

Welcome to The Reading Agency's fourth newsletter. This issue contains:

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1. THE READING MAZE

We have just launched the first website for the annual summer reading challenge at the British Film Institute. Michael Rosen hailed the site as being "absolutely on the ball with the latest ideas on how to make books happen for children" and spoke energetically about how important libraries' work is for injecting creativity and freedom into children's reading. Do take a look at it if you haven't yet (you'll need Flash 6 player and preferably a broadband connection, otherwise it takes a while to download) – it's at www.readingmaze.org.uk - and uses the latest Flash and broadband technology to introduce children to authors in quite new ways. The pilot site has been funded by a grant from Resource: The Council for Museums, Archives and Libraries - which manages the People's Network - to demonstrate the wide-reaching possibilities of using the internet in libraries.

Overall the challenge goes from strength to strength: the percentage of library authorities taking part in The Reading Maze is the highest ever at 87%, and also the volume of materials being used throughout the public library network is up - 25% more than last year which means we are expecting 650,000 children to take part.

This year we are carrying out a national survey of children taking part. A National Participants Survey follows on from the pilot carried out in Essex Libraries at the end of the Reading Planet.

Trained market researchers will interview children in libraries. The questions are designed to explore how the challenge impacts on children's reading skills and motivation, using the five main headings of learning outcomes from Resource's Inspiring Learning Framework, and tying in with the evidence collection requirements of the Their Reading Futures planning framework.

The results from this research can be used nationally and locally to build the case for further investment and partnership involvement in the summer reading challenge.

Charles Clarke, Secretary of State for Education, has sent a message of support for this year's summer reading challenge: "encouragement and guidance for all children to enjoy reading for pleasure and leisure is extremely important, not least of all in the support it offers to the progress of the Literacy Strategies in schools. I am delighted that The Reading Agency is working with public libraries to foster this enjoyment through this year's summer reading challenge, The Reading Maze. Libraries are places which allow our imaginations to run free, and I am sure that the Reading Maze will keep many children's imaginations active all summer."

Thanks, as ever, go to our partners, the publishers who support the challenge, and to our longstanding partner, Books for Libraries.

2. THE BBC BIG READ

The whole network of 208 UK library authorities is now signed up to work with The BBC's Big Read, with some really exciting work going on out there: from Big Read and literature themed 'Thoughts for the day' with a line from a book as a starting point on Radio Nottingham; to 'Big Read and a sandwich' lunchtimes in Derbyshire; from offering a Top 100 challenge in Blaenau Gwent; to Cheshire having a Big Read reader in residence at the Cheshire show. See [www.readingagency.org.uk/download_files/Idea s%20Bank3.doc](http://www.readingagency.org.uk/download_files/Idea%20Bank3.doc) for more of what's going on around the country.

The Bookseller's recent leader had a great analysis of how libraries' reader development work can really widen the experience readers have of a generic reading promotion of this kind:

"Every library authority in the UK is involved. Just contacting this disparate network is a challenging feat, so the response of the authorities is a tribute to the energy and commitment of The Reading Agency, which is co-ordinating the library promotions. This is a venture which illustrates how vividly libraries can score over bookshops in the promotion of reading. While bookshops can cater to reading groups and offer selected titles in three for two initiatives, libraries use the poll as a starting point to encourage people to get involved in debates about their own favourite novels. Booksellers want to sell more of the top titles, libraries want to encourage people to read more. Having no commercial imperative, libraries do not have to stick to the titles that sell most. The Big Read becomes a process that should stimulate people to make their own discoveries, rather than consume from a set list"

Libraries are continuing to send in details of readers' groups with capacity for new members and there are now over a thousand groups registered. At least 95% of the readers groups on the BBC Big Read database are library groups. To register a group, please contact: penny.shapland@readingagency.org.uk

TRA has been following the discussion between Resource and the BBC to try to find a solution which will allow voting from library terminals in the autumn. We hope to make information on the process available shortly.

TRA has also been working with library suppliers, publishers and the BBC to try to agree a discounted offer on sets of the top 21 books for libraries. We should have a decision in the next couple of weeks and will let Big Read contacts in library authorities know asap.

We will also shortly be circulating information about the Libraries' Big Read focus week which will be the w/b 1 December 2003. Local broadcasts in many areas across the UK will drive people to their library to vote using the People's Network, reading groups will meet and vote for The Big Read and take part in activities.

