

LIBRARY life

TE RAU ORA



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COVER IMAGE

Tupu Youth Library

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EDITORIAL STATEMENT

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FROM THE *editor.*

NĀ TE KAITĀTARI



ANGELA CAIRNCROSS

E ngā mana, e ngā reo, e hou mā,
tena koutou katoa.

This issue of *Te Rau Ora Library Life* includes a focus on the new history curriculum for schools which was an insightful one for me to write. So much great mahi happening in the sector.

I took the opportunity to find out more about Tupu Youth Library in Manukau when LIANZA was there in July, and they feature as the library of the issue in this edition.

Community engagement is a theme through many of the articles, in our feature on public engagement in the UK from Marge Ainsley, the kai resilience mahi in the Manawatū and our history corner.

Our career profile features Lee Rowe, Knowledge and

Information Services Manager at Te Pūkenga, Toi Ohomai. We hear from the LIANZA executive about their highlights from the IFLA World Library and Information Congress in Dublin and we have reintroduced our #WEARELIANZA column with Troy Tuhou as our first columnist. Please enjoy these features and our regular columns. If you would like your library to feature in *Library Life Te Rau Ora* or if you have some news or a story/opinion to share, please get in touch at comms@lianza.org.nz.

Kia pai tō pānui i tēnei putanga o *Te Rau Ora Library Life* – please enjoy this issue of *Te Rau Ora Library Life*.

Ngā mihi nui,

Angie Cairncross
LIANZA Communications
Advisor

FROM THE PRESIDENT

NĀ TE TUMUAKI



KIM TAUNGA
LIANZA President

*"Ko te reo te mauri o te mana Māori, Ko te kupu te mauri o te reo Māori.
E rua ēnei wehenga kōrero e hāngai tonu ana ki runga i te reo Māori.
Ko te reo, nō te Atua mai."*

*The language is the life force of the mana Māori.
The word is the life force of the language.
These two ideas are absolutely crucial to the Māori language.
A language, which is a gift to us from the creator.*

Tēnā koutou katoa

I am writing this in the middle of Mahuru reo Māori 2022 - Māori Language Month 2022. Libraries and librarians are so important to promoting and creating resources and opportunities for people to kōrero Māori and to keep learning. I am grateful to Te Waka Kerewai -Māori Outcomes team (Libraries/Connected Communities) in Te Kaunihera o Tāmaki Makaurau /Auckland Council who have challenged everyone in my organisation to speak, learn, hear and see te reo Māori this month – and always!. They have created many resources for our librarians to share across social media

channels and in libraries. I'm sure this is repeated across the sector in Aotearoa and we heard many examples on **LIANZA Connect**.

In late July I was honoured to be asked by Kim Tairi, AUT University Librarian, to help unveil the new te reo Māori name for their library, Te Mātāpuna | ki Waihorotiu | ki Akoranga | ki Manukau.

"Te Mātāpuna literally translated to 'the source' is a weaving of the affiliation to water and the underground rivers that flow through Tāmaki Makaurau with the knowledge that is located and connected with the library. Mātāpuna contains within it the word 'puna,' meaning pool, well or spring. This enhances the libraries affiliation with the underground rivers that flow through the district via Ngā Ana Wai ('the watery caverns') and out to the Waitematā Harbour. Like water, knowledge is essential for life and growth, and Te Mātāpuna is a source and connecting point for knowledge within AUT" (AUT briefing notes; 2022).

I am so grateful that this was my very first presidential duty as the next day I set off for the International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress, in Dublin. You can read more about this in our article but I would like to mention one of the sessions here.

The session led by the Indigenous Matters section

was about the important role libraries have to play in language support. Speakers from Wales and Ireland talked about their indigenous language histories and the initiatives and programming mahi they are undertaking. It was both heart-wrenching and inspiring to listen to the panellists speak about language decimation and revival. After the conference I attended a new production of the "Irish masterpiece" Translations by Brian Friel at Dublin's Abbey Theatre and, just as I got home, the New Zealand Irish embassy announced that this play had been translated into te reo Māori by Hemi Kelly. It was performed at the New Zealand Writers festival commissioned by the embassy as a gift to Aotearoa. It is a play about "language, identity, history and cultural imperialism" to "mark the resonances and shared journey between our two small islands at opposite ends of the globe".

The congress session showed there are key opportunities for libraries in this space. The AUT unveiling before I left and then coming home to this play beautifully bookended my WLIC experience.

This year also marks the beginning of the **UNESCO Decade of Indigenous Languages 2022-2031**.

Ngā mihi nui

Kim Taunga
Te Rau Herenga o Aotearoa
LIANZA President

NZMS



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Detail from the Lübeck Bible 1494. Courtesy the Macmillan Brown Library collection, University of Canterbury.



SUPPORTING THE NEW AOTEAROA NZ HISTORIES CURRICULUM

Teaching and learning resources

[More resources >](#)

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Topic Explorer

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Cards with a unique NZ heritage image, fertile questions, and context to spark inquiry.



EPIC

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AnyQuestions

Free online help for New Zealand school-aged students from 1pm to 6pm weekdays.

Some of the Services to Schools online resources.

The new Aotearoa New Zealand's Histories Curriculum will be rolled out in schools across the country from Term 1, 2023. It establishes studying the histories of Aotearoa New Zealand as a key learning for all students in years 1 to 10. One key element is a focus on local history and local stories. For libraries, museums, and cultural heritage organisations, this is an opportunity to connect with schools, highlighting taonga that will assist teachers to bring history to life in the classroom.

There are initiatives occurring over the country to assist teachers and ākonga (students) and the ways some library and heritage services are supporting these new curriculum changes are highlighted in this article.

SERVICES TO SCHOOLS AND TOPIC EXPLORER

Samuel Beyer is the Project Manager Curriculum at the

National Library of New Zealand Te Puna Mātauranga o Aotearoa. He works with the Services to Schools team to support access to a range of **teaching and learning resources**, including **Lending Service for schools**, **Tuia Mātauranga, Te Kupenga: Stories of Aotearoa**, and **Topic Explorer**. Topic Explorer helps ākonga find quality, curated resources on a range of topics. Each topic features a carefully selected set of national and international resources, including websites, images, videos, books, and more.

Aotearoa New Zealand's history has been a big focus of Service to Schools recently and the team has looked at their collections to see what resources already meet the needs of the new curriculum and where the gaps may be. They are working with other areas of the National Library, including the Alexander Turnbull collections, and also Archives New Zealand, and Ngā Taonga Sound and Vision to identify relevant collection items that

could be digitized and made accessible to schools.

Local libraries are important to this discussion as the curriculum requires students to explore their local history, and this means access to local curation sources is needed.

Samuel says, that while schools are going to be working with the new curriculum from 2023, they don't need to embed everything straight away, but will have three years to implement it into their overall school curriculum. To support this implementation, he encourages libraries to think about a traffic light framework and take a planned approach to identify and make available collection items that could support the Aotearoa New Zealand's histories curriculum:

- Green light – look at what collection items are already easily accessible by schools, teachers and ākonga
- Orange light - what relevant

Have a question? Chat with us

Kia ora, welcome! We offer online help to assist New Zealand students with their inquiries. Between 1pm and 6pm weekdays you can log on and chat with a **real librarian** about your inquiry.

**OUR LIBRARIANS ARE ONLINE BETWEEN
1PM AND 6PM WEEKDAYS**



Why not search **Many Answers** while you wait?

Type a topic or keyword here

SEARCH

Home page of the AnyQuestions website.

be digitized and made accessible relatively easily?

- Red light – what useful collection items could be made more accessible but will take more effort or longer to do so?

"We've just started providing **professional development** in the history curriculum area to support library staff," says Samuel. Part of this is unpacking the curriculum for them and what it might mean for resourcing. While focused on school librarians, this professional development is also open to public librarians.

Samuel says that with the new curriculum there are clear indications of the key knowledge that schools will be covering. It provides a road map of how libraries can be approaching this area. "I think any local library could discuss this with their local schools and see what their resource needs are." But he encourages taking a planned approach, working out what you have the capacity for, and working alongside others in this area such as schools, local museums, and possibly iwi.

SERVICES TO SCHOOLS - ANYQUESTIONS AND MANY ANSWERS

Another valuable resource to support the new curriculum is the AnyQuestions/Many Answers service provided by the AnyQuestions team managed by Services to Schools at National Library of New Zealand Te Puna Mātauranga o Aotearoa.

AnyQuestions is an online chat service offering help to students with their questions on weekdays from 1-6pm, supporting them develop their digital literacy skills in the process.

The **Many Answers** site guide inquirers to where resources are and are developed based on the questions being asked of the AnyQuestions chat service, with over 200 curated topics on the site.

Amy Jacob is responsible for managing this service and the local library partnerships that support the service. Seventeen public libraries partner with Services to Schools to run AnyQuestions and Many Answers, and SLANZA is an

associate partner. There are close to 200 staff involved from Wellsford to Invercargill and all staff receive a two-day introductory training and then a yearly refresher training.

Included in Many Answers are topics related to New Zealand histories which provide a general overview of the topic. The AnyQuestions Histories Programme focuses on themes in the new curriculum and local resources.

ANYQUESTIONS HISTORIES PROGRAMME

The AnyQuestions Histories Programme consists of three projects that involve creating entries that introduce students to local information sources, explain how to access them, and help students develop information literacy skills, which will support them to think critically about the past – a key feature of the Aotearoa New Zealand's histories curriculum. These entries will be published on the AnyQuestions website.

The three projects are:

- **Many Answers Regional Resources Project:** This

project involves partner libraries developing local Many Answers entries for 9 of the 10 Ministry of Education areas.

- Auckland Libraries Many Answers Project:** This involves the development of multiple Many Answers entries based on each of the curriculum themes to cover Tāmaki Makaurau.
- SLANZA Many Answers Project:** This project involves school librarians developing entries for Te Tai Tokerau. They will also be running user-testing workshops with students and conducting an impact study. This project is funded by one of the New Zealand Libraries Partnership Project (NZLPP) strategic partnership grants.

The entries will bring local collections to one site. Students can decide how they will use the information based on what they're learning at school. "We've encouraged libraries to work out what relationships they already have, such as with iwi and through councils, to help develop their knowledge of information sources, especially on mātauranga Māori," says Amy Jacob.

AUCKLAND LIBRARIES

Thanks to NZLPP funding, Auckland Libraries partnered with the **Auckland History Initiative** and the Services to Schools AnyQuestions team on a recent project to publish entries on the Many Answers platform. The entries link content from the Auckland Libraries' heritage and published collections with topics covered in the curriculum in a format that makes local history content more accessible.

A subsequent project will create local history resource kits to support teachers in the delivery of curriculum topics. The work on the Many Answers content specific to the Auckland area is largely finished after a comprehensive audit of collections. A group of Many Answers operators trained by the Services to Schools team completed entries aimed at Year 7 and 8 students.

The Auckland Libraries Mātauranga Māori Unit, headed by Teri Ta'ala, are partners in this work. Erica O'Flaherty, Manager for Heritage Collections at Auckland Libraries says that conversations with the unit's Poukōukiri Rangahau Māori are key to understanding how best to gather and select iwi-specific historical material appropriately.

"We've asked ourselves how we work in a way that makes sure that we meet the objectives of the project – and that we balance traditional knowledge frameworks with contemporary perspectives to develop research resources that deliver an accurate view of the Auckland context, where there are multiple viewpoints exist, such as the North Shore, where there is multiple iwi with diverse historical perspectives," says Erica. "The Mātauranga Māori unit supports how we engage in an appropriate way with Māori history and inform decisions on things that are important for this project."

"We're doing this work alongside wider GLAMMIR sector representatives in the region and the NZ History Teachers Association. Those relationships have been useful to us to make sure we know who is doing what and that we're supporting each other."

