

Read Read Read

Junior Division

Team

Single Year

Read Read Read

PART 1 PROJECT OVERVIEW:

A. OUR AREA OF CONCERN

In 2014, the Ministry of Education decided that Oturu School would be demolished and rebuilt because the buildings were very very old and falling to bits. The original plan was for this to happen in 2015 and 2016. The architects and the Ministry of Education have now agreed on the plans and the library will not be finished until 2017.

There is only enough space in our school for one spare room so in 2014 the New Entrant students worked in Papatuanuku, which is our school kitchen, and we had a library in the spare room. In 2015, the teachers decided that they wanted to use the kitchen so we had to shift the library out of its room and a class is working in there now. This means that the library books have been put into storage until our new school is built. The teachers decided just to use the books in their classrooms and to get books from the National Library for this year. The National Library send out boxes of books from their Auckland library and we can keep them at our school for 3-6 months.

In 2015, the parents of all the students at our school were asked to put forward their ideas for our Graduate Student Profile. They wanted to see leadership development, students with positive and caring attitudes, students who were proactive around the school and students with a thirst for knowledge. They wanted their children to reflect our school values of Kotahitanga (problemsolving), Manaakitanga (respect), Rangatiratanga (responsibility), Whanaungatanga (co-operation) and Ako (learning). They wanted students who were able to read and write well and were willing to learn more to extend their knowledge.

About this time, our teacher read our class 'The Last King Of Angkor Wat' which is a book about a fierce tiger that was strong, a yellow gibbon that had kindness and compassion, a big water buffalo that never gave up and a tiny gecko that was fearless in battle. They all wanted to be the king of Angkor Wat but a wise elephant said that none of them possessed the qualities of being the last king of Angkor Wat. We realised that this picture book was all about the values that the parents wanted to see in us as students and that this was a good way to teach us about the values.

The three of us are all enthusiastic about books. Morgan is very enthusiastic because he says "There are never enough books to read in the world". Hazel is enthusiastic about reading because "it takes her to another world". Star is enthusiastic about books too, because she says "They take me on great adventures". We looked around at the other students in our school and we felt that one of the problems that stopped other students from having a thirst for knowledge was that they didn't do as much reading as we did and they were not as enthusiastic about reading as we were.

We did two surveys – one student survey and one teacher survey. We asked the students what kind of books they liked to read, whether they think reading is fun, whether they preferred fiction or nonfiction, about their favourite book/s and whether they read at home. There were just over half the school who read books at home (which meant that nearly half didn't) and many said that reading at school is not interesting because they didn't like the books they had to read. Lots of students liked series of books such as Geronimo Stilton and Roald Dahl books.

The teachers said that they knew that they needed to read lots of stories out loud to the students so that they get a positive, enthusiastic idea of the joy of reading. They thought that the students wanted more books that they are interested in. They felt that there were lots of students who were not reading as well as they should and the students would probably read more if they liked the books.

We found many different quotes from authors about how reading is so important.

“You’re never too old, too wacky, too wild to pick up a book and read to a child” (Dr Seuss)

“ I do believe something very magical can happen when you read a good book” (J.K Rowling)

“A reader lives a thousand lives before he dies. A man who never reads lives only one” (George R. R Martin)

We also researched the benefits of reading which include: If you read often and widely, you get better at it. Reading exercises your brain. Reading improves concentration. Reading teaches you about the world. Your vocabulary improves and you have more highly developed language skills. Reading sparks your imagination; When you read, you develop empathy. If you read, you do better at school in all areas. Reading is fun and entertaining. Reading relaxes your body and calms the mind

We decided that we needed to show leadership and come up with some ideas to get more students to want to do lots of reading at home and at school so that they would enjoy reading as much as we do.

B. CHALLENGES IDENTIFIED

- Many students do not have the habit of regularly reading at home. It may be a challenge to get them and their parents enthusiastic about this happening.
- It may be a challenge to find enough books that the students would be interested in.
- It may be a challenge for the students to read the books themselves or to get someone else to read the books to them.
- Oturu School has no library at the moment. This may be a challenge in getting more interesting books for the students to read.
- Most teachers said that they should read more to their students. It may be a challenge to work with all the teachers so that they have suitable books and the time to read to their students.
- We are Year 8 students and the teachers and other students may disagree with what we are doing.
- The parents want their children to reflect our school values. It may be a challenge to find interesting ways to do this through reading.

C. UNDERLYING PROBLEM

In 2016 and 2017, Oturu School is going to be rebuilt and we have had to close down our library and store the books. The parents of the school want students who have a thirst for knowledge and reflect our school values. How might we, the Oturu School Community Problem Solving team, keep students enthusiastic about reading so that they will continue to love books and will continue to learn while we have no library.