So if you're scheduling readers' groups or Chatterbooks groups or other Big Read activities, why not consider planning them for the week beginning 1 December.

TRA have been working with the BBC on the evaluation strategy for the Big Read, and are delighted to have secured a partnership with CIPFA to survey users in 20 volunteer library authorities: Derbyshire, Devon, Durham, Essex, Kent, Leicestershire, Norfolk, North Yorkshire, Northumberland, West Sussex, Bexley, Leeds, Western Education & Library Board, Glasgow, Blackburn with Darwen, Bristol City, Medway, Nottingham City, Poole, Stockport.

We're also working with the Office of Public Lending Right to monitor issues of the top 100 and the top 20 in a sample of 30 library authorities.

For the latest information available for libraries about the BBC's Big Read go to <http://www.readingagency.org.uk/html/whatwedo03.cfm?loc=projectS&projectID=54>

3. A NEW ERA FOR BOOK TRADE AND LIBRARY PARTNERSHIPS?

Many in the book trade are becoming more concerned, and therefore more pro-active, about finding routes to new readers and new markets. The Reading Agency believes that readers have much to gain from closer relationships between publishers, booksellers and librarians. And that libraries are essential partners for the trade in developing new markets for reading.

At two recent booktrade conferences, run by Book Marketing Ltd and the Booksellers Association, we outlined the case for closer partnership working and have been in a white-hot dialogue with publishers ever since. There is now a real head of steam behind the idea of taking action to bridge the divide between the book trade and libraries.

We are aiming to create a new three year, national development post to take libraries' partnerships with publishers and booksellers to a new level. We're in the thick of negotiations with a range of publishers, and are really encouraged by the response. Watch this space!

4. JULY 1 CONFERENCE

There was a major reader development conference in July, bringing together senior librarians to reflect on the achievements of libraries' work with readers and discuss a vision

for the future. Estelle Morris gave an inspiring speech, talking about libraries' critical role in promoting social justice by acting as "pioneers and researchers", working at the "tough end" to bring reading to marginalized groups. She explored how reading could be an integral part of a modernizing agenda for libraries, and urged delegates never to lose sight of the joy people got from reading - the sheer pleasure of it.

Two chief librarians, Annie Mauger from York and Tony Durcan from Newcastle, explored the implications of putting reading at the heart of service development. Annie would like to see recruitment advertisements for library staff like this "Wanted: book lover who likes people - we need people who love reading and talking to people to work for us in a busy and demanding front line role. You will be helping people to find a read they love and encouraging people to enjoy reading. A creative person..."

Tony talked about libraries being The British Reading Service and said reading needs to run like the writing in a stick of rock through everything libraries do. Thanks to the National Literacy Trust, who organized the conference - they will be putting a conference report on their website, www.readon.org.uk in August.

5. WORKPLACE READING AND WRITING PROGRAMME

Our partnership with Birds Eye Walls and Surrey Libraries is making a powerful impact at the company's Walton on Thames offices. Called Words Matter, the project is funded by a new Partners Award from Arts & Business. It is a pilot to show how libraries and reading can inject creativity and improve communication in the workplace. The programme involves staff reading groups, staff volunteers being trained by libraries in how to support children's reading in schools, literature events, and a series of workshops on how to write stories for children.

Staff at Birds Eye Walls have their very own book group on site, supported by Surrey Libraries and facilitated by The Reading Agency.

The eight monthly sessions follow a slightly different approach from the usual. Whereas many book groups meet to undertake a literary critique, the focus here is the readers and how the book has affected them. The sessions are short, fast and intense with the aim of drawing out the varied emotional responses of the group. The book group is an ideal format for improving communication across different levels of staff,

boosting confidence, and creating a "buzz" in the workplace. Here's what one member says:

" For me the reading group is all about stretching parts of my brain which don't get stretched by my usual work. But they should get used. So by stretching them through reading and discussing books I find those parts of my brain more responsive when I need them for business. It's not that without them I couldn't do my job - it's just that I do my job a whole lot better with them. Beyond that, personally, I greatly enjoy the sessions and get to meet and interact with people whom I might otherwise never meet."

6. THEIR READING FUTURES – WORKFORCE DEVELOPMENT FOR YOUNG PEOPLE'S LIBRARY STAFF

We've heard from lots of people who've been exploring the Their Reading Futures website and deciding how best to introduce it to library staff in their authority. The address is www.theirreadingfutures.org.uk

Things library staff can use the site for include:

Definitions: using the definition and key aspects of 'reader development' for reports & as the basis of reader development training.