Auckland Libraries also have a partnership with Auckland University and Dr Linda Bryder, from the Auckland History initiative, which supports students over the summer trimester to research aspects of Auckland history. The research topics undertaken by the students connect to Auckland Libraries' heritage collections and build relationships with Iwi and GLAM communities.

Auckland Libraries are already getting inquiries from teachers looking for resources for next year, despite the period of three years given by the Ministry of Education to embed the resources.

SCHOOL LIBRARIES ASSOCIATION OF NEW ZEALAND AOTEAROA - SLANZA

In addition to SLANZA's partnership with Services to Schools in Te Tai Tokerau, SLANZA is involved with two Kāhui Ako pilots in Cambridge East (Te Kāhui Ako o Te Oko Horoi) and in Nelson (Waimea Kāhui Ako). These are both website development projects that will include regional professional development (PD) opportunities. This project is also funded by an NZLPP strategic partnership grant.

"A key role for school librarians is to support curriculum learning in the classroom. School librarians are in an ideal place to find the information to help teachers on the new history curriculum," says SLANZA President Sasha Eastwood.

"All of our SLANZA regional committees will be looking at running local PD sessions to bring all the GLAMMIR sector together, so they know about



Rangitāne historian Warren Warbrick talks with Annabeth Evans from Te Kura O Takaro about Rangitāne history and culture and Palmerston North's bicultural beginnings. Image credit: David Unwin Stuff

what resources are out there. We're in an ideal position to be a bridge between schools, museums, public libraries, iwi, records, archives and marae."

SLANZA is currently working with the Ministry of Education to look at how school librarians can be supporting the new history curriculum further.

One area where there is no pilot or partner project is in the Tairawhiti area. Services to Schools are working on how they can make sure there is no gap in the local history content in this area.

KA MUA KA MURI - PALMERSTON NORTH CITY LIBRARY

In June 2022, Palmerston North City Library held an event "Ka Mua, Ka Muri", meaning walking backward into the future, where heritage groups and historians offered resources and information to give teachers the tools to be able to teach the new curriculum. Groups included the New Zealand Rugby Museum,

Te Awahou Nieuwe Stroom, the Manawatū Journal of History, and Te Pae Matauranga o Rangitāne.

Around 70 teachers from 24 schools attended. Organiser Virginia Warbrick said they recognised there were a lot of groups in the community with huge expertise in history so wanted to introduce them to teachers who may not have a history background.

Melissa Day is a teacher at Te Kura o Wairau in Palmerston North who attended the event and commented, "We're looking at local history and this is giving us some idea of how we can go about teaching local history, instead of just the overarching New Zealand stories."

The library also coordinates the 'Back Issues' series of the Manawatū Standard – a weekly history-focused feature. They coordinate local writers to share different aspects of local history, with a strong visual element, and a recent focus on topics useful to local teachers in support of the new curriculum.

A pilot project led by the library called 'My Migration Story' is a recent addition. It matches primary school teachers with members of the local branch of the NZ Society of Genealogists with the general premise, "Can you teach other people's migration stories if you don't know your own?" The primary goals are to: learn how to use historical research tools and databases to determine a teacher's own ancestors who were born in/or migrated to Aotearoa, use newly designed visual tools to help tell stories about their whānau's migration story to and within Aotearoa, determine the location of family burial sites, and strengthen the connection to whenua and place.

TE KĀHUI AKO O TE OKO HOROI - INVESTIGATING HISTORIES

Kirsty Wyndham is the school librarian/inquiry broker at Cambridge East Primary school in the Waikato. Kirsty is part of a SLANZA pilot programme in partnership with the Te Kāhui Ako o te Oko Horoi (Cambridge

Community of Learning) to enhance the role of school librarians and showcase the impact an effective school librarian can have within their school. One of the goals of the programme is to provide a kete of historical resources on Cambridge and its surrounding areas.

A prototype website has been established in collaboration with the local museum and Iwi. This will provide teachers, kaiako, librarians and learning assistants within the kāhui ako with valuable and carefully selected local primary and secondary resources to support ākonga to be critical thinkers and understand their local past.

The website is based on three local themes: Shaping of a Landscape, King Taawhaio & Kiingitanga, and Building of a Town. More themes will be added over time. There are also links to historical information on local schools in the area.

The website provides multi-media links to podcasts, videos, paintings, images, biographies, and books covering local and national primary and secondary resources. These resources are all linked to Aotearoa New Zealand's histories and based on: Understand (big ideas), Know (contexts) and Do (inquiry practices). Teachers have access via a link to well-known resources from Digital NZ, EPIC, Papers Past, National Library, and Te Ara Encyclopaedia of New Zealand.

It is the beginning of a model and a journey where all parties involved can explore, discuss and debate together.

TE ARAWA STORIES - TE AKA MAURI ROTORUA LIBRARY

Te Aka Mauri's focus has been on providing an engaging website as a resource to tell local stories and history. "You're telling the stories of local iwi so our relationship with them is important – iwi are already partners in this information, and we work with a Mātauranga Māori advisor on this," says Abigail Wharne Heritage and Research lead at Te Aka Mauri.

Te Aka Mauri is the custodian of the **Great Te Arawa Stories (GTAS) website**. GTAS contains a collection of stories about people, places, and events that are applicable to Rotorua and to the people of Te Arawa. It was developed by Ngā Pūmanawa e Waru Education Trust to introduce learners to Te Arawa stories, encourage user education skills, support inquiry learning, and inspire the exploration of existing resources.

"We're working hard to improve access to our Māori resources, by ensuring pathways to this knowledge are informed by a Māori worldview. We are at the early stages of engaging with users to identify barriers to access. It has been a confronting, but a hugely necessary, first step in what we know will be an ongoing journey."

Aural as well as written content on the site is informed by eight values: identity, diligence, relationships, innovation, wellbeing, scholarship, humility and values. "These are the values that guide Te Arawa learners," says Abigail. Ultimately the GTAS content will be migrated to a new site.

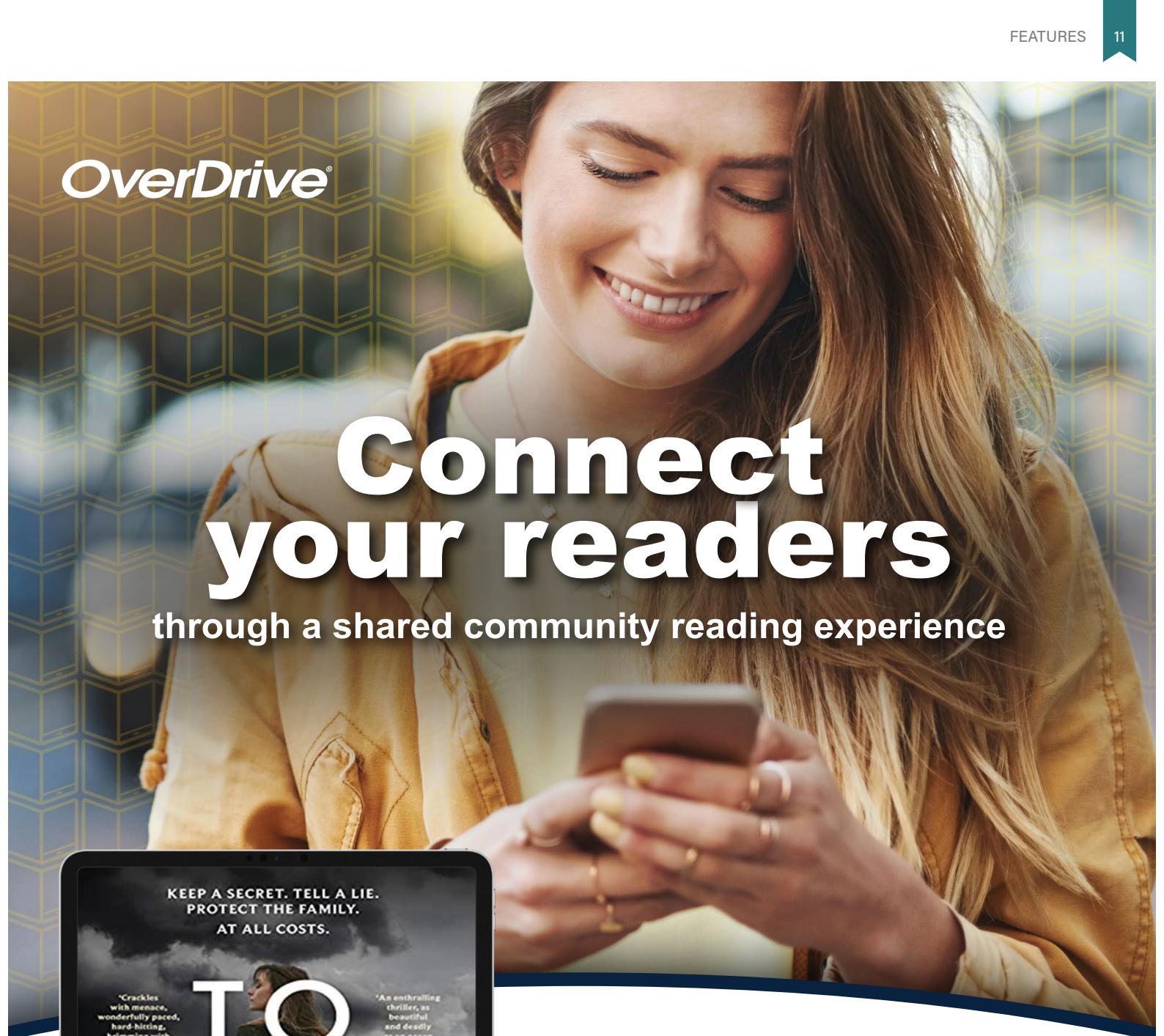
"One of the things we've learned is that teachers value having pathways into information based on the curriculum, so we're keeping the values and timelines but looking at how we can incorporate the structure of the curriculum as another pathway into those stories on the new site." There will also be downloadable resources that teachers can use to support the stories on the site. During one feedback session, a teacher explained how they had been searching for a resource like this for years: high-quality narratives from a trusted local source.

Pathfinder handouts have been developed for different ages on the local history books available and the library is one of the partner libraries supporting the Many Answers regional project by providing links to Te Arawa and Rotorua history.

"The hardest thing to do was to limit the resources we included as there's so much, we could have included," says Abigail. The framework and training provided by the Many Answers project were very helpful in doing this.

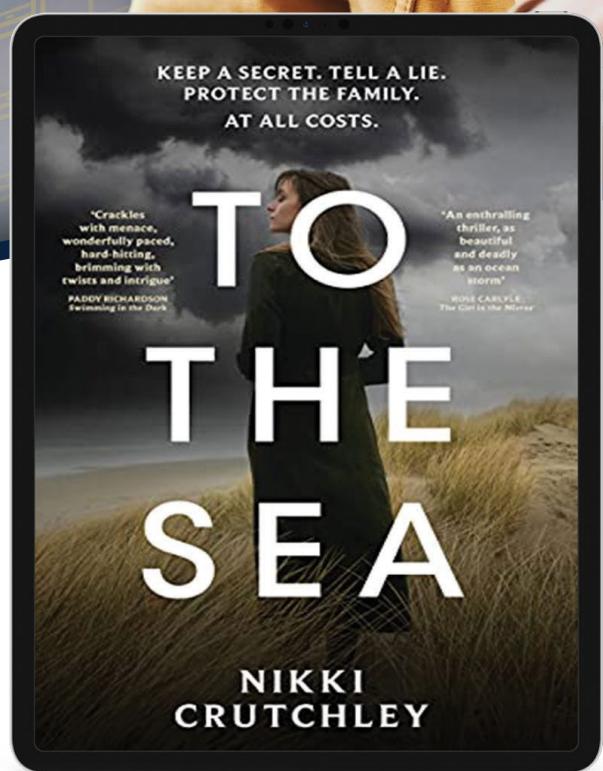
MORE RESOURCES

- **NZ History Teachers Association**
- History curriculum content, [view this link](#).