D. ALTERNATIVE SOLUTION IDEAS

- We will use the favourite books and subjects that the students said they liked when we surveyed them. We will order boxes of books from the National Library, and also buy some series books.
- When parents gave their ideas about the Graduate Student Profile, they wanted the students to reflect our school values. We will get picture books from the National Library that link to our values to help the teachers when they are reading out loud to their classes.

- We will have activities set up when the junior students choose to go to the makerspace room during their lunchtimes to do craft/science/robotics activities. The students will make things by following instructions and getting ideas that they read about in books.
- We will have competitions about series of books that are favourites with lots of students.
- We will read books to the students in class then follow up with an activity such as making a mini book or bookmark about the story.
- We will find a space where we can set up a library. We think that this would make it easier for the students to have a place where there are lots of interesting books to choose from.

E. PLAN OF ACTION (with proposed timeline)

We plan to make a pop-up library so that there is a space where students can go and enjoy books and reading. We want the students to be more enthusiastic readers who reflect the school values that the parents think are important.

June, July, August 2015 - We will get the principal's support to use the resource room as a pop-up library that the students and teachers can use until we get our new library. We will clear out the resource room and make it an attractive place where students want to come and read or borrow books. We will get the support of the National Library by working with the National Library advisor so that we can borrow books and also get ideas for activities and displays for the library. We will collect as many books as we can and sort them so that we have a system for keeping track of the books.

September 2015 - We plan to open our pop-up library in September as this is the celebration marking Roald Dahl's birthday and lots of the students love his books. We will need to visit the classes and talk to students and teachers about our library systems for borrowing books.

October to December 2015 - We will run activities in the junior makerspace - making books and bookmarks, following instructions from books to make things. We will sort out the books in the library that we own and also the books that we borrow from the National Library into our school values. We will give out these books to the teachers so that they can use them in class to teach the values to their students. We will collect in the books we have borrowed and put in another order for books for 2016.

2016 - We will continue to keep the pop-up library attractive and tidy and full of interesting books and activities to do for the students. We will work with the architects of the new library so that they have our ideas when they are doing the final plans.

PART 2: IMPLEMENTATION OF PLAN:

A. ACTIONS AND OUTCOMES TO DATE

- We made surveys and graphs by asking students and teachers to give us an idea of what they felt about the state of reading in our school. They all agreed that there were many students who were not enthusiastic about reading and needed books that they were interested in.
- We learnt how to make mini books and bookmarks then taught some junior students how to make them, using charts and books for instructions.
- We sorted picture books using the school values for the teachers to use when reading aloud to their students. In their survey, the teachers said that they like to read books aloud to their classes and this is a good way to get their students enthusiastic about reading. We have prepared a bag of picture books for each teacher - there are 5 or 6 books in each bag and

when they have read them to their class, they have a feedback sheet where they can write what they thought about our selection of books and they can give us suggestions for next time. The teachers are saying that they really like this idea.

- It is going to be more than a year before we get a new library so we decided that it is really important for us to have a temporary library because it will be a place for students to read more books. We made the decision to set up a pop-up library so we looked around the school for a suitable place then asked the Principal if we could use the resource room for a library. He said that was a good idea and gave us permission.
- We emailed the National Library advisor and told her what we were going to do and she gave us some ideas to help us make the library. The National Library are changing the way they are lending books so we talked to them and they gave us a whole-school reading engagement loan – 5 boxes of books arrived and we had to check them off from their list and decide how we would display them and how we would keep track of them so that we returned all their books. At the end of 2015, we collected all the books and returned them and ordered more books for 2016. We put stickers on the National Library books this time so that they are easier to find when we have to return them.
- We researched ideas about small libraries on the internet. Most of them were bigger than the space that we have but we still got lots of ideas for displays. The ideas will also help when we are working with the architects later on when they are doing the plans for the new library.
- We collected lots of books to use in the library. We had lots of Duffy books that are the extras that usually go into the library. (Duffy books are picture books and chapter books that are given to the students because they live in a poorer area of the country.) The teacher in charge of the Duffy books had a boxful and had been going to give them to the teachers to put in their classrooms. When she heard we were making a library, she was happy to give them to us. When we closed down our old library, we had weeded lots of books that we had decided not to store for two years. They are a bit old but are still alright for us to use until we get our new library. Families and friends and other schools donated books to us for our library.
- We made the Library. We did lots of planning once we knew which space we were able to use. We cleared out the old resource room, put colourful material on the walls, made bunting and copied a reading mural, rearranged the shelves, sorted the books into genres, labelled the shelves, made wall displays, rules and class books for keeping track of the library books that have to be returned. We made posters of ourselves holding our favourite book. We were given a lovely new rug with a snakes and ladders game on it. We displayed the flag from last year's CmPS team (The National Library Advisor had made it into a quilted wall-hanging as a surprise for us).
- One member of our team (Morgan) went to a staff meeting and talked to the teachers about what we had done and how the library was organised and how to fill out the tracking book. We left them to organise their timetable. We put up a reminder poster on the staffroom wall which said "Has your class been to the library today?"
- When we opened the library on the 14th of September, it was Roald Dahl's birthday so we had a colouring-in competition and gave everyone who entered (most of the school) a piece of chocolate cake that we made (from the story "Matilda"). Then we had a prize for the best entry

in each class and we gave that out at the school assembly. We displayed the competition entries on the library wall.

