

Friday:

- Powhiri
- SLANZA AGM
- Wine & Nibbles
- Literacy Quiz – Des Hunt

Saturday:

Past Tense // Future Tense – Why libraries matter – Dr Ross Todd (School of Communication & Information – the State University of New Jersey)

Libraries matter more than ever! Consultation document – *Shaping a Stronger Education System for NZ*. Build a vision around this for our school library. Align our narrative with the vision.

Providing instructional engagement with information. Reading must be a rich participatory event.

Mary Gaver – 60 years of research. “Capable and enthusiastic readers.” Don’t let go of reading – fundamental foundation for learning. Students need intellectual agency. School libraries should put the child as the centre. A wholesome and holistic notion – a collaborative and dynamic agency for our kids.

School Libraries Work – 60 years of Evidence. Download and give to your Principal!

We want our kids to learn content knowledge ... don't we? If kids can't read, they have limited opportunities as an adult.

Take the visionary documents that are in this country and use them as narratives.

Poster – Why kids need a school library.

In order to be an effect researcher, we have to foster reading-to-learn – the will to 'know' and to inquire. The capacity to think and analyse. Developing their personal and interpersonal capacity. Manage the information.

CiSSL – Student Learning (New Jersey Research Study). “School Library as a Quality Learning Centre.” Building capacity for critical engagement.

The centre of pedagogical development.



Shaping a Stronger Education System for NZ: Consultation Document

Vision

- *Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality....*
- *Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!*

Goals

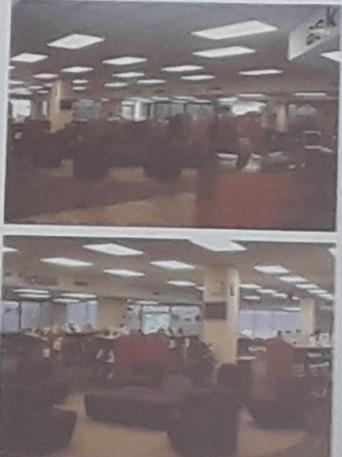
- **Objective One:** Learners at the centre
- **Objective Two:** Barrier free access
- **Objective Three:** Quality teaching and leadership
- **Objective Four:** Future of learning and work
- **Objective Five:** World class inclusive public education



Do we really need a school library?

- Availability of information technology
- Access to vast quantities of information on the Internet
- Costly infrastructure; increasing cost of print material
- Cost of personnel: certified school librarian
- Students using libraries less since they first began using internet research tools

Search engines are primary starting point for information searching



The Changing Information Landscape

- Transformation of information access: digital devices, smart technologies, voice activation, haptic technologies
- Changing arena of content publishing; apps-driven access; wearable computing; breakdown of traditional publishing control
- Changing culture of reading: visual, linked, interactive, participatory
- New technology frontiers for learning: VR, gaming, robotics, makers and innovation



Prof. Carol Kuhithau – Guided Inquiry. Developing kids as quality researchers.

“What is quality information?” – a complex question. How do we teach kids to be ethical consumers? How do we develop the central notion of mindfulness? (the whole arena of ‘fake news’).

Donna Haraway – *Cyborg Manifesto*

Superconnected – Mary Chakyo

What is a School Library?

The school library is the school’s physical and virtual learning commons where reading, inquiry, thinking, imagination, discovery, and creativity are central to students’ information-to-knowledge journey, and to their personal, social and cultural growth.




Research: Key Factors To Encourage Reading

- Understand the lives of your young readers
- Provide personalized reading guidance
- Use curriculum as link to reading enjoyment and enrichment: Go from curriculum to personal interest
- Show young people that academic success comes through improving reading
- Have an open mind about what boys read
- Know the dynamics of improving reading
- ACTIVE ENGAGEMENT RATHER THAN PASSIVE ACTIVITIES



Transformative Role of School Libraries: Developing Inquiry

- Building excitement, interest and motivation for learning
- Activating prior knowledge
- Building background knowledge
- Generating meaningful questions to research
- Developing research capabilities
- Literacies include visual literacy, print literacy, media literacy, digital literacy, and technological literacies
- Primary focus is fostering the complex skills to build knowledge
- Engaging students as content providers who work on- and off-line to produce creative products
- School library portrayed as a common ground across the school for meeting individual and special needs



School Libraries and Inquiry Learning:

“Explore beyond the distant horizon and draw it near!”



