Well summer has been a complete washout so far! That may yet change if the weather service is to be believed but never mind the latest edition of Teen Librarian Monthly is here! We kick off with news from Redbridge and the 9th annual Redbridge Children's Book Award courtesy of Nina Simon Redbridge Schools Library Service Manager.

Following on there is some possibly grim news from CILIP about the risk of internet access being limited in libraries and educational institutions.

Dyslexia Scotland is currently working on a Dyslexia Assessing toolkit that is due out in September.

The Raspberry Pi Foundation is running a programming competition for those aged 18 or under, I am a massive fan of the Pi, and another bit of good news is that you can now buy unlimited amounts of the affordable computer (they were previously limited to one per person due to a lack of availability). So if you are thinking of running a computer club after the summer holidays, now is the time to start stocking up on Pi boards as there is a five week wait.

Puffin Books is currently running a competition with the relaunch of the Adventure series originally written by Willard Price, writing duties are now covered by the awesome Anthony McGowan.

Remember last month when I interviewed Barry Hutchinson about Dark & Sinister? Well this month he is back and talking about Start the Story, a digital magazine he co-created with Tommy Donbavand focusing on improving literacy and getting young people excited about reading and writing.

Redbridge Children's Book Award 2012

Budding young readers and writers celebrated the ninth annual Redbridge Children's Book Awards in a vibrant and exciting ceremony at Sir James Hawkey Hall, Woodford, on Wednesday 4 July 2012.

Students from 15 secondary schools across the Borough, 5 primary schools and Ilford reading group voted for their favourite

Children's and Teenage book published in 2011.

Sita Brahmachari's book Artichoke Hearts won the Children's category and Cat Clarke's book Entangled won the Teenage category.

A number of the shortlisted authors – Barbara Mitchelhill, Sita Brahmachari, Cat Clarke and Kevin Brooks read extracts from their books, answered questions from eager students and signed copies of their books.

It was also a chance for the winners of the writing and poetry competitions to be presented with their prizes by the Deputy Mayor Councillor Elaine Norman.

Naomi Preston-Low from Loxford School won the poetry competition, which was judged by David Fulton, lecturer in English at Brunel University. Scarlett Milner-Stopps from Wanstead High School won the short story competition, which was judged by author, Joe Layburn. Winners were presented with a book token and a fiction book. Both winners read their pieces to the audience. All shortlisted students were given an anthology containing their work.

The book award is organised and sponsored by Redbridge Schools' Library Service.

Act risks limiting internet access in libraries, schools and universities

A coalition of leading organisations that support learning, libraries and librarians today warned that the Digital Economy Act risks forcing public libraries, schools, colleges and universities to limit access to the internet, and therefore to learning.

The coalition supports the intention of the Act - to fight piracy and protect content creators' rights - but says that the Government is going the wrong way about it by treating libraries, schools, colleges and universities in the same way as private individuals. The implementation of the Act could have unintended consequences by inhibiting education, learning and the acquisition of knowledge.

The potential harm is significant because half of people who use the internet in a public space did so in a public library[1]. Children, students, researchers, families, business and communities access the internet through public libraries and educational institutions to support learning and develop knowledge. The failure to recognise their unique role as intermediaries could see the plug pulled on internet access across the country.

Libraries and educational institutions have acceptable use policies and filter undesirable websites, but currently under the Act if online copyright infringement takes place the library would be subject to the same legal appeals measures as an individual at home, if it cannot somehow persuade its Internet Service Provider (ISP) that it is actually not a subscriber under the Act.

Despite written assurances in 2011 from Ed Vaizey MP, Minister of Culture Communications and Creative Industries, stating that "libraries and universities will not be within scope of the obligations" of the Act and repeated appeals to Ofcom, no separate category under the Act has been created to recognise the unique intermediary role libraries and educational establishment play providing internet access.

Organisations supporting the call for Ofcom to create a separate category are Research Libraries UK, The Chartered Institute of Library & Information Professionals, Universities UK, the Society of College, National and University Libraries, the Scottish Library & Information Council, Scotland's Colleges and the Libraries and Archives Copyright Alliance.