- We have written articles for the school newsletter – what we have done, books wanted and a photo of our new library. There was a photo of our team with the pillows that we made for the library. We put an article in the newsletter about how important it is for parents to read to their children. We gave out a brochure about parents reading to children. There has been an article and photo in the National Library website explaining how we were using the new library loan system in our popup library.
- We put stickers on the books so the students know which shelf to put them on when they return them. We do not have a scanning system like in the old library so we needed to come up with an idea that would help the students put the books back on the shelves in their place - they are divided into Non-fiction, Easy Reads, Picture books, Sophisticated picture books and Chapter books. Each section has a different sticker on the book and on the shelf.
- Hazel went to assembly and told the whole school that they could come into the library at interval and lunchtime so they can change their books. Lots of students spend their playtimes in the library now.
- We have found the library suggestion book that we used to have in our old library – students can put in ideas for making the library better and for the types of books they want to read.
- We have made cushions for the library to make it comfortable for the students. We learnt how to use the overlocker and the sewing machine and made the covers for the cushions.
- We have been to the Board of Trustees meeting to show them our display and talk to them about the library. We have also shared our display with the public at the local market in the town on Saturday mornings.
- There are ongoing jobs in the library that we have had to find time for. We shelve new books as they come in. We collect in the National Library books when they are due, check them off to make sure we have them all and put in an order for the next loan.

B. ORGANISATION

We worked together as a team for most of the tasks that we did but there were some areas where different members of the team showed strengths.

Morgan was the recorder, email writer and speaker at the Board of Trustees and staff meetings.

Hazel was our communicator who spoke at assemblies and to the classes when we needed to tell them what was happening.

Star produced the surveys and helped the junior students fill them in and then produced the graphs.

C. RESOURCE IDENTIFICATION AND UTILISATION

Jeannie Skinner, the National Library Advisor who helped us with ideas when we were planning the library. She helped us organise the shelves and books and wrote an article about us for the National Library website. She taught us how to use the overlocker and sewing machine to make the cushion covers.

Fraser Smith, Principal of Oturu School, who gave us permission to use the resource room.

The teachers at Oturu School, who were so enthusiastic about reading to their classes when we gave them the Read Aloud bags. They gave us feedback so that we could give them more suitable books. They organised their timetables so that their students could come into the pop-up library during school time with their teacher-aides.

Our class (Te Ngahere) who sorted the graduate student profile ideas of the parents into values. The students who have come into the library in their own playtimes and lunchtimes and have shown such enthusiasm for reading and have been taking books home to read.

PART 3: PROJECT OUTCOMES:

A. ACCOMPLISHMENTS AND SCOPE

“I don't think anything's more rewarding than hearing that you've helped someone gain a love of reading” (James Dashner)

This is Morgan's favourite quote and it is what we feel that we accomplished most. We have had students taking books home and reading because they had access to lots of books in the pop-up library. They were able to come into the library in their free time and take books home. We were able to get a large selection of picture books from the National Library and these were very popular with the students and the teachers. We researched then sent home brochures to the parents about the importance of reading.

We did lots of research about why children should read and also about how to set up libraries so that children are encouraged to read. This is going to be very valuable information when we are working with the architects in the planning of our new school library.

Our school has been a service design school this year working with the National Library in Wellington on their new loans and service development and our experience in setting up the library and helping with the loans of books have been very helpful to them. There is an article about us on the National Library website.

The team have been asked to make a presentation about their project to the Northland Youth Summit in Whangarei in August.

B. REFLECTION ON OUTCOMES

We were pleased with the way we worked as a group. We were all able to do most things together although it was sometimes a challenge when one of the team had to be doing other school things such as sports and we had to rethink who was doing the tasks.

We were pleased with the teachers' enthusiasm with the ReadAloud bags of books so we are going to make new bags as the first ones were brown paper bags and we will make some material ones so they last longer. This way of teaching about the values using picture books has been very successful. Although lots of students are coming to the library in their freetime, some classes are not using the library very much in school time so we will need to continue to remind teachers about how this could happen more often. We would also like to work on ways to get more parents into the library to take books home for their families. We do not have a computer system for tracking books so we are relying on trust that people return them and this is working well.

We have lots of plans for the library in the future - more making activities, reading competitions, Book clubs, swap a book days - so we will need to set up a library team of students who can help us with this and can carry on when we leave the school and when the new library is built.

Once we have more information about the new school building, we will be sharing our ideas with the architects so that they know what we would like to see in the new library.