Kuhithau, C.C., Maniotes, L., & Caspari, A. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited.

A deep commitment to the information wellbeing of our students.

Humanistic Study

- Civil Discourse
- Informed Discourse
- Human Rights
- Human Agency
- Social Justice
- Civic Responsibility
- Open Access
- Equity of Access to Resources / Technology
- Community Building
- Diversity
- Commitment to the Social Good



Humanistic Study as Key to SL Futures

- Schools and School Libraries as cradles of civilization and democratic society
- Schools and school libraries as breeding grounds for ideas generation, disruption and intellectual discontent: diversity of ideas as foundation for critical thinking, argument, debate and building knowledge, developing powers of observation and comprehension, and an aversion to dogmatism. Ideas / Thinking Networks
- Schools and school libraries as opportunities for social, collaborative and global learning: global, local, formal, informal, unofficial, unscheduled, impromptu learning: Social and Cultural Networks
- Learning without borders: connected learning, global collaboration, removing obstacles, seeding community formation, encouraging conversation, and growing student networks. Community Networks

Workshop 1 – Finding the Hook – Louise Ward

Provide opportunities for kids to come into your library. Why read? – Fun, enhances imagination, creativity, skills for life – essential skill, develops empathy, language and enunciation skills, develops concentration and memory.

Book Clubs – “What book do you wish you’d written?” “Choose a book by its cover and tell me why you chose it.” Quizzes; get older kids to read to younger ones; themes, etc. *The Encyclopedia of Grannies*.

Environment – adequate seating; displays; plasticine brains – decorate; welcoming; beautiful; build a relationship with a local bookshop (posters, bookmarks); send kids’ reviews to authors and publishers.

Reading Aloud – hook them in and leave them hanging (*The Land of Roar* – Jenny McLachlan) – what happens next?

Read to a dog (or show the pictures and talk – research around reading to the non-judgmental); go to old people’s homes.

Using the juicy bits – *Lockwood & Co*; *The Hate U Give*; *Thunder Cluck* – *Chicken of Thor*; *Small Spaces*.

Tapping into other interests – *Sticking With Pigs*; *Amundsen’s Way*; *Selena Gomez*

Representation – *Milk & Honey*; *Tui Street Heroes*; *Yay! You’re Gay*; *Impossible Music*. Making sure every single kid feels included in the library.

Reading and ... take a piece of text and black out some words so they make a poem. Real opportunities for engagement – sport, music, etc. Dress ups. Play with language.

Opportunities – what is relevant for kids? (e.g. *Strike 4 Climate*, *Hell Reading Challenge*, Rugby World Cup, Te Wiki o Te Reo Māori).

Reviews – get excited and let the kids get excited. Ignite the passion and make them feel like they’re missing out.

Visiting authors and other people (e.g. Nano Girl). Irish Times, 24.09.19 – *Why meeting a ‘real live’ children’s author matters*.

Take a photo of you reading a book in a strange place – display them.

[what book next.com](#) – join up to this excellent resource. Adele Broadbent – children’s expert.

Work with your local indie – real people, not “Amazon” who are killing the local bookstores (*The Book Depository* is part of *Amazon*).

Gareth Ward – *Selling Your Love of Books* (Wardini Books – Havelock North)

- Hard work
- A willingness to fail (most things have a positive effect – you won’t know what will work until you try it)
- Passion
- Being ourselves – genuine in what you do
- Being part of the community
- Bedtime Stories – kids come in their pyjamas to listen to stories – translated into Te Reo; signed
- Battle of the Book Clubs
- Adele Broadbent – children’s expert.
- 20% discount, source books, class sets
- Find us on *Facebook* – we’re often mildly amusing! Use social media to reach your kids. In primary schools, go through the parents – they want to know what their children are reading.

Writer, storyteller, magician and hypnotist – experiences that come into Gareth’s writing.

- ✚ Some boys will not read a book that has a female main character.
- ✚ Enthuse about the most outlandish part of the book.

