in film as a producer/director of low budget and independent movies. Danny, having dabbled in comics, has gone for the security of working as an advertising artist.

Scott returns home after having difficulty in funding his new film. He decides to make a comic based movie because they are “hot” and looks around for an artist. His brother is hurt at not being considered and the tensions between the two brothers come to the surface. Scott considers Danny as having sold out because he hasn’t followed through on his dreams. Danny is resentful because of Scott’s success in the world of “indy” films.

The tensions are highlighted when they work on a project together. Danny’s self-absorption and Scott’s occasionally mean and manipulative nature are clearly developed.

Tinnell comes from an independent film background and Wheatley has been involved in mainline and independent comics. All this experience shines through in a well told story. Tinnell uses the comic’s form to tell the stories that Danny and Scott create as ‘comics within a comic’, and this adds a real sense of reality to the tale. Wheatley’s drawing skills are confidently used, in an impressionistic style that creates atmosphere. There are some nicely drawn supporting characters such as Danny’s fellow cartoonists, his supportive partner Keely, and Scott’s new girlfriend.

This would be recommended for senior students, as it features sexual situations, drawn nudity and some strong language.

*Reviewed by
Greig Daniels, Tokomairiro High School*



A graphic look at the development of a comics page

ORCS: BRED FOR WAR - BY STAN NICHOLLS AND JOE FLOOD

ISBN: 9781596434554

First off, the author states, these aren't Tolkien's orcs, but magical characters developed from European mythology. Yeah right!

Nicholls has previously written novels set in a fantasy world of elder magic and the wars of gods with fanatically religious humans. In these stories the Elder gods ally themselves with human factions to further their own agendas. This graphic novel is an original story set in this universe.

The orcs are basically the "grunts" or foot soldiers who serve their various leaders. We focus on a group of orcs led by an old soldier called Stryke, as they set out on a mission, as directed by their sorceress leader. They are waylaid by religious warriors and betrayed by so-called allies, but eventually succeed in their task.

The author and artist strive for a "day in the life" feel, but the set-up of the story is told in quite hackneyed terms. The religious

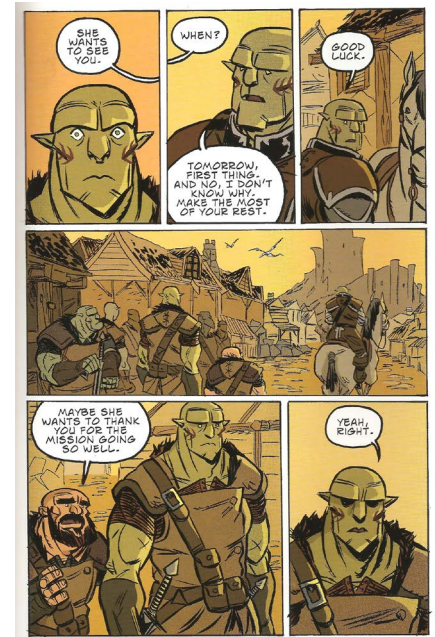
fanatics are one dimensional, as are the elder gods. There's an attempt to create character differences between the orcs, but the artist isn't able to sufficiently differentiate them, and the characters aren't fleshed out enough by the writer for them to stand out.

There is a fair amount of violence and bad language, but it is used more for cheap effect than for any real storytelling purpose.

Perhaps the most off-putting thing about "Orcs" is the awful colouring. The colourist uses tones of brown, tan and green and it has a dark and murky feel. It adds nothing to the atmosphere and obscures the line work and overwhelms the visual story telling.

Recommended for mature readers, but I wouldn't consider this worth adding to any library collection.

*Reviewed by
Greig Daniels, Tokomairiro High School*



The orcs prepare for a mission

COWBOYS AND ALIENS - BY SCOTT ROSENBERG, FRED VAN LENTE, ANDREW FOLEY AND LUCIANO LIMA

ISBN 978 0061646652

This text seems more like a gimmick than a creative piece. I can just imagine a bunch of movie promotion men looking for a "hook", a gimmick, a concept. Somebody suggests "Cowboys and ?" Someone else suggests "and Aliens". After the laughter dies down, the man at the end of the table says "that's not such a bad idea." And so a travesty is born.