Audit Framework: using the list of Outcomes to select or develop those which you need for your local planning, and then deciding what activities and evidence collection you need to put in place.

Core Skills: people are using this section a lot in putting together training, and for writing job descriptions and person specifications. This section is also being used by individual library staff for exploring and developing their own skills.

Advocacy: downloading advocacy strategies, case studies, key messages for reports, presentations, publicity. We plan to update and add to the Advocacy Resource Bank later in the summer.

Library services are picking up on TRF in a variety of ways, depending on local needs, local situations and local resources.

Northern Ireland: the programme is being rolled out to Northern Ireland. In May they had a great TRF day for library staff from all five education & library boards - 30 more TRF

champions who are now planning how they will use and cascade TRF principles and strategies to support children's reader development.

Powys: following the national TRF training, Powys ran a county wide training day to cascade the programme and get all staff involved. Powys' work is a really good example of integrating TRF into mainstream activity to support and develop services – and the authority is finding TRF very useful at a time when the service is undergoing changes and budget difficulties. The day brought together branch, mobile and area staff who spent time examining the sections of TRF and then used TRF approaches on practical scenarios (eg. 'You work in a single-staffed branch. What can you practically do to raise the profile of the library to outsiders, parents etc?') They are approaching reader development as a 'whole entity', coordinated by a Reader Development Group which looks at Estyn Allan (equivalent of 'Branching Out') and Their Reading Futures in tandem.

Durham: has used TRF in the composition of the authority's cross-domain (arts, libraries & museums) young people's strategy. They will also be using TRF as a model for the action/delivery plan.

Swindon: have provided an example of a 'first step' which a number of authorities have taken. This involves a report to senior management, telling them all about TRF and, in Swindon's case, the following plans: to audit current reader development for young people; to update reader development policy; to run a training session for front line staff to include good practice, internet sources for supporting their work with young people; to run a session to develop an action plan for future projects.

Hertfordshire: held a very successful TRF training day in April for newly appointed Young People's Services staff, joined by the Adult Stock Manager and Adult RD lead librarian. The day focused on two areas: Impact and Advocacy, in relation to reader development. Participants were given a choice of three themes: class visits, reading groups, summer reading challenge. Through these they explored the concept of outcomes and the gathering of evidence. This then linked to an afternoon session around advocacy.

NEMLAC (North East Museums, Libraries & Archives Council): organised a TRF training day for library staff across the region who work with young people. The day was facilitated by The Reading Agency. Course members were in

fact mostly fresh to TRF, and those who had attended the original training were mostly at the 'first step' stage or had used parts of the programme. It proved to be a great day with lots of energy and enthusiasm.

Suffolk: will be using the TRF site as part of the training being planned for new Sunday staff. Current staff are being encouraged to look at the website and this is feedback from one of them: 'I have only had half an hour but found it very worthwhile. Registration was really straightforward. I went to the core skills section first and got so engrossed I almost forgot to open the library! I wanted to investigate all the actions for each scenario which obviously takes more time. The scenarios are very relevant and something all library staff could relate to. The practical advice with suggested questions was very helpful. I needed more time to edit my profile, but I'll definitely dip into it again'.

East Midlands ASCEL and YLG: are planning a joint training day to look at Start With the Child and TRF, and ways to take them forward together both regionally and within authorities.

Caring With Books: a West Midlands reader development project working with looked-after children. The TRF audit framework was used by the project team to evaluate achievements at the end of the first year.

South Tyneside: used the TRF Audit Framework as a basis for a successful bid for funding for a children's reader development project.

7. WORLD BOOK DAY ON LINE FESTIVAL

The first World Book Day on-line festival exceeded all expectations as a pilot project, with an enormous amount of web usage on WBD and beyond, from almost 100 countries, and linked Festival activities in libraries across the UK. The Festival was a cutting edge demonstration of how libraries' reading, IT and community work can be brought together, and how libraries can work with the book trade in the UK's only generic annual promotion of reading.

www.worldbookdayfestival.com received three quarters of a million hits to the site from over 60 countries on World Book Day itself, and continues to attract users from almost 100 countries via the Festival archive (to put this in

context, the BBC website has 1 million hits to the site daily). National library organizations reported that the Festival created a “conceptual shift” in libraries’ thinking around the creative possibilities of ICT in reader development delivery, and served as a test case in many ways. Over 85% of all UK library authorities took part – 176 authorities from England, Scotland, Wales and Northern Ireland – and many ran linked events and activities on a local level.