"Under the Act libraries would be treated the same as an individual at home going online," said Phil Bradley, President of the Chartered Institute of Library & Information Professionals, "A library acting as an intermediary, providing internet access to hundreds if not thousands of people is fundamentally different from you or I going online at home. This isn't about excluding libraries from the Act, it isn't about breaking copyright law or endorsing piracy - it's about recognising libraries' unique role by creating an exception within the Act – which Ofcom are perfectly able to do. Ofcom are already creating an exception for commercial suppliers of WiFi for example."

Measures will include a legal appeals process, being placed on a copyright infringement list, and if the Act is implemented in full potentially in the future the slowing of internet speed or the suspension of internet access altogether.

At a time when services across the public sector are experiencing reduced budgets and pressure to make savings, the costs of managing and monitoring the implementation of the Act and the risk of local authorities, schools, colleges and universities having their reputations damaged by being placed on an infringement list could lead many libraries to pull the plug on internet access altogether.

A briefing for libraries and educational establishments has been prepared to help understand the implications of the Digital Economy Act and minimize the risks. Download from http://bit.ly/MrwMTf

Dyslexia Toolkit

The 'Assessing Dyslexia' toolkit developed by Dyslexia Scotland's working group in 2010, was endorsed by Mike Russell, Cabinet Secretary for Education and Lifelong Learning in March 2011.

In a letter to all Directors of Education in Scotland, Mr. Russell emphasised how important it was for teachers to use the Toolkit in order to provide pupils with the support they need. He encouraged all schools in all local authorities to make full use of the free online Toolkit.

Following additional funding awarded by the Scottish Government in November 2011, the Working Group led by Dr. Margaret Crombie, is extending the Toolkit to help teachers to support pupils with dyslexia. The new Toolkit will be launched in September 2012. http://bit.ly/nqDD2b

Raspberry Pi Summer Programming Competition
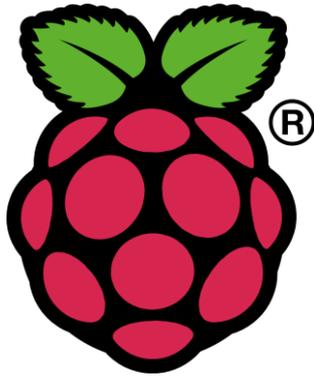
The 2012 Raspberry Pi Foundation Summer Programming Contest begins 7 July 2012 at 9:00:00 a.m. British Summer Time and ends 1 September 2012, 9:00:00 a.m. British Summer Time. By submitting an Entry, each Entrant (or, where appropriate, the Entrant's parent or legal guardian) agrees to the Official Rules presented here, and warrants that his or her Entry complies with all requirements set out in the Official Rules. This is a skill-based contest and chance plays no part in the determination of winners.

The Contest is open only to individuals who are 18 years of age or under on the date of entry, and who are in full-time education on that date. Employees of the Sponsor and its distributors, and their immediate family members (spouse, parent, child, sibling and their respective spouses, regardless of where they live) or persons living in the same households of such employees, whether or not related, are not eligible

The aim of the contest is simply to produce a software Application, which runs on the Raspberry Pi computer and which impresses the Judges. Each Entry consists of an Entry Form and an archive file containing all source code, binaries and data for the Application. To enter, visitwww.raspberrypi.org on or after 4 August 2012; complete an Entry Form with the required information and submit along with your archive file.

The Categories for Entrants are: (1) age 13 and under, and (2) age 14 to 18. Entrants must specify a Category, and meet the age requirements for that Category on the date of entry. There is no limit on the number of Entries per Entrant.

For full details go here:

http://www.raspberrypi.org/archives/1531

Willard Price Leopard Adventure Competiton

WIN a leopard cub's weight in Puffin Adventure books and sponsorship of an Amur leopard for a year!

Using the Leopard Adventure resource pack as a guide, design a poster about the threat facing the Amur Leopard and show how you would help Amazon and Frazer to protect it.

You can work in groups or on your own and the poster can be any size or shape you like. Make sure you use lots of colour, think creatively and include as much information about the Amur leopard as possible. Remember, the poster needs to:

INFORM the reader about the Amur leopard
DESCRIBE the problems facing it
SUGGEST ways that the reader can help

The best poster from an individual, class or library group will win first prize! Five runners up will receive a copy of **Leopard Adventure**, signed by author Anthony McGowan.

For full details follow this link:
http://bit.ly/MY9h3g

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Start the Story Interview with co-creator Barry Hutchinson

What prompted you to start an independent magazine to aid literacy?