Produced by Platinum Studios (a concept farm for comics and movies) this story did get picked up, being made into a movie in 2009. I haven't seen the movie so I won't comment here.

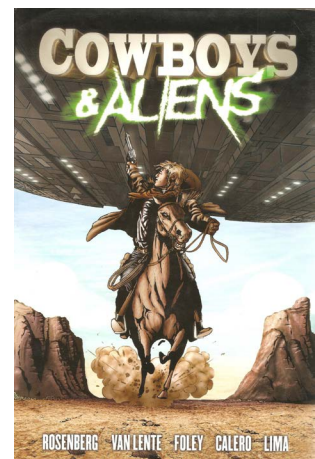
The comic does deliver on the promise of the title. It has cowboys! It has aliens! They fight. The cowboys win.

There are some attempts at characterisation but really it's just an excuse for evil aliens to take over and brave cowboys to fight back.

Not totally devoid of virtue, it is a good mindless action read with the occasional piece of sharp dialogue, and the art and colouring are adequate.

It might be considered a suitable graphic novel for Year 9 and 10 boys.

*Reviewed by
Greig Daniels, Tokomairiro High School*



*The image that sold the movie.
The comic came later.*

BOOK REVIEWS

SILENT SATURDAY - BY HELEN GRANT

reviewed by Desna Wallace - Librarian, Fendalton Open-air School

Veerle is 17 and living in Brussels with her mother Claudine. Her mother is somewhat losing the plot and Veerle is becoming more and more frustrated with the life she is living under her mother's suspicion and paranoia.

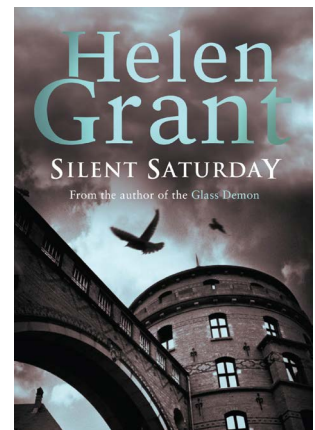
The prologue opens with a punch when Veerle is just a young child and witnesses something she shouldn't have seen. Fast forward ten years and a chance encounter takes her down a new road when she investigates a light in an abandoned building. There she meets Kris who invites her to become part of the Koekoeken (cuckoos), a secret society who break into empty properties. Rather than steal or vandalise the properties, they fix things up. Just little things like door latches. The society is so secret most members don't know of each other or their real identities. Then the bodies begin to pile up. Somewhere

there is a serial killer and slowly Veerle is starting to connect the dots. The Hunter is watching, waiting and Veerle and Kris are next on the list.

This is definitely different (in a very good way), to most YA books. This is thriller, mystery, murder and even a little romance all rolled together. It is very well written with just enough clues to keep you guessing and hanging out to read the next chapter. It moves along at a steady pace, building tension and suspense as the bodies pile up. As I was approaching the end of the novel I sneaked a moment at work to read when work was quiet. My work mate approached me to say something and I jumped, screaming out loud. We both got the giggles but I was so engrossed in the story I was right next to Veerle urging her to run. I love the way the Hunter has chapters of his own where we become witness to the murders.

Now I have to wait for the next book. Grrr! Check out the book trailer for a glimpse into the novel.

http://youtu.be/pcy8_576eBY



JUST ONE DAY - BY GAYLE FORMAN

Reviewed by Cathy Kennedy - Libraries Manager, St Andrew's College

Allyson has finished high school and has embarked on a European tour before starting college. She's an A student, led a sheltered life, and always been a good daughter, but is unsure of where her life is heading or her place in the world. Towards the end of her organised tour, she meets Willem - a free-spirited actor travelling the world out of a back pack with no plans of which country to travel to next. Allyson ditches her tour to spend one wonderful day and one intimate night in Paris with Willem - 24 hours which will change her forever.