The Festival partners are now consulting with the library community over plans for 2004–6, there is a bid in with the Arts Council for its continuation, and Resource, the Festival technical managers, are conducting an audit to underpin an approach which maximizes the number of library authorities able technically to access all the Festival material.

Some snapshots from the evaluation - you can download a copy of the Festival Evaluation Report at www.readingagency.org.uk/download_files/WBD/EvalReport.doc

From library users

- I didn't know computers could do this
- I didn't know you could access the internet free in libraries
- I always wanted to try out a chat room ...

From discussion area on WBD Festival site:

- I think world book day site is an excellent idea it lets u express your feelings of different books
- You should really read one hundred mile an hour dog

From library services:

- **Derbyshire:** There was a mixture of excitement and trepidation about the possibilities that the Online Festival would open up, both for staff and library users. On the day, a range of activities emerged across the county and as the Festival site came to life confidence grew throughout the day. This confidence has been confirmed by our continuing work with projects such as WH Smith award and the BBC Big Read.
- **Belfast:** Compliments and thank you cards are still coming thick and fast along with hopes expressed that an invite will be

given to the next event in the library.

There was something for readers of all ages and opportunities to strengthen existing partnerships and establish new ones. It also set the scene for possible reader development activity associated with the BBC Big Read.

- **Warrington:** On World Book Day, issue figures were up by 20%, new joiners up by 85% and visitor figures at central library up by 40% on a normal Thursday. Included in our customers for central library activity were adults with learning difficulties, elderly with visual impairment, school pupils - primary and secondary, HE students, parents. Users said that they were 'astounded' that so much was going on to promote books and reading.

8. FAMILY READING IN PRISON – THE BIG BOOK SHARE ROLLS OUT

Seven new 'Big Book Share' family reading pilot projects are now being set up in prisons across the UK, thanks to Paul Hamlyn Foundation funding awarded to this Reading Agency project. The Big Book Share aims to enable parents in prison to continue to contribute to their children's reading development and started with a Nottingham pilot which is showing the difference this project can make, as a positive and inspiring experience for prisoners and for their families, with potential for reducing the risk of prisoners' re-offending as bonds within families are strengthened.

The funding is enabling us to develop more pilot models in different kinds of prisons, and to spread and support good practice by making training and resources available to the whole library network. We are working with a steering group including representatives from the Offenders Learning and Skills Unit, the National Literacy Trust, and the Writers in Prison network.

Pilot projects:

HMYOI Aylesbury & Buckingham Libraries: young offenders creating stories & storytapes to share with their children and their young brothers & sisters;

HMP Blundeston & Suffolk Libraries: working with Sure Start to strengthen connections

between prisoners and their families, and to encourage prisoners' families' use of public libraries;

HMP & YOI Bullwood Hall & Essex Libraries: reading connecting teenagers and their families;

HMP Hull & Hull Libraries: developing skills and connections for prisoners, their families, and for the project partners;

HMYOI Feltham & Hounslow Libraries: enabling boys to be involved in the reading development of their children and younger siblings, as well as developing their own literacy skills;

HMP Foston Hall & Derbyshire Libraries: Mothers recording and sending tapes and CDs to their children, including stories which they have written specially for them;

HMP Magilligan & Western Education and Library Board, N Ireland: Fathers taping stories for their children, and with their families enjoying storytelling events together in the prison.

We offer a range of resources to support prisons and public libraries in developing this work. See details of our course, Family Reading In Prisons at www.readingagency.org.uk/training

For details of the print package available to help you run the project go to www.readingagency.org.uk/resourcecatalogue

9. ORANGE PRIZE

The winner of the Orange Prize for Fiction 2003 is Valerie Martin, author of Property.

The shortlist also included:

Anne Donovan, Buddha Da;
Shena Mackay, Heligoland;
Carol Shields, Unless;
Zadie Smith, The Autograph Man;
Donna Tartt, The Little Friend.

One library reader applying for the Penguin Orange readers' group prize said: 'We have gained confidence in the course of discussing books. Expressing our views and discussing ideas is something of a leap into the unknown. It helps that our group is not awash with teachers (or anything) or, academics who already have a lot of 'form'. Just an ordinary bunch of ladies who happen to be reasonably well educated. Our average age 60+ should

indicate that university was not an option for most of us."