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REIMAGINING PUBLIC ENGAGEMENT THROUGH COLLABORATION



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Engaging the public with research: a toolkit for higher education and library partnerships

Libraries Connected new toolkit webpage.

How a UK programme has demonstrated the wide-ranging benefits of partnering public libraries with higher education institutions. Hot on the heels of a new [online public engagement toolkit for library staff](#), we catch up with Marge Ainsley, the independent evaluator for the Engaging Libraries programme to find out more.

A pioneering public engagement programme in the UK has demonstrated how partnering with higher education institutions (HEIs) can bring multiple benefits for participants, library staff and academic partners. With civic engagement a priority for both HEIs and public libraries, it's the perfect time to explore the benefits of partnerships.

CAN YOU TELL US A LITTLE BIT ABOUT ENGAGING LIBRARIES?

The [Engaging Libraries programme](#) ran from 2016 until the end of 2021 and was funded by Wellcome and Carnegie UK, and joined by the Wolfson Foundation for the second phase. Public libraries across the UK worked with HEIs to collaboratively develop and deliver public engagement activities focused on health, society, and culture research. The ultimate goal was to energise people about academic research, to make it more accessible and relevant to people's lives. I joined the programme as an independent evaluator in 2019 for its second phase, which involved 16 projects across all four nations of the UK, with 14 public library

services and 57 partners across both academia and cultural/community organisations.

WHAT KIND OF PROJECTS DID IT INVOLVE AND WHAT DID YOU FIND MOST INTERESTING ABOUT THIS PROGRAMME?

The projects tackled a [huge range of different topics](#), carefully shaped as a result of the collaborative design process taken between the library and academic teams. What was particularly interesting for me, was how this programme showed that public libraries can positively use their existing skills to help academics engage people in what are often seen as 'taboo' research topics. For

example in '**Pause not Full Stop**'. OnFife Libraries and the University of Bristol devised a series of online workshops including breadmaking and creative writing where participants had time to share their experience of menopause with a researcher. We also had projects focused on **death and dying**, identity and **air quality**. You can watch staff talking about these projects in **these case studies**.

SO WHERE DO YOU START? HOW CAN PUBLIC LIBRARIES FIND AN ACADEMIC PARTNER? AND WHAT SHOULD THEY BE LOOKING FOR IN A PARTNER?

Through formative evaluation, we spoke to the library teams and academics extensively throughout the programme to record their top tips for creating successful partnerships. One of the reoccurring pieces of advice was to thoroughly do your research from the beginning. For example, start by thinking about which audiences you want to engage with your work and consider which HEIs are more likely to help you access them. Invest time in talking with academic partners about whether your goals align before you commit – we found that partnerships with shared aims from the beginning worked most effectively. For example, Glasgow Libraries and the University of Dundee **described how shared language and understanding right from the start put them on a level playing field** when it came to project ownership.

HOW DID THE COVID-19 PANDEMIC IMPACT THE PROGRAMME?

WAS THERE ANY PARTICULAR LEARNING THAT CAME FROM DELIVERING DURING THE UK LOCKDOWNS?

Most of our projects had to shift their public engagement activity online during the pandemic in 2020 and 2021. Whilst this **wasn't without its challenges**, it showed that effective public engagement doesn't have to always be face to face. Online projects like '**Telling the Tale**' by Hammersmith and Fulham Libraries and Imperial College London (SCARU) meant that teenagers and adults from diverse backgrounds could meet scientists for the first time. Rather than exclude audiences, we found that moving activity online increased the intended reach and diversity of audiences. In fact, 93% of HEI partners involved agreed that working with libraries had helped them reach completely new audiences. It also meant that people were included who wouldn't ordinarily participate due to financial, intellectual, or physical barriers.

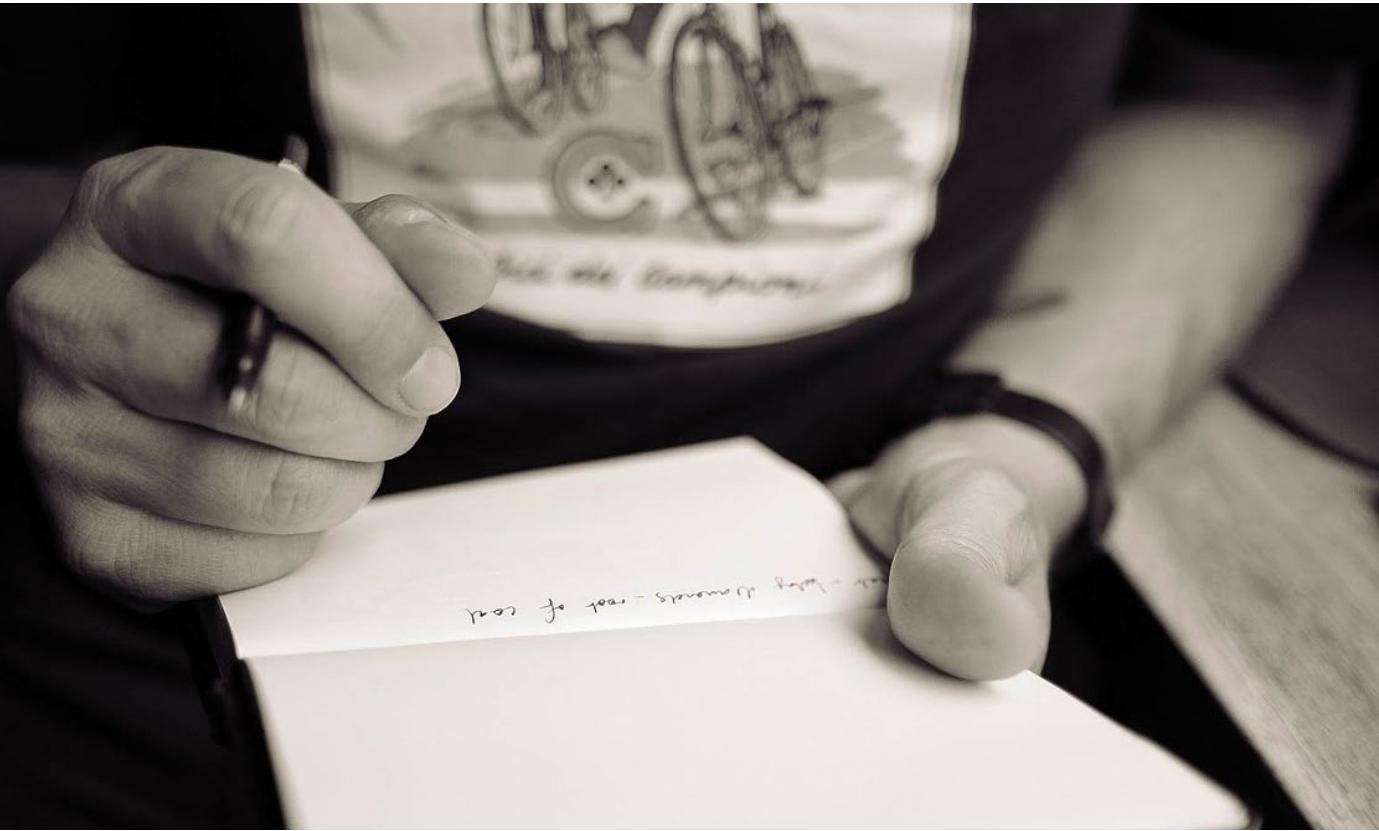
HOW DID YOU EVALUATE THE PROGRAMME AND WHAT ADVICE WOULD YOU GIVE FOR EVALUATING THIS KIND OF WORK?

We took the same 'measure what matters' approach that we've been advocating on the **LIANZA Evaluation & Impact programme!** I developed an evaluation framework with the Carnegie UK team, then designed relevant and robust data collection tools for each of our beneficiaries (public, library staff and partners). Rather than waiting until the end, we evaluated the programme along the way, so that changes could

be made in response to the public (and library/HEI staff) feedback and experience. It was a challenge to evaluate such a varied, large, and complex programme, with different target audiences, delivery methods and spaces per project. Flexibility with the evaluation approach was key to mitigating this – for example, I produced an evaluation toolkit for library staff to use which evidenced the same outcomes but gave them a suite of tools to choose from, so it wasn't a 'one size fits all' approach. Online qualitative research was a methodology used by professionals well before the pandemic, but it came into its own when activity shifted online – we provided training and additional resources for library staff so that they could collect data from participants who were engaging with content through online platforms. Aside from measuring what matters and having a clear plan in place, the main piece of advice I'd give would be don't just measure the impact on the public, measure your partnership too. What worked well? What were the key ingredients? What failed? Why? **Embed reflective practice** into your approach and **use available tools** to assess your partnership and whether there's scope to continue working together. We've got an **evaluation section in the toolkit** which might be a useful starting point.

WHAT WERE THE MAIN FINDINGS OF THE EVALUATION? AND DID ANYTHING PARTICULARLY STAND OUT?

There's so much to share and not enough time today so I'd encourage everyone to **read the key summary findings in**



the evaluation report! Library professionals know that good two-way public engagement can connect communities, inspire learning, and stimulate curiosity. But I think that what really stood out with this programme was the positive impact of involving a community in the project design. For example, West Lothian Library worked with Heriot-Watt University on a project called '**Lothian Lugs!**' The team planned a series of 'listening tours' for university researchers at the design stage, so they could listen to the needs and concerns of local communities. This meant the actual delivery of activities was informed by and tailored for the community, which in turn increased the relevancy of research. This co-

created approach also had a direct impact on researchers, shaping new research ideas and making new connections.

WHERE CAN LIBRARY STAFF FIND OUT MORE ABOUT GETTING STARTED WITH THIS KIND OF WORK WITH ACADEMIC PARTNERS?

Carnegie UK in partnership with Libraries Connected produced **case studies** and developed an online **toolkit** based on the independent evaluation and individual experiences of teams who participated in the Engaging Libraries programme. These would be a great starting point. Other resources like

the **Nesta Partnership** and **NCCPE Museum-University Partnership** toolkits can also help you develop and deliver successful partnership working. Good luck!

KEY LINKS

- [Engaging Libraries Toolkit](#)
- [Engaging Libraries Case Studies](#)
- [Engaging Libraries Evaluation Findings in Brief Report](#)



Marge Ainsley is the independent evaluator for Engaging Libraries and lead for LIANZA's Evaluation & Impact Programme.

KAI RESILIENCE INITIATIVES IN MANAWATŪ



Ashhurst Library gardens. Image credit: Angie Cairncross

The community gardens and māra kai of local libraries in Ashhurst and Highbury, set up alongside community groups and volunteers are a wonderful example of community engagement in the Manawatū.

Ten years ago, when Ross Meads started working in the library of the small, rural town of Ashhurst just out of Palmerston North, there had been a desire for a community garden where produce, fruit, herbs, and a flower garden could be established. Ross worked with RECAP (The Society for the Resilience and Engagement of the Community of Ashhurst and Pohangina Inc) and volunteers to set up the community garden in the large lawn area next to the library and began māra kai, gardening for food. A blessing

and official opening were held in 2014 and it's grown from there.

Everyone is encouraged to take what they need from the garden, and RECAP run education programmes to help share their knowledge about growing produce and composting.

Another great service is the seed libraries where the focus is on sharing seeds around the community for free. All the Palmerston North community libraries have sharing tables or a sharing shelf outside, where people frequently drop off or take excess fruit and vegetables.

"I can literally throw something on the shelf, and it's gone in 30 minutes," says Ross. There are no questions and no judgements about taking the produce.

"We're probably supporting 50 families a week here now and food parcels have become a regular feature as the need in the community has evolved over time."