- ✚ Reading should be fun.
- ✚ Because ... give the child a reason to want that book.
- ✚ Talk to kids like adults and to adults like friends.
- ✚ Judge a book by its cover – kids will (adults too).
- ✚ Let kids browse.
- ✚ Information books are still reading.
- ✚ Read to kids – and let them colour or create.
- ✚ Leave books lying about.
- ✚ For some kids, the school library is the only place they will see books 😞

Dr Vincent O'Malley – *The New Zealand Wars*

Iwi talking to the Crown and NZers don't know the history.

N.Z. History Blog – *The Meeting Place*. Vincent has been visiting a lot of schools – the kids get it and ask questions. We need to catch all the adults up who have been denied this knowledge. So much silence for so long. Shouldn't be called "The Māori Wars" – they weren't the only combatants! Neither were they wars just about land.

Two thirds of the rank and file were Irish, not British. Many of the troops settled in N.Z. afterwards, some marrying into iwi!

Racial assumptions that Māori were not clever enough to build the pa – thought they had help. Pakeha could not have survived in this country without assistance from Māori.

Waikato Māori went to Taranaki to help in the wars there, 1860-61.

Waikato War, 1863-64, changed the way of life for N.Z. *Tiriti* – Māori had an expectation of partnership and to be able to manage their own affairs. 1858 – Māori outnumbered for the first time ever. By 1864, nearly the whole of the South Island had been taken over by the Crown.

Casualties in the Waikato – Māori saw this as murder, not as a result of war. We need to acknowledge this happened. First overseas war Australians fought in. Partnership or Crown Primacy? – two different views of the Treaty. Māori stripped of their land and their language (Māori children strapped at school for using Te Reo).

We should be big enough as a nation to acknowledge deaths in the Māori Wars. A shared sense of where we've come from to know where we're going. We need to own it. The consequence of the N.Z. Wars is playing out right now (Ihumatao).

N.Z. History Curriculum – should have Iwi and Hapu involvement in its development and should be place-based but with wider context. Not learning just a list of dates but inquiring and understanding (e.g. Why is this street called Bryce Street? Is there an alternative view?).

How do we teach this in primary school? "There's this cool person called Wiremu Tameha. Let's look at his life."

Book – *Sleep Standing Moetū* by Witi Ihimaera

Workshop 2 – A Plethora of Picture Books – Gerri Judkins & Megan (from *Books for Kids*)

Year 1:

- *Don't Let the Pigeon Drive the Bus!* – innovate on text
- *We Are in a Book*
- *Hairy Maclary*
- *Oi Frog! ... Dog, Cat, Duck-Billed Platypus*

Year 2:

- *I Want My Hat Back; This is Not My Hat; We Found a Hat*

- *Mr Chicken Goes to Paris ... Roma ... London*
- *Circle; Square, Triangle* by Jon Klassen

Search and Find the Visual Elements

Artistic Style & Design What is the illustrator's artistic style What Art mediums are used? Are there any special design features that affect the reading of this book?	Inferring from the symbols in illustrations What Colour effects are there? how do they affect you? What do the character's Facial Expressions and Body Language tell you? Are there any objects deliberately included and why? Recurring patterns or symbols	Technical Aspects Are illustrations Cropped zoomed in, zoomed out? View Aspects? What does this tell you?
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Year 3:

- *The Stinky Cheese Man ...* (blurb, end papers)
- *The Day the Crayons Quit* (the crayons have attitude!)
- *Puffin the Architect* (ingenuity, problem solving)
- *Sam & Dave Dig a Hole*

Year 4

- *Voices in the Park*
- *Window* } Can use from
- *Belonging* } Year 1 on
- *Bomb*

Year 5:

- *Zoo*
- *The Rabbits*
- *The Arrival*
- *Memorial*

Year 6:

- *Fox* (end papers)
- *The Lost Thing*
- *Home and Away*
- *The Water Tower*

Students Analysing Sophisticated Picture Books

Orientation	Symbolic Effects	Technical Aspects
Setting	Colour Effects	Camera Angle & Shot Types Cropping & Framing
Character Identity: Nationality, gender, roles, jobs, stereotyping	Facial Expressions Body Language	Direction of Gaze
Artistic Style & Design	Physical Appearance of Character	Position and Proximity
Illustrator's Artistic Style Art Mediums illustrator used	Objects Deliberately Included and Why	Lighting
Special Design features	Recurring Patterns or Symbols	Movement