Early feedback from libraries working with the Orange Prize has been great and suggests the things that went particularly well this year were:

- Book supply through BfS
- The longlisted books
- Library events
- Involvement with local radio
- Generation of interest in Orange Prize amongst staff and readers
- Staff reading groups

The Reading Agency had a substantial increase in requests for shortlist display materials from libraries not so intensively involved with the prize across the UK.

30 librarians from authorities participating in the Orange Prize for Fiction 2003 had an intensive awayday at the October Gallery in Holborn, London, on 2 July to discuss how this year's promotion has gone and ideas for 2004. They were joined by colleagues from Orange, Penguin (who run the Penguin/Orange Readers' group prize), Time Warner (publisher of Valerie Martin's 'Property'- this year's winner) and by Nicolette Jones, TRA Board Member and a judge of this year's prize. Introducing the day Nicolette said that judging the Orange Prize was a different experience from judging other prizes: "As you all know from running the groups, it is one of the most satisfying things in the world to feel you have affected other people's reading lives. Without your efforts the judges would not have such a sense of connection to a readership, and such a direct path for feedback. I look forward to hearing from you all today about how the books went down with all your groups. Readers are, after all, the whole point."

10. THE MAN BOOKER PRIZE 2003

We have been discussing libraries' closer involvement with the Booker Prize for some time now. Some library staff readers of this newsletter may remember completing a questionnaire back in autumn 2001 asking how you would like to be involved. The discussions have been protracted whilst a new sponsor for the Prize was found.

We're delighted this year to be able to organize support for libraries' work with the prize – through posters, bookmarks, shortlist and

winner stickers. The timescale this year is short but we will be monitoring the impact and building a more developed partnership for 2004. We will also be e-mailing reader development contacts to alert them to the long and shortlist and winner announcements. The timetable for this year's Man Booker Prize is:

Friday 15 August - Longlist announcement

Tues 16 September - shortlist announcement

Tuesday 14 October - Winner announced

11. ORANGE CHATTERBOOKS – CHILDREN'S READING GROUPS

Orange were really delighted that the Chatterbooks network of children's reading groups they sponsor featured in Framework for the Future, the government's new strategy for libraries. 15 new authorities will be starting Chatterbooks groups this autumn, bringing the total to 69 authorities in England and Wales and 17 in Scotland. We are in the process of evaluating Chatterbooks thoroughly but we already have a mass of anecdotal evidence of the positive impact on children and their families. Ellie Thomas, a Kent librarian, visited the Staplehurst group for the first time:

"The first thing I noticed as the children arrived for the session, was the buzz of excitement they generated on entering the library. We started by sharing our thoughts on the books and poems we had read. I was surprised by the thought and depth the children gave to their chosen books. I presume they were skills they had learnt in previous Chatterbooks sessions. Although they were all eager to share their views, they listened intently to their peers - some chose to read a poem to the group. The level of discussion was more interesting and lively than many a booktalk discussion I've had with colleagues."

The children in the Staplehurst group have been asked about their favourite Chatterbooks moments. This is what they said:

"It all"

"When Elspeth had to work with a boy and I didn't!"

"Reading books and voting"

"Getting introduced"

"Writing to Jeremy Strong"

"When we were making a book all about fiction"

"The author (Paul Geraghty) coming to Chatterbooks"

"Going on the computer and finding out about your best author"

"When I walk into the library"

Special events are popular with Chatterbooks members as these thank you letters to Sophie Dahl (model and grand-daughter of Roald Dahl) following her visit to Willesden Green Chatterbooks group, show:

Dear Sophie Dahl

... I am the girl who lost a tooth on the visit that you made to Willesden Green Library. I bet that you remember me. I want to thank you very much for the visit. Our library is the best and it was super to talk with you about your grandad's books, not to mention that you are beautiful and smart too. Well I hope that you visit again in the future and if you ever write a children's book...be sure that I will read it. Your friend Alessandra
To Sophie, Thank you very much for coming to Willesden Green Library for the Chatter Book meeting. I liked hearing you read from Roald Dahl's BFG. I am reading 'I was a rat' or 'the Scarlet Slippers' at the moment. I hope you're reading a nice book. Please come again. From Thomas.