"The heart of libraries has always been community. The development of our māra kai project is a reflection of what's happening in our communities and the needs and demands there – it started off slowly but now it's taken off with people lining up for māra kai and taking part in activities. A library should always be a mirror of what's happening in the community, and this is," says Ross.

Palmerston North Libraries have worked alongside different groups to meet kai demands in their communities. These



Sharing shelf outside the library. Image credit Angie Cairncross



Te Pātikitiki gardens August 2022 ready for planting. Image supplied.

include Environmental Network Manawatū, RECAP, Let's Grow Highbury, Awapuni Community Gardens, Community Harvest, Massey University, Just Zilch rescued food, Manawatū Food Action Network, Growing Gardens and Communities, Te Whare Koha, Pataka Kai 4412, Whakapai Hauora Maara kai, SupaGrans, Plant to Plate, and many more people willing to pass on kai from their vegetable gardens.

Te Pātikitiki Library in Highbury has a smaller community garden area but has plans for a much bigger development. They will work alongside local iwi – Rangitaane, Highbury Whānau Centre, community, volunteers, and Let's Grow Highbury to develop a large area between the library, sports fields and community centre.

Niki Burtenshaw, Team Leader Community Libraries, says there is empty space in Monrad Park adjoining Te Pātikitiki library that the Parks and Logistics Unit, Palmerston North City Council have welcomed them to develop. "We want to have rongoā planted in these gardens providing a home for native flora and fauna, as well as a site for harvesting fruit and vegetables."

"It will be a food forest, te wao nui a Tāne, maintained in a sustainable way," says Niki. "The model we aspire to is Hua Parekore." This model uses an organic framework and incorporates kaitahitanga, whanaungatanga, manakitanga and whakapapa. The aim is for community to come together and learn aspects of growing kai through each other, sharing knowledge and skills.

"There are multiple community groups and a large refugee population in the area, that want to support this project alongside the enviro groups we've already been working with. It will be developed by the community for the community."

In mid-October, an event to celebrate the beginnings of the food forest - te wao hua - and share in the hand-over of 4412 Kai Resilience Strategy is planned. The strategy was created by Manawatū Food Action Network and enables communities to grow kai.

A JUDGMENTAL SUMMER

READING FOR THE NEW ZEALAND BOOK AWARDS FOR CHILDREN & YOUNG ADULTS



Laura on left with the Best First Book finalists. Image credit: NZCYA Book Awards.

In this article, Laura Caygill reflects on her experience as a judge for this year's New Zealand Book Awards for Children and Young Adults.

If you're anything like me, when you see opportunities come around via email your first thought is, "That sounds fun," and then your second is, "if I had time". That's exactly what I used to think every year when the email came around seeking expressions of interest to be a judge for the New Zealand Book Awards for Children and Young Adults – until last year when a supportive nudge from a friend and former colleague made me rethink things.

"I'm never going to feel like I have time to do this," I told myself, "So I should put up my hand and make time."

I want to acknowledge straight up that making time to take opportunities outside of working hours is something we don't all have the capacity to do. As someone with no dependents and a bit of a penchant for punishment I was able to, and after a summer spent reading 150 books for children and young adults, I'm really pleased I did.

About half the books submitted were picture books, which left me and my fellow judges on the English language panel (Adele

Broadbent, Kyle Mewburn, Pauline Smith, and Ruki Tobin) judging the merits of roughly 75 junior fiction, young adult fiction, and non-fiction titles. Reading and judging these is no small task.

For anyone keen to put their hand up to be part of next year's panel my advice is to read all the young adult novels first (do not leave yourself down to trying to read one young adult novel a day to meet the shortlisting deadline like I did!), and to trust yourself to know when to put a book down and stop reading. There were some books I read further into than I probably needed to, knowing that there were already tells that they

weren't going to make the top number in a category, but that I felt I wanted to give a fair go.

I could have been much less generous with my reading time. But there is something fascinating in reading something that hasn't necessarily been well written or edited alongside those that have. You begin to quickly notice the traps people might fall into that make a story not work, as much as you notice what makes one work really well. And it makes it more wonderful when you do pick up a real gem. It makes you want to hold it close and shout "Yes! This is it! This is how you do it!"

I learned a great deal about storytelling and writing over

the course of my reading and judging, and of course from the deliberations in 'the judging room' (Zoom calls from our cosy homes across the country). But I also learnt about the importance of whakawhanaungatanga in a process like judging.

My fellow judges worked together from December, when the first books arrived at our homes and met only over Zoom from then until the awards ceremony in August. It meant that there was disappointment when COVID and other life events conspired to mean we were not all able to be there in Wellington for the awards and meet each other in person.

For those that were in the room, and certainly for me

in any case, the chance to connect across industries, to reconnect with colleagues from across the country, and share a commitment to great storytelling for Aotearoa's young people was a professional highlight. It made the pain of spending all my spare time reading over the summer worthwhile.



Laura Caygill is the Community Experiences and Diversity Team Leader for Waimakariri Libraries. Formerly a community library manager for Auckland Libraries, Laura moved back to her hometown of Ōtautahi in 2019. She recently began learning Te Reo Māori and loves building high-achieving teams that bring about transformational change.



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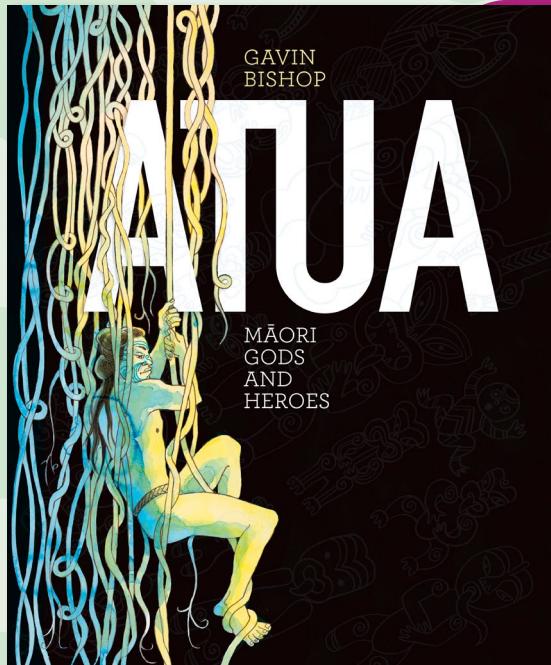


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2022 WINNERS

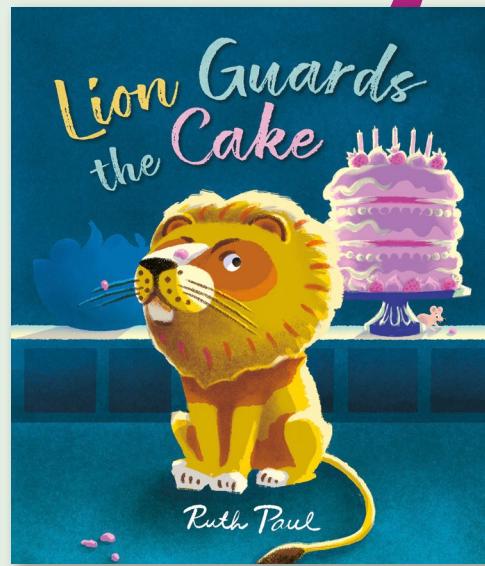
MARGARET MAHY
BOOK OF THE YEAR



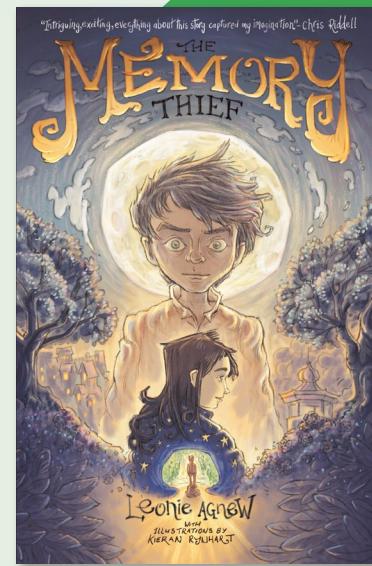
ELSIE LOCKE NON-FICTION AWARD

RUSSELL CLARK ILLUSTRATION AWARD

NEW ZEALAND
BOOK AWARDS
FOR CHILDREN &
YOUNG ADULTS



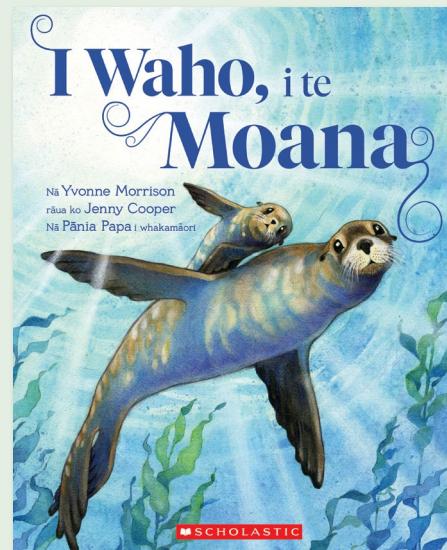
PICTURE BOOK AWARD



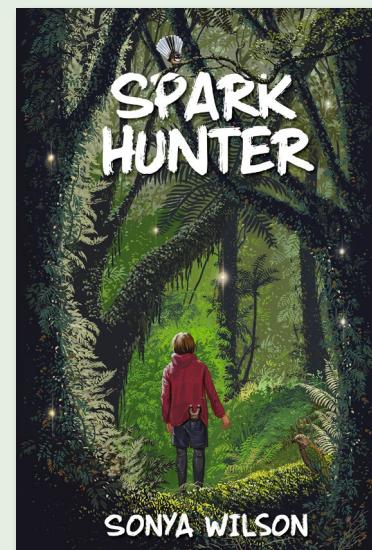
WRIGHT FAMILY FOUNDATION
ESTHER GLEN
JUNIOR FICTION AWARD



YOUNG ADULT
FICTION AWARD

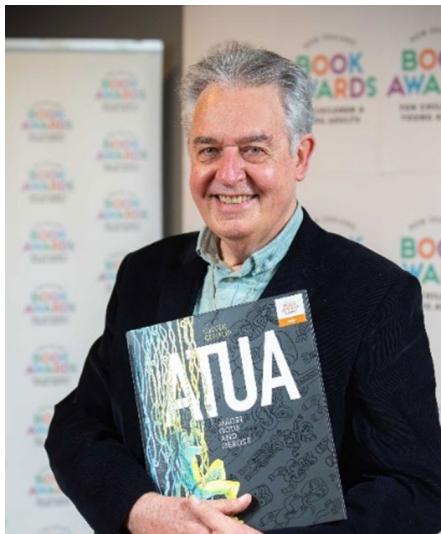


WRIGHT FAMILY FOUNDATION
TE KURA POUNAMU AWARD



NZSA BEST FIRST
BOOK AWARD

BOOKS TO TAKE NOTICE OF



ATUA: MĀORI GODS AND HEROES

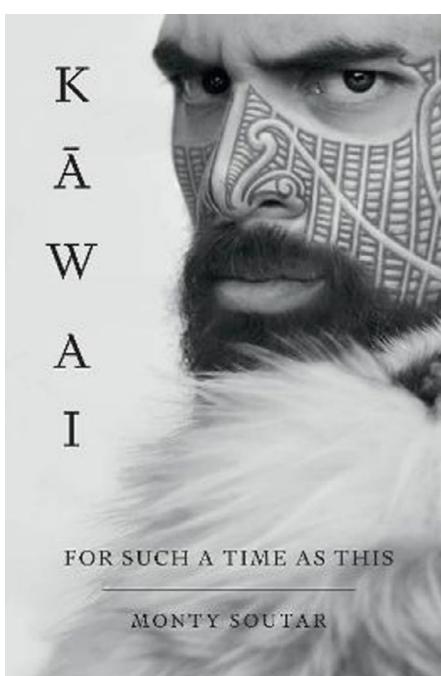
Atua: Māori Gods and Heroes by Gavin Bishop

ISBN: 9780143775690

Penguin Books NZ (2021)

This book was described by New Zealand Book Awards for Children and Young Adults judges as a taonga for this generation and the next. It is written and illustrated by Gavin Bishop and was awarded the Margaret Mahy Book of the Year as well as the Elsie Locke Award for Non-Fiction and the Russell Clark Award for Illustration. It was praised by the judges for its sense of magic and the way it validates mātauranga and te ao Māori truths.