Dr Ross Todd – *Living Safe and Productive Lives. Young people, learning, wellbeing and safety in a global information world.*

If you can't read, you can't learn. Target what matters – Evidence-based practice:

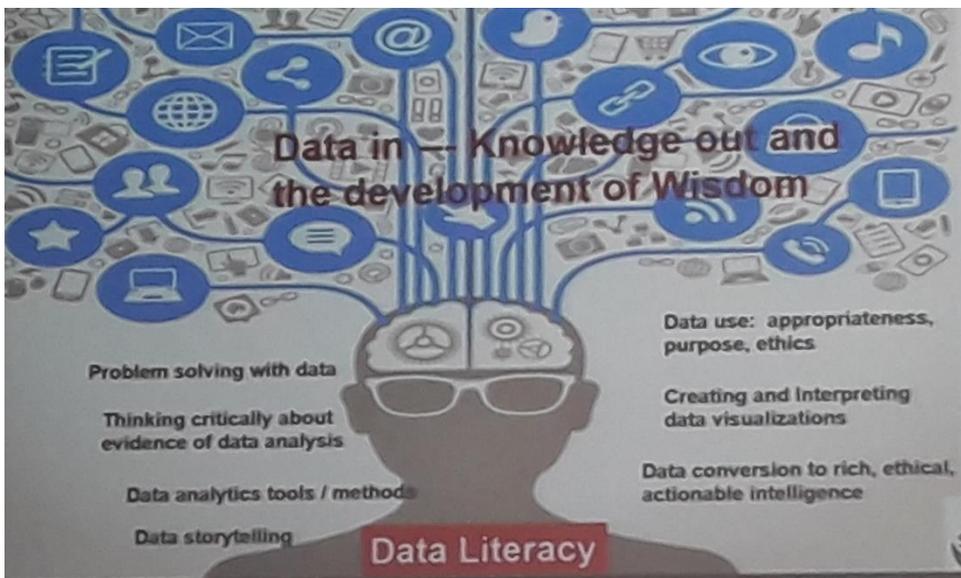
- Reading and Literacy Development
- Resource-based inquiry and knowledge outcomes
- Critical thinking, problem solving and intellectual capacity
- Living and learning in a connected digital culture
- Intellectual, personal, social and cultural agency (get rid of the pressure to cover/master curriculum objectives. Curriculum review is a chance for us to engage in the visible agenda).



SCHOOL ACTION: Visible Agenda and Evidence of Social / Cultural Diversity, Inclusion, Cognition, Access, Justice & Wellbeing

- **Diverse information ecosystem:** for all, enabled by IT, regardless of social and economic and access circumstances.
- **Knowledge ecosystems:** Opportunity to examine diverse interests, diverse perspectives, arguments, even controversial topics, in privacy and anonymity, and without interruption: inclusion for diversity.
- **Wisdom ecosystems:** individual help, mentoring, empathy, resilience, coping, interacting as needed without any kind of judgment. Access to expertise, help, support
- **Safe ecosystems:** where students can retreat and work without interruption and intervention by other people without any kind of threat: identity, sexuality, social relationships and interactions

CONNECTION. OPENNESS. AUTONOMY. INNOVATION.



Think of our school libraries as safe places – to explore ideas about cultural identity, their selves, etc. without judgement.

Burnout generation <https://www.buzzfeednews.com/article/annehelenpetersen/millennials-burnout-generation-debt-work>

Sucked into a data vortex – will school libraries become a data centre? How are we preparing our kids for data literacy?

Makerspaces – questions around how valuable they are. Limited evidence around impact. New dynamics around plagiarism (3D Printers).

Safety in Digital Environments: Context

- Children’s increasing immersion in online environments
- Discourses around helping children to “stay safe” online
- Concerns raised by parents and practitioners over potential negative knowledge, emotional and social consequences of online interactions
- Safety framed in terms of potential online risks: web content, user generated content, sexual content/messages, stranger contact, cyberbullying, personal data misuse
- Criticism of effectiveness of youth internet safety programs (Jones, et al 2014 – Crimes Against Children Research Center, USA)
- Public anxiety, moral panic over impact of technology on childhood innocence, shaped by media celebrations of cases

Step back and think carefully about how you’re responding – all punished for one?!

What is the role of the school? The parents? The providers? *Facebook*?