12. POSITIVE ACTIVITIES FOR YOUNG PEOPLE

We are co-ordinating libraries' involvement this year in Positive Activities for Young People (PAYP), a follow-up to last year's Splash Extra scheme for young people at risk of offending. PAYP is a three-year initiative running through all the holiday periods, in England only, and is a joining up of 17 pre-existing summer schemes including Summer Splash and Splash Extra. Unlike Splash Extra, when TRA co-ordinated libraries' contribution on a national level (see www.readingagency.org.uk click on Project Search/Splash Extra for full Evaluation Report), PAYP is being delivered regionally, via government offices. TRA's role this year primarily focuses on communication, advocacy and dissemination of good practice. Phil Clapp, of the Education and Social Unit, DCMS, said of libraries' role last year in Splash Extra:

"One of the most striking things about the contribution of DCMS sectors to last year's summer activities work was that of libraries. I think the responsiveness of the sector, and the quality of provision delivered, opened many people's minds to their potential role in helping to address social policy problems."

Work so far has included:

- direct liaison with Government Offices to make sure that they are aware of libraries' contribution to Splash Extra and organizing a presentation slot at all Government Office regional seminars
- through the Government Offices, liaison with all local delivery agents (primarily Connexions reps) and continuing advocacy for libraries' role in PAYP
- liaison with the Regional Agencies for Museums, Libraries and Archives to work towards attendance at PAYP regional seminars and a co-ordinated approach to advocacy
- liaison with ASCEL representatives to establish points of contact for youth services/offending teams wanting to work with the library sector
- Liaison with the Arts Council, Writers in Prisons Network, Theatres in Prisons and on Probation, and Unit For the Arts and Offenders over joint advocacy work
- Communication with the library sector about the right contacts within their regions, and suggested methodologies for the bidding process

Future work will include drawing up an online briefing pack, and a mapping exercise to establish case studies of successful bids from libraries to use as models of good practice, as well as continuing advocacy and communication with DCMS, ACE, GOs etc. We'll also be drawing up a questionnaire to assess how easy/difficult libraries have found the bidding process, and collating this information to feed back to DCMS.

Meanwhile do please let us know of any successful bids, and details of the project - partners, start dates, activities, etc - by emailing sue.stewart@readingagency.org.uk

13. TRAINING

We have a growing portfolio of training courses, detailed at www.readingagency.org.uk/training

The evaluation of our Reader Development in Schools course has been positive. Comments from respondents from one course included:

"Brilliant speaker and so much discussion of value"

"Wonderful ideas and information from the trainer and the other course members"

"Given me lots of ideas to take back and to use with students and departments"

"Excellent! Even though I am not a school librarian, this is so useful"

"Very thought provoking and interesting"

"One of the most inspiring courses I have attended"

Comments on how delegates intended to use what they had learned included:

"Pinch the best ideas now and in future years"

"Work with other local schools on shared reading schemes"

"I am going to stock edit and prepare a project for development. I am going to use the trainer's arguments to justify increasing our budget and our links to the teaching staff."

"Include some ideas in library action plan"

"Plan to use activities from September and some straight away collaboration with English department"

"Implement some of what I have learnt, suggest links with new Year 7 and buddy scheme where discussion of books can take place"

"I will go back to school reassured that my feelings and ideas are shared by other school librarians - I will feel encouraged by this"

"Develop ideas to support existing readers"

"New ideas - to improve status of library/reading within the school"

"To facilitate activities and develop ideas for reading for pleasure and advisory work in class situation. Also to liaise with other faculties to promote reading and the Library"

"Put the ideas into practice and include them in the Library Development Plan"

"Creating new activities, incorporating physical areas in possible new library i.e. use of space"

Our fixed day training courses are ideal for organizations that want to train one or two key staff who can take the learning back to effect change. The training days take place in Warwick at the showrooms of our partner, Books for Students'. Dates for this year are:

Partnerships with Basic Skills Providers, Thursday 13 November 2003 & Thursday 12 February 2004 – (Both Course A)

New training to help libraries and basic skills organizations develop partnerships and strategies to engage and inspire emergent adult readers through reader development.

Course A: for library staff who have little or no experience of working within the basic skills field covering: the national and local situation; definition of basic skills; role of libraries and training providers; stock; books collections and stock criteria; selling reader development; action planning.