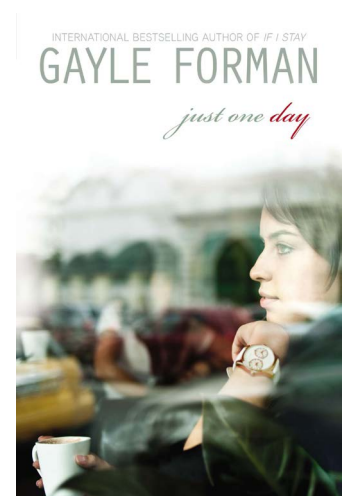
After waking up to find Willem gone and alone in a city she has only known for one day, a heart-broken Allyson goes home to continue her life but is unable to forget Willem. She embarks on a search to find

Willem and some answers. Was there a true connection between them? Are they meant for each other and why did he leave her alone without a goodbye?

Just One Day is a story of travel, Shakespeare, romance and heart-break. It is the story of Allyson's quest to find someone, but in the process, she finds herself. A highly recommended read for older teens - a modern, gentle and engaging coming-of-age story.

Allyson's and Willem's story continues in *Just One Year* where we read Willem's quest to find Allyson.

Would also recommend *If I Stay* and *Where She Went* by Gayle Forman.



MY SISTER LIVES ON THE MANTELPIECE - BY ANNABEL PITCHER

Reviewed by Julia Smith - Librarian, Kerikeri High School

"My sister Rose lives on the mantelpiece. Well, some of her does.

A collarbone, two ribs, a bit of skull, and a little toe."

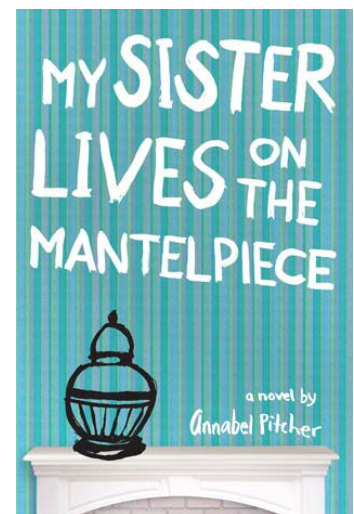
Jamie barely remembers his sister Rose, who was killed in a terrorist bomb attack five years ago, yet her death completely shattered his life. His mother abandoned the family, his father turned to alcohol. Determined to get his children away from London and its large Muslim population whom he blames for his daughter's death, Jamie's dad takes them to the country. Only Jasmine, twin sister of Rose, and now fifteen, appears to be holding the family unit together, yet she too struggles to be noticed as herself.

Jamie is bullied at his new school, but

manages to cope with the help of a new friend, a Muslim friend . . .

I loved this book, it certainly delivered much more than I expected. Told from the point of view of ten-year-old Jamie, author Annabel Pitcher joins those other wonderful children's authors like John Boyne (*The Boy In Striped Pyjamas*, *Stay Where You Are And Then Leave*), and Morris Gleitzman (*Once* series) where they capture the voice, naivety, and essence of children so perfectly.

My Sister Lives On The Mantelpiece is a book about a family torn apart by grief, with strong themes of race relations, religious differences, bullying, and alcoholism. Certainly not a story just for children, this emotional journey will touch teenagers and adults alike. Highly recommended.



SHE IS NOT INVISIBLE - BY MARCUS SEDGWICK

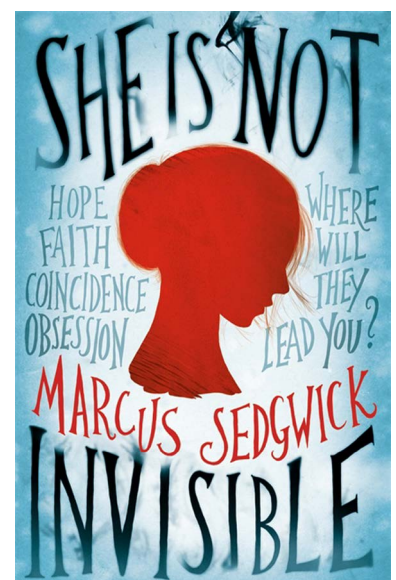
Reviewed by Bridget Schaumann - King's High School

Marcus Sedgwick has a wild imagination, it tends towards the dark and gothic and I really like that, but this book has a lighter feel. It is a mystery and an adventure but that makes it sound far too simple. Laureth Peak's father who is a writer, famous for only one book, and has been trying for years to write a book about coincidence, and failing, failing rather spectacularly, but suddenly he has gone missing. He doesn't answer his phone, he hasn't been in contact and is just suddenly absent. Laureth is a determined young lady and decides to set off to find him. This is not so simple because the last place her dad was seen was in New York, and Laureth lives in England. So first she must make it there, find her dad and as if this wasn't complicated enough she must take her rather unusual younger brother with her and then there is the fact that Laureth is blind. She has a clue which will help her find her dad, a notebook which seems to

indicate that he has become increasingly odd and disturbed by something, leading even Laureth, his greatest supporter, to think he might be losing his mind.