Continuities between children’s online and offline worlds.

Nurturing the capacity to make judgements.

Digital Wellbeing

- “Capacity to look after personal health, safety, relationships and work-life balance in digital settings” (JISC, 2017)
- Realigning technology with humanity’s best interests
- Acting safely and responsibly in digital environments
- Using personal digital data for positive wellbeing benefits
- Using digital media to foster community actions and wellbeing
- Managing digital stress, workload and distraction
- Acting with concern for the human and natural environment when using digital tools

JISC Joint Information Systems Committee, Building Digital Capability. Retrieved June 11, 2017, from https://www.jisc.ac.uk/?id/projects/building-digital-capability

The Problematic of Digital / Online Safety

- Multiple terms: internet safety, media safety, online safety, digital safety, cyber safety
- Circular definitions: safety is about trying to be safe, without explication of what “safety” and “safe” mean / are, or articulating underpinning assumptions
- Implied notions of guiding and protecting children by others: children not capable of protecting themselves
- Boundaries of digital safety: adult consensus about range of risks; focus on risks and excluding opportunities
- Conceptions / evidence of harm unclear – empirical measurement very difficult, ethical aspects
- Huge debates around who is responsible for empowering and protecting children online: government, educators, industry (content and service providers), families.
- Absence of proven educational strategies in internet safety programs (Jones, Mitchell & Walsh, 2014)

<http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online>

EU KIDS ONLINE: SOME KEY FINDINGS

- Cyberbullying: peak between ages 13-16; More girls than boys victims of cyberbullying.
- Mostly on social networking sites and instant messaging, less common via email, gaming websites and chatrooms.
- While low, most victims expressed varying degrees of being upset, especially girls and younger children.
- Children who experience more psychological difficulties are more likely to be victims or perpetrators of cyberbullying.
- Sexting: 15% respondents 11-16 said they had seen or received sexual messages in last 12 months (3% posted them).
- Quick fire, under the radar, privacy and anonymity. For some, form of electronically mediated flirtation.

NZA

Kids fear telling teachers about things they may have seen on line or social media bullying – they will be punished.

School Website – what messages are on it? Policy about blame and fear? Programmes of wellbeing and resilience. Build kids sense of self-help. Library resources on cyber bullying.

COPING AND RESILIENCE

- Exposure to risks is part of everyday life
- Children's resilience to risks varies - some cope with adversity better than others.
- RESILIENCE = Positive patterns of adaptation in the context of risk or adversity
- COPING = efforts to adapt to stress or other disturbances created by stressor or adversity
- How do kids respond?
 - *Fatalistic response*: ignore. Hope goes away, limit use of internet
 - *Communicative response* – seek social support and talk to someone. (peers, parents). Most predominant strategy identified in study.
 - *Proactive response* – being adaptive, trying to reduce or eliminate harm in the future: deleting messages, deleting content, blocking senders eg cyberbullying, especially when strong level of being upset → try to fix the problem. This improves resilience.

COMMUNICATIVE RESPONSES AND PROACTIVE RESPONSES

Educational Interventions

- interventions are not based on exaggerations of the nature and scale of risks
- Focus on the development of coping and resilience strategies
- Empower children to cope, provide advice to parents on how to mediate, and ensure school websites contain appropriate positive support and guidance.
- Avoid top-down interventionist approaches which tend to be negative and ascribe blame and fear (this is akin to bullying tactics).
- Develop active strategies equip children to manage online risks themselves in so far as they are able and practical to do.
- Enabling children to craft meaningful profiles; what constitutes a good profile.
- Build resilience, coping and self-efficacy through awareness of self-help resources that build understanding and provide proactive strategies that do not overdramatize the risks.
- Anonymous help lines where children can discuss their issues in anonymity and privacy.
- Open up communication avenues that create opportunities seek social support and talk to someone (peers, parents, teachers). Build trust.

Workshop 3 – How to Make Your Primary School Library Indispensable – Helen Muxlow

- See separate notes

Thank you so much for the opportunity to attend the SLANZA Conference. I had no idea what to expect and got so much out of it, including the motivation to rejuvenate Turitea School's Library 😊 Visiting the sites of the New Zealand Wars was definitely a highlight.

Ngā mihi nui
Glenys Murphy 😊
Turitea School