We both do a lot of work in schools running writing workshops and we have a lot of fun doing it. Sometimes the kids get stuck right into it from the start, and sometimes you have to work a bit harder and think creatively to get them engaged, so we've both developed lots of tricks over the past few years to get even the most reluctant pupils writing creatively.

Often teachers approach us at the end of our workshops asking if they can "borrow" some of the ideas we used, and we're always happy for them to do so. It got us thinking, though – is there a way to share the exercises we've developed and techniques we've learned with a wider audience?

Can we make it easier for teachers, librarians – even parents – on a much wider scale to get kids excited about literacy? Start the Story is what we came up with.

Start the Story is an excellent idea - how long have you been developing it (and what took you so long)?

We've been developing the content for years without actually realising it. We've been running school events since about 2007, and everything we've come up with during those visits has been filed away in our heads to be pulled out when needed.

The idea for the magazine itself only really came about in the past few months, and as soon as we hit on the idea we swung into action. I think from initial idea to the first issue coming out was about three weeks. We were so excited about the potential it had to help gets kids reading and writing that we put aside all our other work (sorry, publishers) and focused 100% on getting issue one done.

Why do you think that literacy in the UK is suffering?

There's no one single reason, and that's what makes it so hard to combat. From the point of view of reading for pleasure, there are so many other demands on kids' time these days, from video games to 24 hour cartoon channels, plus Facebook, YouTube and a million and one other things.

Parents are more pushed for time, so they're reading less with their children, and that has a massive knock-on effect in terms of the literacy skills of those kids. We're looking at ways to combat that with "Parent Sheets" schools can send home with kids encouraging them to read and talk about reading at home.

If the input isn't coming from home, it's very difficult for teachers and librarians to turn the tide. Librarians are great at keeping up to date with new books, but a lot of teachers find it more difficult, which is why we recommend a wide range of books for all interests and abilities in every issue of the magazine.

I also think teachers themselves have so much more put on them now than they ever used to. What's expected of them seems to change every few weeks, and from speaking to hundreds of them over the past few years the general consensus is they have less and less time to actually teach.

That's where we thought we could make the biggest difference, by supplying ready-made lesson plans, plus lots of exercises which can be easily adapted to any age group. We also provide five pupil worksheets with every issue, ready to print off and use in lessons.

Did you consider working in conjunction with existing literacy groups (for example The National Literacy Trust or the UK Literacy Association)?

At the moment, the whole thing is very much a work in progress, and we haven't ruled anything out. Our big rush was to get issue one out before schools broke up for the summer, and now our focus is on making issue two even bigger and better than the first one. Once that's out of the way we're going to step back and catch our breath a bit, and see what connections can be made with other groups and organisations.
Part of the appeal for me, though, is being able to come at the problem from a unique angle – we're not teachers, we're not part of a government body or a literacy charity or whatever. We're just two authors who love reading and writing, and who want to help other people learn to love it, too.

At the moment it is a two author publication – are you considering taking on partners (including authors, teachers or librarians)?

We had a couple of teachers helping advise us on the first issue, and lots of others have pledged their support. We've also had authors and illustrators offering to help us out, and the response overall has been great (particularly from librarians, who seem to "get it" best of all).
By and large, though, it's just the two of us, but we're definitely looking to grow and we're probably going to need all the help we can get! So if you're interested in helping out in any way, we'd love to hear from you.

Will you accept article submissions or ideas from outside professionals?

This is definitely something we're planning to do down the line, but we want to be in a position to be able to pay people what they deserve. At the moment we're both doing this off our own backs and taking care of costs ourselves, so by necessity we're writing all the articles. If we start getting a reasonable number of subscribers, though, then we can start accepting – and paying for – submissions from other people.

Why should librarians, teachers and parents subscribe to _Start the Story_?

We're not very good at the hard sell, so all I'll say is this: We can make it easier for you to get the children in your care excited about reading and writing. The magazine can save you huge amounts of time and effort, and can make literacy lessons fun for teachers and pupils alike. Schools are also free to distribute it to all staff and classes, and we even supply a print-friendly version of every issue ready to print off on desktop printers.

Oh, and if you're one of the first 100 subscribers you'll be entered into a competition to win £100 of free books plus a virtual author visit from one of us!

How can we go about subscribing?

It couldn't be simpler – head along to www.startthestory.co.uk and click the big yellow "SUBSCRIBE NOW" button at the top.

Thank you for an amazing resource!