This book is a treasure. The relationships between the characters are done beautifully, the quirky and beautiful bond between brother and sister is great, the links, the clues, the weird and the wonderful are all just perfectly placed and the whole thing is written in a matter of fact style which just hooks you in and drags you along.

Read it for yourself, I think it is a genuine cross-over novel. Buy it for your library because your students will enjoy it, especially if they are the kind of readers who like John Green, Meg Rosoff or Patrick Ness. There are so many good things in this novel I want to thrust it at everyone and say "Just read it, and do it now!"



THE SLIGHTLY ANNOYING ELEPHANT - DAVID WALLIAMS ILLUSTRATED BY TONY ROSS

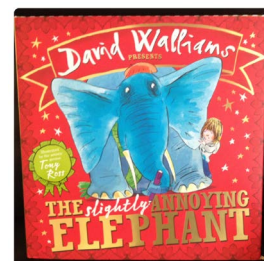
Reviewed by Annette McKittrick - Librarian/Resource Manager, Waimea Intermediate School

David's first picture book and suitable, in my opinion, for ages 3 to 100. The author's quirky humour and the illustrator's brilliance brings the story to life with warmth and humour. The picture book deals with a very important lesson: before you sign any document, always read the small print. If only Sam was aware of this when he signed a form to 'adopt an elephant'

from the zoo, then he would not be in the predicament he finds himself in.

Just what do you do when an elephant turns up at your door step and says he is here to stay?

But wait, there's more...



THE REAL BOY - BY ANNE URSU

Reviewed by Michelle Simms - Totara Primary School, Hamilton

Eleven year-old Oscar works for Caleb, a powerful magician. He is happy preparing herbs in the cellar for his master's spells. After Caleb leaves on urgent business, children begin to fall ill and bad things start happening in the forest. Oscar has to leave his structured world and help work out what is going on.

Oscar has autistic traits (although the term is not used in the book). He finds it hard to look people in the eye and has difficulty understanding what their faces, voices and body language mean. He finds comfort in routines and knowing what his day will bring. These traits are woven into the story,

and the way that Oscar thinks and acts is important to the plot.

I love the fact that the reader can see the different way that Oscar views the world and the reasons he behaves the way he does. He is not the same as everyone else, often described as "odd", yet he makes a friend, helps solve the mysteries in the book and is brave and daring.

The Real Boy has adventure and unexpected plot twists, but it also delves into the complexities of human behaviour. It is a beautifully written book that will appeal to children aged 9-12.



THIS STAR WON'T GO OUT: THE LIFE AND WORDS OF ESTHER GRACE EARL - ESTHER EARL, LORI EARL, WAYNE EARL, JOHN GREEN

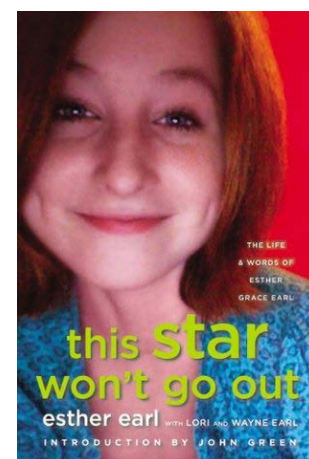
Reviewed by Saskia Hill - Librarian, Cashmere High School

This star won't go out is the moving and true story of Esther Grace Earl and her battle with a rare form of thyroid cancer. Esther is diagnosed at the tender age of eleven and passes away five years later at the age of 16; her book is a collection of journal writings, photos, online chats, drawings and reflections interspersed with chapters and letters from friends, family and medical staff.