Gavin Bishop NZCYA awards ceremony. Image credit NZ Books Awards Trust



KĀWAI: FOR SUCH A TIME AS THIS

Dr. Monty Soutar, ONZM (Ngāti Porou, Ngāti Awa, Ngāi Tai ki Tāmaki, Ngāti Kahungunu)

ISBN: 978-1-77689-030-9

Bateman Books (2022)

This first novel by a respected historian is the first in a series that reveals the role of colonisation in shaping Aotearoa New Zealand. Kāwai: It is 'A vivid exploration of war and peace in the old world that illuminates the lives of young people, in particular, from first loves to first battles. The novel is a sharp-eyed, page-turning account of the everyday and the epic in te ao Māori. In Soutar's hands, the past feels close enough to touch.' — Paula Morris, Founder of Academy of NZ Literature.

Tracing Dr Soutar's own ancestral line, Kāwai reveals a picture of an indigenous Aotearoa in the mid-18th century, through to the first encounters between Māori and Europeans.



TE TIRITI O WAITANGI

Tirīti o Waitangi by Ross Calman and Mark Derby and illustrated by Toby Morris - Second edition

ISBN 9781776692637

Ministry of Education (2018)

This graphic novel provides a fresh approach to the story of Te Tiriti o Waitangi. It covers a wide time span, from the arrival of Polynesian explorers to the signing of Te Tiriti, to the New Zealand Wars, and through to the modern-day Treaty settlement process. A special emphasis is put on unpacking the two versions of Te Tiriti and exploring their ongoing significance.

Written in te reo Māori and English.

Sourced from Te Kete Ipurangi 27/09/2022

HIGHLIGHTS FROM IFLA WLIC 2022



LIANZA President Kim Taunga and President-elect Richard Misilei met the first Pasifika American Library Association (ALA) President Lessa Kanani'opua Pelayo-Lozada. Image credit: Ana Pickering.

In this article Kim Taunga, Richy Misilei, Erica Rankin and Ana Pickering, talk about the highlights and what inspired them at the IFLA World Library and Information Congress (WLIC) held in Dublin on July 26-29.



KIM TAUNGA

INSPIRE, ENGAGE, CONNECT AND ENABLE

An IFLA WLIC is a very different proposition from any library conference I have ever attended. There are a dizzying number

of sections, sessions, streams, and pre-and post-conference activities to attend. Sessions can also be accessed in any of the seven official IFLA languages.

We set up a pre-conference Zoom hui for those from Aotearoa who were attending. I am grateful to Winston Roberts, National Library of New Zealand and Chair of the IFLA Regional Division Committee for Asia-Oceania, for giving us first-timers the benefit of his wisdom on navigating and getting the most out of the congress. I flew back to Auckland the day before the Public Libraries NZ Forum and went straight to Christchurch to speak on a panel with the National Librarian, Rachel Esson about the congress. The Public Library Manifesto, UN Sustainable Development Goals, indigenous language revitalisation, mis and disinformation and our

influence on and in the IFLA Asia -Oceania region were some key themes for me.

The congress itself was themed around the IFLA Strategy 2019-2024 'Inspire, Engage, Connect and Enable' and it hit the mark in all four quadrants. Many parts of the congress are still resonating and revealing their relevance for me as the current LIANZA president and as a member of the library and information profession. I intend on sharing more through my president's column this year.

There was a myriad of people to meet and connect with. It was gratifying and validating to meet both Patty Wong, the immediate past-president and first Asian American president of the American Library Association (ALA), and Lessa Kanani'opua Pelayo-Ozada the current and first Pasifika president of ALA.

As the first Pasifika presidents of LIANZA, Richy and I felt honoured to meet them both. Richy has connected Lessa to our LIANZA Pasifika Information Management Network (PIMN) executive aiga and we will talanoa in the coming weeks to support each other in things Pasifika and librarianship.

A lunchtime kōrero with the librarian from Saudi Arabia who was at the congress presenting their Public Library of the Year entry was interesting from project and political points of view. It was great to meet and renew connections with librarians from Australia and members of the very active IFLA Section, [Library Buildings and Equipment](#).

My favourite keynote session was [Helen Shenton from the Trinity College Library](#). She spoke about the conservation and reimagination of the Book of Kells exhibition. There is lots of information online about this major project but to hear Helen speak about the visceral and emotional response that can only be experienced by being physically present with the Book of Kells, was inspiring and thought-provoking. Especially in light of the pandemic journey the world is on and the question of how we make our heritage collections accessible for a variety of audiences.

A final inspiration was the FAIFE (Freedom of Information and Freedom of Expression) sessions which spoke to the "ethical foundation of why we are librarians" and how we must make informed, ethical and accountable choices in our work, every day.



RICHY MISILEI

MORE THAN A BUILDING

Where to begin! Firstly, it was very special for me because I've never been to the Northern Hemisphere and to be physically standing on my Irish whenua, was a moment I truly cherished. And to do it with my wife and daughter, and colleagues from New Zealand, made it even more unique. People have asked me what Dublin is like and I've said that it felt somewhat like home—in terms of the landscape and the weather, only we don't have the centuries of history that they have. For me being a Samoan boy from South Auckland this was mind-blowing!

My number one, non-negotiable tick-box historic place to see in Dublin was the Trinity College Library and its Book of Kells. Both were astounding! And it made me think, if the builders of the library, or the authors/illustrators of the *Book of Kells*, would ever have imagined that they would be leaving such a deep and profound impact on the world? This has been my train of thought for the past few months, seeking things that are long-lasting and not just a 'buzz' of the moment. Nothing wrong with the latter. It's cool, but it is also fleeting. So, as I went through the conference, I looked at things from this point of view – is the content of this session expressing a long-lasting,

positive impact, or is it just a nice 'buzz'?

The winner of the IFLA Systematic Public Library of the Year Award went to [Missoula Public Library, United States](#). Their building was great. State-of-the-art integrated and 'flash'! But when compared to the Saudi Arabia nomination... let's just say that the library building in Saudia Arabia (called Ithra meaning enrichment) looked like the Avengers Tower from Marvel. However, as we all know, new builds become old buildings and sometimes they become 'hot purposeful' as societal needs change. What really made the Missoula Public Library impactful was their honouring of the indigenous people. Unfortunately, I missed the name of this American Indian community, but I was blessed to hear that such an institution would be honouring the indigenous people of the area first and foremost. New, flash buildings are great and needed, but honouring the people, that's where the true, long-lasting impact occurs!

Another session that stuck out for me was '*Empowering Library Leaders and Diversity Worldwide*'. Four leaders from four different library systems shared their leadership experiences. But something that Christine Honold of Germany said resonated with me, "People should see themselves in libraries." This was almost the exact sentiment our National Librarian, Rachel Esson, said in another session, about New Zealanders's seeing themselves in our National Library. I'm not someone who wants diversity for the sake of diversity. But I do know the impactful value of people seeing themselves in an institution or

our National Library. I'm not someone who wants diversity for the sake of diversity. But I do know the impactful value of people seeing themselves in an institution or organisation to be able to relate. And I can proudly say how in Aotearoa New Zealand, it is something we're very aware of and working towards!



ERICA RANKIN

TAKING COLLECTIVE ACTION ON THE CLIMATE CRISIS

I was very lucky to have the opportunity to attend the amazing WLIC in Dublin. While very excited I was also somewhat apprehensive at the idea of travelling to the other side of the world where many COVID restrictions had been lifted, unlike New Zealand at that stage. I must have been an interesting site on the long-haul flights with most of my head and face obscured by a face mask, eye mask, and noise cancelling headphones. But I did manage to arrive in Dublin (and leave again) without getting COVID.

The first day of the congress focused mainly on business meetings and I attended both the Asia Oceania Regional Division meeting and the Libraries Buildings and Equipment section. This gave me a good insight into the mechanics of the organisation of IFLA, the business conducted by these committees and sections,

and how enriching these groups are. Te Puna Matauranga o Aotearoa's Winston Roberts chaired the Asia Oceania session and acknowledged the strong support this work gets from New Zealand.

One session that I found very powerful and still resonates with me was **the keynote speech** from former President of Ireland, Mary Robinson. Titled *The Challenge of the Climate Crisis* she set a very real and clear challenge to libraries in the 20th century, referencing the very recent climate conference in Berlin where the Secretary General of the UN stated that "We have a choice: collective action or collective suicide. It is in our hands." She said she assumes that librarians are on the side of collective action. She identified 5 levels of injustice in the way that the climate crisis has come about. That the poorest countries are hit earlier and more ferociously, gender injustice, intergenerational injustice, the injustice of the different pathways to development in different regions of the world and the injustice to nature herself.

She challenged librarians to identify the ways in which we can rise up and be part of the collective challenge to secure a sustainable future for people and the planet and to encourage people to talk to each other more and more about the climate crisis. How can we create an enabling environment to start this vital conversation? These and other questions hit home with the audience of 2000 people from 200 countries at the congress. She shared a phrase used by her friend Archbishop Tutu, who described himself not as an optimist but as a "prisoner of hope" and the assertion that in many ways we all now have

to be prisoners of hope in this difficult world, because "hope brings energy."

Mary ended her address with the assertion that we can choose our collective response to the climate crisis, to choose collective suicide or choose to be prisoners of hope and find in that the energy to be resilient. She left us with a quote from Nelson Mandela, "it always seems impossible until it is done."

So, I am sharing her challenge with all of you. How can we take meaningful collective action? And do you choose to be a prisoner of hope?



ANA PICKERING

THE ROLE OF LIBRARIES IN A WORLD ON FIRE

In late July news headlines focused on climate extremes. 'Drought will shrink UK food crops' and 'NZ floods: hundreds evacuate as 'atmospheric river' brings deluge'.

As Erica has mentioned, the opening keynote at the congress focused on the challenge of the climate crisis and was given by Mary Robinson. She shared a recent warning from António Guterres, Secretary General of the UN, that half of humanity is in the danger zone from floods, droughts, extreme storms, and



LIANZA presidents Kim Taunga, Richey Misilei, Erica Rankin and executive director Ana Pickering with CEO Ng Cher Pong, Lin Li Soh and Benita Lim, from the National Library Board Singapore. Image credit: Richey Misilei.

wildfires, throwing out a gentle challenge to librarians to take collective action.

I followed a climate and sustainability theme over the next few days. Insights on the **UN 2030 Sustainable Development Goals**

were shared by David Donoghue, former Permanent Representative of Ireland to the United Nations, at a panel session *How the SDGs can Change Your Life*. David was involved in writing and negotiating the SDGs and declared that "libraries are in a privileged position in helping communities achieve sustainable development goals." Patrick Paul Walsh, the vice-president of education at the UN Sustainable Development Solutions Network shared open-source courses at the **SDG academy** and librarians from South America and Africa shared their own stories of engaging with the sustainable goals.

