

Publishing In-House Student Writing – Information *

* Adapted from Appendix 4f, Te Poutama Painga – Quality Assurance Standards of Literacy Aotearoa.

Introduction

The organisation should regularly provide students with opportunities to publish their writing 'in-house'. This may include an individual student creating a publication for their own personal use or the organisation publishing 'in-house' compilations of student writing in booklets or for the organisation's regular newsletter.

Many students begin to overcome barriers to writing by 'telling' their own stories and 'sharing' their opinions and ideas in a comfortable learning environment whereby they can be supported by their tutors. Tutors can act as a scribe or assist students to engage in the writing process more independently.

When publishing a student's writing Te Pou pou should involve the student in the process as much as is practicable and ensure that the writing is published in a format that is acceptable to the student.

Guidance for Tutors

- 1. Assist and encourage the student to become critically aware of the writing and publishing process.**
 - Assist the student to identify and understand all stages of the writing process, e.g. encourage the student to keep draft copies; clarify terms such as proof, edit, mind map, brainstorm, writer's block; discuss the importance of editing and proofing writing that is to be published for other people to read.
 - Explore with the student the following questions: Who is likely to read the writing? What style of writing is it? Do you think writers like to get feedback about their writing? When is correct spelling important?

- Ensure the student gives written consent for their writing to be published. Discuss the information covered in the 'Student Writing Consent Form'.
- 2. Provide editing and proofing assistance that is appropriate to the student's skill and confidence levels.**
- Make sure the student keeps 'ownership' of the writing throughout the process and that the words remain the 'words of the student'.
 - Ensure the student decides the title of the writing and how they want to be named as the author of the writing.
- 3. Create opportunities for the student to be practically involved with the entire publishing process.**
- Encourage the student to make choices about their final copy – layout, any graphics, and font type. Discuss 'readability' of font size, layout, etc.
 - When practicable create opportunities for students to have input into selection of the cover design, to assist with copying and collating multiple copies, etc.
- 4. The writing should be of an acceptable editorial standard and presented in an 'easy-to-read' format.**
- Always ensure a final thorough proof of all writing is completed before print production, e.g. punctuation is correct, there is correct spelling of all words including proper names, there are logical line and page breaks, page numbers match contents page, copyright is identified, name of Te Poupou and date of publication is stated.

Guidelines for Writers and Publishers * - Final Production of Writing

* Adapted from National Library of New Zealand information.

Title Pages for Books

All books should have a title page. The title page contains essential information and helps make your book accessible to anyone who may be interested in it.

Checklist for Books:

Have you:

- Chosen an appropriate, distinctive title?
- Printed the title clearly, correctly, and in the same form wherever it appears?

Have you printed the following on the title page:

- Full and correct title in bold type?
- Subtitle in smaller type below the main title?
- Author's name?
- Name of publisher or issuing body?
- Place of publication in New Zealand?
- Year of publication?

Have you printed the following on the back of the title pages:

- Full address of publisher?
- ISBN (International Standard Book Number)?
- Notes on earlier printings or editions?

Have you sent 3 copies to the Legal Deposit Office? (If applicable)