John Green dedicated his bestselling novel *The Fault in our Stars* to Esther. He says in his introduction written for *This star won't go out*, that through knowing Esther and her journey he has come to appreciate that teenagers have a greater capacity for

empathy than he had previously given them credit for, and although he is careful to distinguish between Esther Grace's journey and Hazel Grace's, those reading both books will be able to see the connections for themselves.

The book made me cry and generated no end of discussion with my daughters about life, death and all that lies between. But as a parent of an eleven year old and a teen I found it hard to read through my usual young adult filter. Eye-opening, sad, inspiring and life-affirming, it is a good read. I would recommend this book for intermediate and high school students.



JOURNEY - AARON BECKER

ISBN: 9780061646652 - Candlewick Press

Reviewed by Desna Wallace - Fendalton Open-Air School, Christchurch

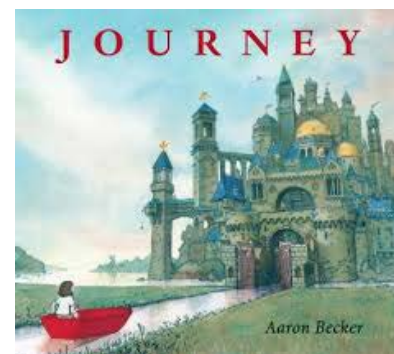
Journey is a beautifully illustrated wordless picture book. It's wonderful sepia tones capture the heart and imagination of a young girl who is bored. No-one in her family wants to play, they are all too busy. The young girl takes a crayon and begins drawing a door in the wall, opening up a into world of imagined places. I love how the colours start to play together as her imagination takes over.

This really is a journey into strange worlds; even a little steampunkish with airships floating across the skies. We travel along

with the young girl as she takes us to faraway places and even danger. There is lots to look at and lots to discuss with this book on so many levels. Any child reading this book will no doubt add to the story of the little girl and her journey with their own world of imagination.

It really is a book to treasure and dip into again and again.

Take a look at the trailer and just enjoy your own journey. <http://youtu.be/SxUs41jB4Ts>



THE LAZY FRIEND - RONAN BADEL

ISBN 9780763660536 - GECKO PRESS

Reviewed by Desna Wallace - Fendalton Open-Air School, Christchurch

This is truly a delightfully funny, wordless picture book. Adults will giggle as much as young readers. The saying that a picture tells a thousand words is so true for this book.

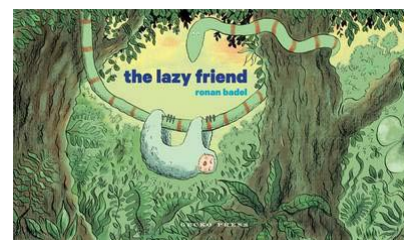
A storm blows down a tree in the jungle, but not just any tree. The tree happens to be the one a sloth is hanging on to. He is just hanging upside down taking it easy. It is not long before the damaged tree, still with the sloth attached, is taken away on a truck. Sloth is totally oblivious to his adventure and his dangerous predicament.

His wonderfully loyal friends, especially the

snake, are fully aware of the situation and are determined to bring him home again.

The expressions on the sloth's face are priceless especially as the dangers unfold and he remains totally unaware. Children will love the illustrations, and no doubt come up with their own wonderful versions of this story.

Beautifully produced, this book is a wee treasure for all ages. I believe when this book is released in June it will be a huge hit.



REGION NEWS

CENTRAL REGION

Our AGM and professional development event (displays, and Google+ communities) will be held on Saturday June 21st, at Taradale Primary School. Full details of the event can be found on our website

www.slanza.org.nz/central

AUCKLAND REGION

Our AGM will be held at Newmarket Paper Plus on Wednesday 18th June, starting at 5.30 although all are welcome to arrive early to peruse the shelves. There will be a 20% discount offered and accounts can be arranged on the night. Two publishers will present their new titles, a local author will speak, and one lucky school will have the chance to win their purchases up to the value of \$500.

We are planning three processing workshops in conjunction with SLANZA's sponsor, Book Protection Products. These will be held in different areas – South Auckland, West Auckland and the North Shore, later in Term 2 or early Term 3.

A basics workshop covering weeding, stocktaking and budgeting will be held on a Saturday at the end of August at the National Library Parnell building. Details are still being confirmed but will be advertised soon.