The last keynote was *Climate, Conflict, and Community: The role of libraries in a world*

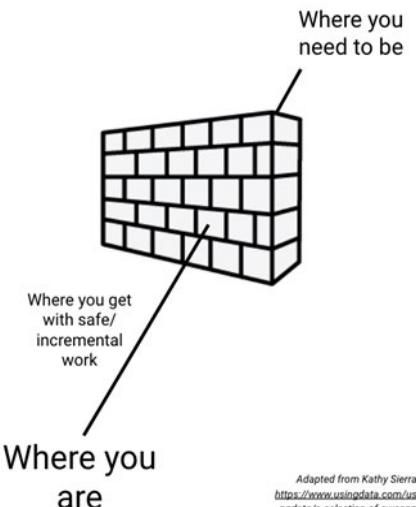
on fire delivered by Michael Peter Edson, a digital cultural strategist. He started with the proposition "How millions of bold librarians will help save the world by inventing a unique new form of global activism in response to the climate crisis."

We know that awareness of the climate crisis is high, but action is low. We know that the global library and information sector has the tools, the resources, the knowledge, the trust, the real estate and the collections. How are we trying to make these do something important and consequential in society? What are we doing? There are around 2.5 million libraries in the world and hundred tens or hundreds of millions of librarians and information specialists in probably every community on earth. What shall we do?

Michael challenged us to think about how librarians can create information access and community action that will help communities survive in the climate crisis. "We can all sit back and tread water and

think about the difficult idea but as soon as you decide as an individual or a workgroup or an institution to say something in public it is a completely different game. Working in safe, slow incremental ways will not enable us to get over this Big Frikin' Wall".

The Big Frikin' Wall



Adapted from Kathy Sierra
<http://www.usingdata.com/usigdata/a-selection-of-awesome-graphics-about-user>

The Big Frikin' Wall shared by Michael Peter Edson @mpedson

I thought back to the first day when Mary Robinson said that the single most important thing we can do is talk about the climate crisis - opening up the conversation. How can libraries encourage people to talk more about it, how can we use knowledge to motivate people to take action? **How can digital technologies help solve humanity's grand challenge?** How can libraries help bring hope into this conversation? Let's start talking.

LIANZA AND INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA)

Attending the IFLA World Library and Information Congress (WLIC) in Dublin was an important continuation of LIANZA's engagement with the global library community. In 2017-19 LIANZA presidents attended three

A couple of small steps for back home:

- Come to a consultation hui in October on the draft LIANZA strategic plan and bring your ideas for advocating about climate change.
- **Sign up HERE** if you want to join with other library and information professionals to begin talking about how we can take collective action on the climate crisis.

A couple of resources:

- ***How to be a craftivist - the art of gentle protest*** by Sarah Corbett
- **Green Ideas** series published by Penguin
- **IFLA's Get into SDG Action Week guide**

world congresses, funded with the support of Tourism NZ to progress the bid for the Auckland 2020 congress. Funds to support the New Zealand bid have also enabled library and information professionals here and in the Pacific to attend the world library congress online in 2021 and in-person in 2022. LIANZA has been involved in regional work and was represented at the IFLA Global Vision Asia Oceania regional

workshops in Singapore in 2017 and Hanoi in 2018. IFLA has invited LIANZA to send a representative to Bangkok in November to focus on IFLA's strategy and attend a UNESCO seminar. IFLA aims to build a stronger, more sustainable library community in the Asia-Oceania region and has funded LIANZA President Kim Taunga to attend this regional meeting.



JOIN LIANZA

PEOPLE & COMMUNITIES CONNECTED & EMPOWERED BY INFORMATION

CAMBRIDGE LIBRARY - 150 YEARS OF LIBRARY SERVICE



Celebrating 150th anniversary of Cambridge Library Image credit: Dee Atkinson



Image credit: Michael Jeans photography

On July 9 Cambridge Library celebrated 150 years of service to the Waipā community in the Waikato. Dee Atkinson tells us about key events from this long span of years.

The library service started in 1872 in a building which formed part of the Cambridge Primary School. Mr James Stuart, the school's headmaster at the time acted as an honorary librarian. The library had 300 books and 30 member subscribers – boy how times have changed!

The library was incorporated in July 1879 and the Subscription Library Reading Room was then located in a former immigrant's cottage on lower Victoria Street, not far from the primary school. Funding of £1000 from Scottish-American philanthropist Andrew Carnegie enabled the building of a new library in the early 1900s.

It was Carnegie's desire that library items were to be issued with no charges attached. While this operated in theory, the requirement was for 5 shillings to be paid per item with the amount refunded upon its return. The number of items at that time totalled 6000 and the library had 100 members, 10 per cent of the population then. It was known as the Carnegie Library and opened in December 1909.

A new site for the library was found near its former location in lower Victoria Street opening in 1977. But it didn't take long for the library to outgrow its premises and while there was opposition, the library moved in 1998 to its current location alongside the Council Service Centre at 23 Wilson Street.

With the continued growth in population in Cambridge, the library has once again outgrown

its location and the debate continues on a new location for the library.

COMMUNITY ENGAGEMENT

The 150 years celebrations included a virtual tour, podcast with long-serving librarian Rosemary Bublitz, cake cutting, drawing and fact competitions for children and a wine and cheese evening.

Waipā District Libraries include both Cambridge and Te Awamutu Libraries which now have a total membership of more than 37,000. This equates to around 67 per cent of the population. Almost 21,000 of these members identify Cambridge as their library.

In the most recent library annual survey, the main reason people



Image credit: Michael Jeans photography

used the libraries was to borrow fiction books (almost 90 per cent), followed by borrowing non-fiction books (more than 60 per cent) and visiting the children's/teen area (almost 20 per cent). While the library continues to receive positive feedback there are concerns about the ageing building and it no longer being fit for purpose particularly given the growing population in the area.

Funding from the New Zealand Libraries Partnership Programme (NZLPP) allowed the libraries to offer additional services in the areas of love of

learning, local history, and digital learning. Waipā District Libraries partnered with Digital Inclusion Alliance Aotearoa to deliver the Digital Steps programme and to provide Skinny Jump Broadband.

While two of the three placements have now ended, the community librarian role for reading for pleasure will continue until the end of December. This role has an active community involvement delivering a much-appreciated service to rest homes and dementia patients. Digital learning will continue to be offered both in-house and at partner retirement villages.

Waipā District Libraries continues to offer a diverse range of programmes catering to many and varied groups. There has been a particular focus in the last two years on virtual content.

* Cambridge Library history sourced from *The Library in Cambridge* by Eris Parker.



Dee Atkinson has been the outreach librarian for Waipā District Libraries for over three years, after first being employed as a library assistant. Prior to that, she worked in Ōpōtiki Library. Originally from Tasmania, though born in London, Dee has an honours degree in Economics and a Graduate Diploma in Professional Communication.

NZLLA: 2022 ACTIVITIES AND SPOILER ALERT FOR 2023



NEW ZEALAND
LAW LIBRARIANS
ASSOCIATION

The **NZ Law Librarians' Association (NZLLA)** has had a busy year with a member survey, drafting a mentorship/introduction programme, planning upcoming conferences, vendor relationship management, and recommencing attending in-person conferences. We have continued our regular professional development sessions about law librarian careers, started a new series on legal careers, design thinking workshop with Lexis, and finally had in-person regional dinners in June. The NZLLA also attended various hui with LIANZA and the wider GLAMMIR sector discussing workforce capability framework, challenges, opportunities, skills, and areas for development for legal librarians and information professionals.

WHO ARE WE?

The NZLLA supports and promotes the interests of legal information professionals in New Zealand. Our mission is to promote law librarianship and New Zealand by providing a national and regional focus for information specialists working in the legal sector. We have just over 100 members and an elected National Executive team who volunteer their time to run

the organisation. Our members work at libraries within law firms, universities, courts, law society, judiciary, and government agencies. A lot of our members have worked in different library and information services. Some members have law degrees, most do not. We are planning to add a careers section to our website, so people can learn more.

MEMBER SURVEY

We recently surveyed our members and invited those who work with legal information to complete a series of questions to look at trends for NZ law library and information professionals. The aim is to identify and understand the demographics, type of work and remuneration of individuals working with legal information in New Zealand. Results are still being extracted and we will look to report on our findings soon.

MENTORSHIP/ INTRODUCTION PROGRAMME

The NZLLA national executive are drafting an informal mentorship/introduction programme that we will look to approve before the end of 2022. The aim of the programme is

to connect our new members, and those early on in their law library careers, to those members with more experience. This provides an opportunity for knowledge sharing and to build relationships within our network. It can be difficult to network for those in sole charge positions or outside the large city centres. This is a way to encourage and support newer members and an avenue for experienced members to give back to the profession, sharing their knowledge and connections built over the years.

CONFERENCES

Conference scholarships are a key benefit of membership. We sponsored a member to the 2022 NZ Conference on Law and Technology: Education, Practice and Policy. Topics included non-fungible tokens (NFTs) and data sovereignty.

I was fortunate to attend the Australian Law Librarians Association (ALLA) Conference in Hobart in August. I found the experience energising and thought-provoking, and I really enjoyed getting together in person with 160 legal information professionals. All conference papers will be freely available in the September issue of the **Australian Law Librarian**.



Next year, NZLLA would like to sponsor a member to attend the **British and Irish Law Librarians (BIALL) Conference** in Belfast in June.

There will be an Asia-Pacific Health, Law and Special Libraries Conference online for three hours per day on June 13-15, 2023 with a theme of connecting. Connecting with each other, with our communities and cultures, with technology, and with information have become more critical than ever before. Key topics will include inclusion, sustainability, innovation and collaboration, information access, equity and inclusion, culture, technology, and the future of the profession.

NZLLA will be holding our conference in 2023. In previous years, this has been held in August or September and planning is about to commence.

NZ LEGAL RESEARCH SESSION

I have spoken to LIANZA about NZLLA providing a professional development session on Aotearoa New Zealand's free legal research resources to LIANZA members. We would love to share our knowledge about how to get started on legal research and the best resources available. Watch this space!

OPPORTUNITIES IN LAW LIBRARIES

After 20 years working in law firm libraries, it is the opportunities in the legal sector that keep me interested and allows me to keep learning and growing. These opportunities (which can also sometimes be challenges) include:

- growing recognition of tikanga Māori in the law

- data analysis and visualisation
- tackling information overload
- staying current with emerging technology
- collection management and online resources
- getting serious about diversity and inclusion.

Let's keep sharing our good news stories but look to do this to a wider audience. To keep growing (and to keep funding), we need to communicate how we add value to our organisations, listen, collaborate, and partner with our communities and demonstrate how we are agile to our changing environments.
#librariansrock

*Waiho i te toipoto, kaua i te toiroa.
Stronger together.*



Erin Cairney is the NZLLA President and is the Knowledge and Information Manager at MinterEllisonRuddWatts in Auckland.

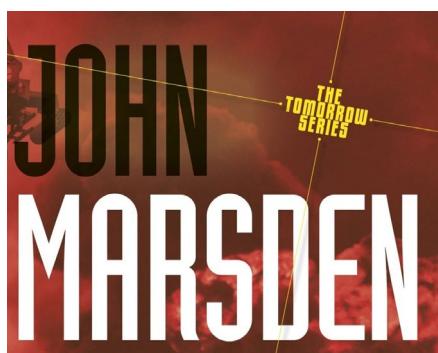
SIX HOT PICKS



SIX HOT PICKS AS CHOSEN BY CHELSEA HEAP

1 FAMOUS LIBRARIAN

My favourite librarian(s) shoutout goes to the staff at Auckland Central Public Library, keeping the shelves full and putting on creative events. I have many irreplaceable memories from my time working there and gained so much knowledge from my colleagues. Special mention to Bridget guarding the Special Collections with her warm heart.



4 TOP AUTHOR

When asked for my favourite author my mind always goes to John Marsden due to my obsession with his *Tomorrow* series during my teenage years (including making everyone call me Ellie). Nowadays I can't pick a favourite author there are too many genres and styles to choose from.