We also run a course (course B) for libraries and basic skills providers with existing partnerships, covering: introducing the services; audit of current links; engaging with emergent readers; insight into both professions; partnership working; reader development; First Choice collection and stock criteria; marketing; action points and strategy. To book this course for up to 25 delegates at a venue of your choice contact penny.shapland@readingagency.org.uk

Teenage Reading, an introduction: Thursday 4 March 2004

An introduction to reader development with young people (11+). This offers practical advice and techniques for starting work with young people and is for public library staff who will be working directly with young people and managing public library services for young people. The course covers: reader development issues and approaches for teenagers; making more strategic use of resources including the BOOX magazine and website; the value and role of consultation; ways of overcoming barriers to providing an effective service for teenagers and planning for practical service development.

Teenage Reading Training 2, Thursday 25 September 2003

This course builds on the introductory training and offers practical strategies for embedding, sustaining and extending existing reader development work with young people (11+). It

covers: placing existing work with young people in a policy context; how outcomes-based planning and evaluation can improve the impact of work with young people; building an awareness of how reader development can reach and involve different readers; practical activities, including the new media; partnership working; funding streams and how they can support service development.

Reader Development in Schools - Wednesday 15 October 2003

For secondary school librarians and education library staff, this new course is designed to help build a positive reading culture in an educational context and to inspire teenage readers. Taking the school library as the starting point it looks at the role and impact of reader development in schools; working with young people; practical reader development approaches; evaluation; partnerships and advocacy.

14. TRA RESOURCES

You can still order **First Choice** and **BOOX 8** for 2003.

BOOX 8: is an invaluable package designed to inspire young people between 13 and 16 years to broaden and deepen their reading, with approaches that validate all kinds of reading. For public libraries, the BOOX package and training supports the development of reader services to teenagers, and improved consultation. For schools and other agencies focusing on young people, the package supports delivery of the National Literacy Strategy at Key Stage 3 and PHSE work on personal development and citizenship. The features and reading recommendations in BOOX come from the active input of young people through outreach work in young groups, schools and libraries. BOOX 8 includes book, magazine, website and graphic novel reviews, together with a young people's photostory, celebrity reads, boxes where people 'let off steam', an Urban Beats section with everything you need to know about hip-hop, a magic feature and a coded book title quiz.

First Choice: if you are developing your work with basic skills providers and adult learners, First Choice is the promotion that will help you to re-brand your basic skills collection and promote reading for pleasure to emergent adult readers and develop partnerships with basic skills providers. Developed through the DCMS/Wolfson Vital Link project (www.literacytrust.org.uk/vitalink), First Choice

provides dedicated point of lend and a non-stigmatised book collection that has been tried and tested by librarians, basic skills tutors and emergent adult readers. Feedback from library authorities and basic skills providers currently using First Choice, both within the library and as an outreach tool, is very positive. First Choice is supported by The Vital Link Toolkit and training.

For further information on all TRA resources - also including The Big Book Share - family reading in prisons, poem posters, advocacy materials and toolkits - and the point of lend packages available please go to our website: www.readingagency.org.uk and click on resources. You can also download an order form from the site.

15. TRA RESOURCES 2004

For 2004 TRA will be offering:

First Choice will include new elements of point of lend to assist you in embedding your work with emergent adult readers; a new book collection with annotated book list and case studies from authorities working in this area.

BOOX 9 featuring over 60+ book reviews by young people; an interview with Kate Thompson; a feature on book covers - who makes them, how they make them and young people voting on their top 10 book covers; quizzes; young people 'letting off steam'. BOOX continues to be the primary reader development resource for 13-16 year olds and with BOOX 9 TRA will be providing free dedicated photocopiable worksheets based on the features in the magazine.

YouthBOOX, a new promotion with a dedicated book collection aimed at supporting and motivating 13-19 year olds who have a reading age between 6-12 years. Developed through the current YouthBOOX Moving On project, the promotion will have dedicated point of lend materials that have been developed with young people and a mainstream book collection which has been tried and tested by librarians, basic skills providers and young people. The promotion will be supported by case studies; stock selection criteria and training.

For further information on any of the above reader development resources please contact: ruth.harrison@readingagency.org.uk

16. AND TO END...

At the July Reader Development conference, Catherine Morris from Kirklees highlighted what Michael Moore said about librarians in 'Stupid White Men' as he described how critical an American librarian had been to getting his book published against all the odds: "Thank God for librarians! Of course it should come as no surprise to us that librarians were leading the charge. Most people think of them as being all mousy and quiet and telling everyone to "SHHH". I'm now convinced that the "shhh" is just the sound of steam coming out of their ears as they sit there plotting the revolution!"

17. CONTACT DETAILS

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