In Term 3, on Saturday 16th August, we will be visiting the Auckland Museum to look at their wonderful World War I resources, and having a 'behind the scenes' tour of the Museum. Lisa Alcott from the National Library will present the online resources that they have put together for this important anniversary and Pauline McCowan will speak on behalf of the Passchendaele Society. This event was originally scheduled in Term 1 but had to be postponed when a cyclone blew through Auckland!

The Auckland region is looking for new schools to host some of our events, so if you think your library is fantastic and you would like us to arrange an event there please get in touch with [Trish Webster](#).

TE TAI TOKERAU UPDATE

Term 1 – Saturday, March 8, Whangarei – Adrienne Hannan: The 10 Commandments of Manoeuvre Warfare

Adrienne Hannan is the Children's and Youth Services Coordinator at Wellington City Libraries as well as a combat medic in the New Zealand Army Reserve. Being a soldier has given Adrienne useful skills and knowledge, particularly flexible thinking. Her talk was a meshing of the two environments she works in. She claims that her set of commandments enable librarians to achieve success. It was an entertaining and completely engaging presentation, and indeed, the military do have valuable lessons for librarians.

Following Adrienne's presentation we had morning tea and workshop on how we can use what we have learned in our libraries. We then held our AGM, talked about strategies to increase membership and did some planning for the rest of the year.

Term 2 – Saturday, June 21, Kerikeri – Michelle Simms: Gamify Your Library

Michelle Simms is the library manager at Te Totara Primary in Hamilton and SLANZA National Executive representative for the Waikato/Bay of Plenty. This session will focus on what gamification is, which is not about video games. Gamification involves understanding what makes games so engaging and applying these techniques to other situations - how to use game elements to bring fun into the library. Michelle will give us practical examples of the use of gamification in a library context.

Julia Smith - TTT Chair, juliavegan@gmail.com

WAIKATO/BAY OF PLENTY REGION

Waikato/Bay of Plenty SLANZA held a virtual library tour and annual AGM at Whakatane on the 10th of May which was attended by about 25 people. The majority of us travelled to Whakatane which was a wonderful and pleasant drive as it was a beautiful sunny day.

The virtual tour was a great opportunity to hear and learn about what other librarians are doing in their libraries using online tools. During the day we looked at Pinterest, Slideshare, Book Creator (an iPad app), Facebook, Livebinders, Pond, Weebly, Canva and our libraries' websites. We had great discussions on how we are making these tools work for libraries. We discussed the elements of these tools, and what makes them good and effective tools.

Following our virtual tour we held our AGM which was attended by 15 members and non-members, with three apologies. We looked at our membership numbers, discussed upcoming events and future PD plans.

Waikato/Bay of Plenty would like to thank these members who have stood down - Kay Greed, Katreece Lewis, Mary-Jane Revington, Jan Stobie and Anne Watt - for their service and contributions to the SLANZA committee. We would also like to welcome onto our committee Grania Trott and Kathleen Van der Putten.

Coming up for the region is a book processing and mending workshop with Robin Dixon from Book Protection Products, our SLANZA sponsor. There are two dates and venues; Cambridge High School, Cambridge, 13th June or Greenpark School, Tauranga, 16th June. \$15 for SLANZA members or \$30 for non-members. RSVP to Glenys Bichan bic@camhigh.school.nz or Jude Cosson library@greenparkschool.co.nz

WELLINGTON EVENT UPDATE

On Wednesday, 19 March the Wellington region gathered at Raroa Intermediate (thank you Clare Forrest) for our first event of the year. Last year Adaiah Hannah received a Life Membership Award for her outstanding contribution to Slanza at our conference. As well as receiving our recognition and a certificate, the National Executive also wanted the Life members to receive a badge. Unfortunately the badge arrived too late to be presented at our conference. So we started our meeting with a presentation to Adaiah of her badge, and a big Thank You from our region for all her efforts on behalf of SLANZA and the school library community.