Chelsea Heap works as a Reading Services Librarian and Collection Development Specialist in the Services to Schools National Library of New Zealand Te Puna Matauranga ō Aotearoa. She says, "I've had my nose stuck in a book for as long as I can remember and have worked previously in a public library and various bookstores (RIP Borders). My passion is sharing my love of books with others, and I hope to see Aotearoa grow into a nation of readers."

2 FAVOURITE LIBRARY

My favourite library would be the Ponsonby Leys Institute library (currently closed) which fills my childhood memories. The warm sunlight in the children's room, the smell of books, and the soft cushions to sink into. I loved reserving the new books which were displayed in a cabinet to be eagerly awaited.



5 FAVOURITE MEMORY

My grateful memory of the last year would be getting engaged to my Tom. He's sweet, funny, intelligent, and kind. We buy each other books for many unbirthdays and can generally be found lurking in bookstores, walking along the beach (so cliché I know) or playing with our nephew Olly.

3 MUSIC PICK

I'm notorious for my bad taste in music, from loving S Club 7 as a tween when Nelly was cool, to wearing my heart on my sleeve as an emo (which secretly I still am). I still love pop and punk and have a hidden talent for 60s pop lyrics.



6 UNWINDING ACTIVITY

My favourite unwinding activity is of course curling up with a good book, a mug of steaming coffee and a sneaky chocolate. I also enjoy taking part in running events in search of that elusive runner's high and my ultimate lazy activity – watching trashy reality TV (Love Island anyone?).



#WEARELIANZA



TROY TUHOU

Troy Tuhou (Ngāti Porou, Rongowhakaata, Te Aitanga-a-Hauiti) talks to us about the library and information sector and the role of LIANZA. Troy was recently appointed to LIANZA council. He is also a member of Te Rōpū Whakahau.

CAN YOU TELL US A LITTLE BIT ABOUT YOUR LIFE PRIOR TO THIS MOMENT NOW?

Prior to this moment – I was just eating lunch... actually in terms of my library career, for the last six years I have been the Team Leader for the Library Community Engagement Team (Lending) of Te Mātāpuna ki Manukau (AUT Library South Campus)

WHAT DO YOU THINK THE BIGGEST CHALLENGES ARE IN THE 21ST CENTURY FOR THE LIBRARY AND INFORMATION SECTOR?

For the sector as a whole, I think one of our biggest challenges

is communicating our value and worth to the external institutions which we are a part – universities, local government and so on.

Competing with the internet and social media as a reliable and quality source of information with an evidence base – misinformation, disinformation and fabrications are rife.

WHAT ARE SOME KEY MOMENTS THAT STAND OUT FOR YOU DURING YOUR INVOLVEMENT WITH LIANZA?

The LIANZA Centenary in Otago (2010) where I was the Kaikōrero responding on behalf of LIANZA at the mihi whakatau opening the conference

Being co-sponsor for the LIANZA Emerging Leaders working group. This led to a very robust report with recommendations that were adopted and resulted in the LIANZA Kōtuku Emerging Leaders program which ran for several years.

WHAT GOALS DO YOU HOPE LIANZA WILL ACHIEVE OVER THE NEXT FEW YEARS? WHAT ARE YOU LOOKING FORWARD TO THE MOST?

I hope that we can make a positive difference in the everyday lives and careers of our membership and all who work in our sector – either

through providing professional development opportunities, advocacy or providing communication channels that connect the profession.

WHY DO YOU THINK IT IS IMPORTANT TO HAVE A NATIONAL PROFESSIONAL MEMBERSHIP ORGANISATION SUCH AS LIANZA? WHY SHOULD PEOPLE JOIN LIANZA?

There are a number of reasons that people should join LIANZA or similar organisations:

- connects the individual to a community of practice
- connects the individual to other experts in their field
- provides a space where people can share their experiences, positive and negative, with others who have had similar experiences and can offer support.

WHAT WOULD YOU LIKE TO SEE LIANZA DO MORE OF?

LIANZA already does so much, I hope that at some point we will have managed to get libraries and the GLAM sector recognised by secondary teachers and careers advisors as a valid career pathway.

LIBRARY STUDIES



NEW OPEN POLYTECHNIC QUALIFICATION EXPANDS HORIZONS FOR INDUSTRY LEADERS



The Library and Information Studies team from L-R; Academic Staff Member (ASM) Jan Irvine, ASM Pam Bidwell, Research Development Leader Amanda Cossham and Principal Academic Staff Member Eric Boamah. Image supplied.

Open Polytechnic | Te Pūkenga, New Zealand's leader in online, distance learning is excited to offer a new qualification to those already working as leaders in information-related roles - the Graduate Diploma in Library and Information Leadership.

This qualification has been specifically developed to cater to people who already have a degree and/or relevant work experience and aims to provide learners with a range of relevant information skills and practices, as well as critical leadership development opportunities within the library, archives

and records, and information management sector.

Senior Academic Staff Member Sarah Welland, says, "The graduate diploma aims to develop learners' professional knowledge and skills in library and information studies with a focus on management and leadership competencies and critical engagement with current issues. It was developed by Open Polytechnic in response to requests by librarians, records managers, and other information professionals who represent key stakeholders such as the Archives and Records Association of New

Zealand (ARANZ), the Library and Information Association of New Zealand Aotearoa (LIANZA), and the National Library of New Zealand. Our consultation with stakeholders indicated that an additional qualification was needed, particularly for leaders in the information sector who already hold degrees in areas other than library and information studies, and/or have extensive practitioner experience."

Available via online delivery, the graduate diploma will have relevance to learners who require a flexible and part-time mode of study due to

employment, family obligations, and current geographic location. The courses are hosted on the Open Polytechnic's digital learning platform, iQualify, and learners can fit their studies around the other commitments in their lives.

The programme is designed around three compulsory courses at Level 7 relating to critical information perspectives, strategy and planning, and leadership and advocacy. These courses are bolstered by a further three elective courses that allow the learner to select subjects that specifically relate to their own professional development needs. One of these electives is either the

choice of a course relating to professional practice or a project. The courses allow the learner to relate their study to their own sector or workplace situation.

Sarah explains how the new qualification has been curated for those who are already considered leaders in terms of their roles or responsibilities. "The programme has been carefully put together using an existing range of courses considered by both Open Polytechnic and stakeholders to be relevant to the needs of today's information leaders. The graduate diploma is at a higher level to suit the needs of many currently working in a variety of

information roles across New Zealand. It allows individuals to gain a qualification that specifically relates to their sector without studying for a second degree, something particularly useful for those who may already hold a Bachelor's qualification that may not relate to the skills and competencies they carry out in their current role(s)."

If you would like to find out more about the new qualification including start dates, you can find further details [on our website here](#).

Develop your leadership skills



Graduate Diploma in Library and Information Leadership

Open Polytechnic
KURATINI TUWHERA

 Te Pukenga

Programme Overview

This programme prepares you for a wide range of leadership roles and responsibilities within the rapidly transforming library, archives, records and information management sectors, and beyond.

Graduates will be confident, culturally competent, innovative and collaborative leaders and practitioners who enjoy working with people in a dynamic, future focused discipline that makes a significant contribution to the quality of the lives of New Zealanders.



Structure: 6 courses



Study type: Trimester

Visit the website for more information and enrolment dates.

www.openpolytechnic.ac.nz

CAREER PATHWAYS



LEE ROWE

TELL US ABOUT YOURSELF

I was born in Ōpunake and now live in Tauranga Moana. I'm Pākehā, with Celtic and English ancestry. My career began as a library assistant at Dan Long Memorial Library, Public Service Association. I've worked at Canterbury University, Tauranga City Libraries, Western Bay Libraries, and Bay of Plenty Polytechnic. Along the way, I ended up with an MLIS and a post-grad certificate in management.

My current role is Knowledge and Information Services Manager at Te Pūkenga, Toi Ohomai, which provides vocational education across the Bay of Plenty and South Waikato regions.

WHAT DOES A TYPICAL DAY LOOK LIKE IN YOUR ROLE?

There's likely to be a catch-up with one of my team to share updates and talk about any challenges or opportunities and what support might be helpful.

There is usually work relating to service evaluation. For instance, we've just completed "You-Said, We-Did" feedback on improvements made in response to student survey results.

There will inevitably be tasks related to finance. Either approving purchases, preparing a budget, reviewing subscriptions, or negotiating with vendors.

I might have a meeting or an informal chat with staff in the wider student services team, around ensuring that academic and personal support is delivered collaboratively and holistically.

Advocacy has always been a big part of my role. Writing a persuasive memo is often on the daily to-do list. The most recent is advocating for (and getting!) improved disability access at one of our libraries.

With the development of Te Pūkenga, we are looking at aligning library resources with new and unified qualifications, and I'm working with colleagues across the network to ensure that the full value of libraries is recognized.

I will take a walk around campus and see what's happening. A perk of vocational education is checking out what the students have been creating, and the free coffees made by our hospitality students!

WE ALL HAD AN IDEA OF WHAT A LIBRARIAN IS OR DOES WHEN

WE WERE YOUNGER, WHAT WAS YOURS?

I've heard it said that a child's interests at seven years of age are an indicator of their future work. Whether or not that's true, my world then was books and stories. I loved visits to the school and public library and listening to my grandmother's train stories. I created my own magazines and enjoyed learning how to critique advertisements and news articles at school. The beginning of a life-long interest in libraries, magazines and information literacy!

ANY CAREER HIGHLIGHTS YOU'D LIKE TO SHARE WITH US?

Being a children's librarian for eight years was fantastic. It was exciting to be creative, develop services and work with young people, whānau and schools.

Being involved with LIANZA is an ongoing highlight and receiving a LIANZA Associateship was a proud moment. I've been chair and member of LIANZA Te Whakakitenga aa Kaimai, on the Credentials Committee, and currently a newbie member of the LIANZA Standing Committee on Copyright.

My current role is a career highlight too. Our libraries and librarians are such a vital support for learners. I'm also proud we implemented the open-source Koha library system, with support and data storage in Aotearoa.



*Image: Te Pūkenga Toi Ohomai team in action.
Image credit: Lee Rowe*



*Image: Te Pūkenga Toi Ohomai team in action.
Image credit: Lee Rowe*

Another highlight has been seeing so many staff grow in their careers - taking the skills they have learned and making a difference wherever they go. And although the last few years during the pandemic have been the most difficult of my career, it has also been incredible to see librarians here and around the world doing what they do best, cooperating and adapting to support the wellbeing of their communities.

DO YOU HAVE ANY ADVICE FOR EARLY CAREER LIBRARY AND INFORMATION PROFESSIONALS?

Join your regional LIANZA, Te Rōpū Whakahau or SLANZA committee and get involved in their activities. If you are interested in a job apply for it, even though you may not have all of the 'essential' requirements. Often these requirements are not truly 'essential' for a new employee but can be learned on the job. Once in the job, get involved in activities in and beyond the library that fit your values, you never know where they may lead you. Develop a network of inspiring people to follow and learn from. If you are Pākehā, listen carefully to the voices of Māori and other indigenous peoples around the world. And most importantly,

look after your health and wellbeing.

WHO OR WHAT WOULD YOU SAY IS ONE OF THE BIGGEST INFLUENCES ON YOUR CAREER TO DATE?

I have been lucky to have worked with many amazing people. There are just far too many to mention. I will mention the late Sabine Weber-Beard who influenced me and so many others with her unique mix of creativity, generosity, openness, and eagerness to seize the day.

IF YOU COULD RECOMMEND ONLY ONE BOOK (SITE OR RESOURCE) TO SOMEONE, WHAT WOULD IT BE?

Your local iwi radio station. Great music and real local news and information! Available on the Wharekōrero.nz app.

HOW WOULD YOU LIKE TO SEE LIBRARIES AND INFORMATION SERVICES LOOK IN THE FUTURE?