Then we sat back to listen to Matt McGregor from Creative Commons Aotearoa New Zealand. In July 2010 Government accepted a proposal from NZGOAL (the New Zealand Government Open Access and Licensing framework) regarding the Government use of Creative Commons licenses for copyright works. Matt enlightened us how this affects schools, and in particular librarians, as we are often at the forefront in dealing with copyright issues. It was a lively session with many people asking interesting and informative questions. For all of you who could not attend see this website: <http://creativecommons.org.nz/2014/03/more-from-our-march-events/>

It was a great turnout for our first meeting. Hope to see you all at our next event in June.

Karen Clarke - Chair Wellington Region



Adaiah Hannah receiving her Life Membership badge from Karen Clarke



Clare Forrest with Matt McGregor

AORAKI UPDATE

Term One 2014 Event - Pick 'n Mix Professional Development Day

Late in Term One we held a very successful professional development day for our Aoraki members. Our aim was to provide something for all kinds of staff in both secondary and primary libraries. The first speaker of the day was Desna Wallace – our very own author in the midst of SLANZA! Desna shared her experiences writing *My New Zealand Story: Canterbury Quake* and the process involved in creating and publishing a book.

After this great start, the day continued with breakout sessions so everyone could tailor their day to best suit their needs. Workshops included a session on book repair with thanks to Book Protection Products, proactive customer service (making sure our 'clients' ask us for help even when they didn't know they needed it!), creating reading lists, modern library learning environments and more.

Thanks to all our Aoraki members who joined us and made it such a great day of networking and learning.

UPCOMING EVENTS - AORAKI

The Aoraki SLANZA AGM will take place in the last week of June (Week 8, Term 2).



FROM THE GROUND UP

SLANZA 2015
**Growing libraries for
the future**

St Andrew's College
Christchurch
28 - 30 September 2015



School Library Association of New Zealand Aotearoa
Te Puna Whare Mātauranga a Kura

SLANZA OTAGO WEEKEND SCHOOL & SLANZA AGM 2014

FRIDAY 4TH TO SUNDAY 6TH OF JULY KING'S HIGH SCHOOL LIBRARY, DUNEDIN

- **Anne Kenneally** (CORE Education) - Literacy in a Modern Learning Environment.
See more about Anne [here](#).
- **Joan Mackenzie** (Book Manager at Whitcoulls) will talk about her role as national book buyer for the Whitcoulls chain of stores, how she chooses "[Joan's Picks](#)" and current book buying trends.
- A presentation from **Matt McGregor** ([Creative Commons Aotearoa New Zealand](#)) on understanding and using Creative Commons licences.
- **Iain McGilchrist** (HOD of English at John McGlashan College) will talk about the benefits of collaboration between school libraries and teaching staff.
- Services to Schools Library Advisor and former English Teacher **Carrie Bouffard** will give a presentation on fiction and reading at all ages.
- **Lightning session 'What Works Well in My Library'** – Short and sharp presentations to inspire and enliven your primary and secondary school libraries.
- **'Library Issues' workshop** – An opportunity to get feedback, solutions and ideas from other workshop participants on some of your own tricky school library problems.
- **Panel discussion 'Otago Librarians do Summer Reading'** - Hear from local primary and secondary school librarians about their approaches to summer reading programmes.
- Optional **social events** include Friday night 'Pubrarians' (an informal icebreaker over cocktails) and Dinner at Ombrellos Kitchen and Bar on the Saturday.

THE COST OF REGISTRATION IS \$40 FOR CURRENT SLANZA MEMBERS AND \$90 FOR NON MEMBERS

(This includes morning and afternoon teas and lunch on Saturday. Social functions on Friday and Saturday nights will be at your own cost)

Registration for non-members includes a personal SLANZA membership for the remainder of 2014

Complete the [online registration form](#) and payment process before Friday 27th June to secure your place

THIS SLANZA OTAGO EVENT IS SPONSORED BY BOOK PROTECTION PRODUCTS



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

BUSINESS MEMBERSHIP

Business members support the work of SLANZA.

Current members are:

Premier Professional Development sponsor -
Book Protection Products

Top Shelf Members - Softlink, TMMC and
2020 Communications Trust

Circulator Members - Library Plus
Echelon Productions

Reserved Member - Cengage

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

WHY SHOULD YOU JOIN SLANZA

The benefits of membership include:

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

NEWS + CONTACT

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

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