In my own sector, vocational education is undergoing a period of radical change. The

outcome I'd like to see is tangible evidence of equitable and accessible education. Essential to this will be well-resourced library and learning support services and spaces, co-designed with learners.

I'm not the right person to envision a future for libraries (public and educational). This belongs in the hands of tangata whenua. I'm a Pākehā settler colonist who has grown up feeling comfortable visiting and working in libraries. Our library systems and structures in Aotearoa are still Euro-centric, and based on settler colonist principles and values, which are inherently racist. Although things are changing, there's still a great deal of work to be done to dismantle these systems and structures. There is discomfort in acknowledging the impact of colonization and racism, my role in it, and that I still have blind spots. However, any discomfort I feel pales in comparison to the harm caused to Māori, as well as to Pasifika and Asian New Zealanders. So, if there is one thing I'd like to see, it is continuing change in this area and a lot more Māori staff in library leadership positions.

LIBRARY OF THE ISSUE

TUPU YOUTH LIBRARY



Some of the Tupu Youth Team: Martha Sinclair, Jolie Taumateine, Monika Prasad, Maria (Mazi) Nio and Bridget Wong. Credit Angie Cairncross



Tupu Youth Library ping pong table.
Image credit: Tupu Youth Library

Tupu Youth Library is based at Clover Park in Ōtara, Manukau City. The library turned 21 in August. Located close to local schools, its establishment was highly fought for by the community so tamariki and rangatahi would have a space outside of school and home, to grow and learn. It's the only youth library in Australasia.

TUPU NEW GROWTH

In the late 1990s The City Librarian and two Manukau City councillors started discussions in the community for a library youth space. This was after a store-front location for a library branch proved successful and reinforced by a 1999 Library

Strategy that endorsed locating libraries where people are and encouraging the use of information technology (Daniel, 2003, p2). Ōtara is also an area with a large part of the population under 20 years.

Discussions with local community leaders proved positive. Support came from community leaders, local schools, and church leaders - such as the Minister of the Samoan Church located right next door to the library, and whānau in the Clover Park area. The political and community support was critical for the library's aims of innovation and social inclusion.

The word 'Tupu' means new growth, origin and to begin in Māori and many Polynesian languages. It was selected as the name of the Dawson Road Youth Library by popular choice. Tupu refers both to the young people of the area and to the new knowledge that young people gain by using the library's resources and services.

A PACIFIC-FOCUSED DESIGN

Ōtara has a rich cultural blend of Samoan, Tongan, Cook Island, Māori and other Pacific peoples. This rich and unique cultural blend is a key component of Tupu's story, and for good reason they were named the winner of



Tupu Youth Library. Image credit: Angie Cairncross

the 3M Innovation in Libraries Supreme Award for 2003 at the LIANZA conference that year.

To help tamariki feel at home in the space, considerable thought was given to the location, design, and decoration of the building. Clover Park is a large reserve area central to many of the local schools and where young people are. A key issue for the design of Tupu was not only which resources and services to offer, but also how to make Tupu different from other libraries so that the youth of the Clover Park area would come to the library.

The physical space reflects the culture of its users. The original design of the building is based on the waka/vaka, the imported carpet represents the ocean and is a Pacific design. The beautiful counter area is designed with tapa cloth. It is open and spacious with views out through the large windows to the park and invites activity

and engagement as much as reading and a focus on digital technology. The youth collection, in particular, is laid around the ping pong table.

Three primary schools, numerous early childhood centres, two intermediates and two high schools are in proximity to the library.

"We are surrounded by our community's tamariki from primary to high school and we have a great relationship with them. As the children's librarian, I outreach to 19 preschools and primary schools twice a term for story time sessions. I lead Wriggle and Rhyme sessions in the library for our babies and toddlers which is such a fun time with the tamariki and parents. With the support of my amazing work colleagues, I host big story time plays at the library and run school holiday programs. We are a very LOUD library but a fun and caring library too which

helps us connect and serve our community," says senior librarian Monika Prasad.

ENGAGING TAMARIKI AND RANGATAHI AT THE CORE

Establishing a relationship and engaging with tamariki and rangatahi is key to everything staff do at Tupu Youth. There are two cardinal rules:

1. Learn the names of tamariki and rangatahi
2. All staff are out front in the library space from 3pm.

There are ping pong tables, games, console games, iPads, and many activities to help this engagement. Things to make it fun but always with a pathway towards literacy. "#liftingliteracy is in everything we do," says Maria Nio Tupu Youth Librarian. "We use these activities to encourage literacy. Tamariki



Tupu Youth Library 21st celebration. Image credit: Tupu Youth Library

get to play on the console or pingpong if they read three pages of a book and answer a few comprehension questions. We play word-based games."

"We find the ones that might be struggling with reading, and we work with them. We're not a huge circulation-based library and it means we can explore literacy in a different way. It might be through

Manga or Harry Potter or whatever interests we can relate to. We will have black-out poetry, interactive displays, Kahoot! Dependant on the theme we are observing," says Mazi.

"We try to make our engagement meaningful, by learning names and learning about the tamariki and rangatahi coming in so we can meet them where they are at. We want them to feel seen and known, so they feel comfortable in this space.

It's pretty unique the type of engagement we have here in this library," says Fortunato Sagaoinit, library manager at Tupu Youth.

Staff sometimes have to push themselves out of their comfort zones, to break the barriers down. But it's worth it. Helping tamariki and rangatahi feel safe and welcome is important.

"We make sure we know everyone's names; the connections are important, and we want them to feel safe. Many come here when their parents aren't home. We make sure the kids go home by 5.30 when it gets dark. But from school until their time to go home, they are hanging out with us. Their parents trust this library and that we will look out for the tamariki," says Monika.

CELEBRATING 21 YEARS

It's a joyful library where staff are fully engaged with tamariki and rangatahi and the challenges of their everyday lives. They love to find ways to meet tamariki and rangatahi where they are at and support them in their growth towards #LiftingLiteracy.

The 21st birthday of Tupu Youth Library was celebrated with a cake, games, a large display of photos from over the years, and they played past videos of events and activities. The library also celebrated Cook Island Language Week.

"Many people messaged us saying I remember when the library first opened, I was there. It was revolutionary."

Check out their Facebook and Instagram @TupuYouthlibrary to see more of what they do.

HISTORY CORNER



COMMUNITY ENGAGEMENT IN NEW ZEALAND LIBRARIES FROM 1886

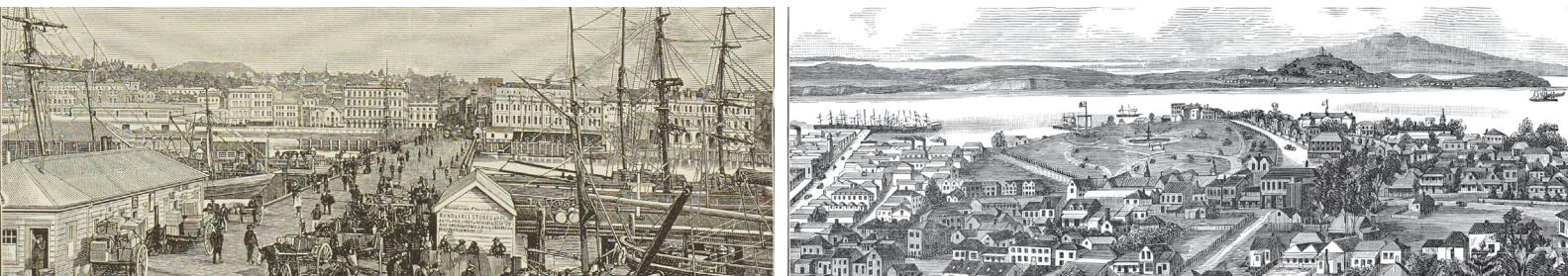


Image credit: Auckland Libraries Heritage Collections NZG_18920521_p0518_i002_b & Image credit: Auckland Libraries Heritage Collections 113-1

Community engagement, where the community is involved in setting organisational priorities and where exists a shared decision-making model, is a relatively new concept to libraries in Aotearoa. Decisions have traditionally been made by managers and library committees.

But there has certainly always been a community focus seen in the responsibility to provide access to resources and in supplying education opportunities. Perhaps the major access barrier has been that of fees. In the commitment to making sure services truly are free to all people there have been fights for resources for the provision of library services.

Back in November 1884, C W Holgate spent "three months in New Zealand, going through the islands from north to south and visiting all the chief libraries", publishing his findings in 'An account of the chief libraries of New Zealand' (1886).

"The attention of visitors to Auckland arriving by sea is at

once drawn to the existence of a Free Public Library by a large, printed notice-board on the weighing office of the harbor, announcing the locality and hours during which the library is open." (Holgate 1886, p.1)

Holgate also presented a paper to the UK Library Association and made sure to point out that the Auckland Free Public Library was open on Sundays. Evidence that efforts at community engagement and responsiveness were an early practice.

The second recommendation of the Mann-Barr report (1934) was that public libraries should be free in all departments, including the lending divisions. Six years later, in 1940, the New Zealand Library Association produced "The case for a free library service" which put the onus on local authorities to support this push and gives advice on how individuals can support the move from a subscription service to a free system.

The battle continued through the digital revolution with librarians taking up the government's

2005 Digital Strategy goal that "connection should be instantaneous, affordable, and available everywhere." The commitment to this access was seen in the provision of free internet access through services like the Aotearoa People's Network Kaharoa, in forming consortia for providing access to electronic resources, giving access to expensive technologies through makerspaces, and most recently, the removal of fines for borrowers.

The move from libraries as places to read (be it books, newspapers, or digital resources) to spaces for the community and as an access point for connections is reflected in the community focus of libraries. In the twenty-first century, the focus has moved to engagement with approaches like co-design.

The ever-broadening stream of library history includes a commitment to access, education, and now also engagement.



Andrew Henry RLIANZA (biblio-centric Instagram @aklbn11) is Principal Aotearoa/NZ Collections librarian based at the Central City Library in Tāmaki Makaurau.

COPYRIOT



COUNTERING EROSION OF THE PUBLIC DOMAIN



Image credit: interest.co.nz

New Zealand has negotiated a free trade agreement with the European Union (FTA). The agreement requires that New Zealand extend the term of copyright from life plus 50 years to life plus 70 years and provide additional protections for technological protection measures (digital locks). Unlike the 15 years grace of a similar agreement with the UK, the implementation must be within four years of the FTA coming into effect.

Implementation of these commitments will be undertaken as part of the current review of the Copyright Act 1994, which has been in abeyance since the start of the pandemic.

The Ministry of Foreign Affairs and Trade has indicated that entry into force of the agreement may not occur until the end of 2024, meaning we are likely to have until late 2028 to implement them.

Copyright extension comes at the expense of the public domain

— works whose copyrights have expired, and that have come to belong to all of us, collectively. It does this for the benefit of the very few works that have continued commercial relevance many decades after release. We know — and Government reports confirm — that this loss has a substantial monetary and cultural cost.

The Government has said that the effects of term extension can be mitigated by broadening some of the fair dealing provisions in the Copyright Act. These include the education and library exceptions. The Committee has considered some of the changes we would like to see to the Copyright Act, not only to counter the term extension but also to bring the Act more in line with how libraries function in the digital age.

The LIANZA Special Committee on Copyright (LSCC) relies on members of the library and information community to provide examples of the

challenges faced by librarians and the benefits, actual and potential, that the committee can put before officials and parliament to support our case.

Some of the changes the committee is considering are:

- **Recognising the public domain:** The current Copyright Act treats the public domain as an afterthought, rather than an affirmative and powerful part of our copyright system. We need the law to both recognise and protect the public domain.
- **Orphan works:** Term extension will exacerbate the issue of orphan works. The Act needs to make provisions for use of individual orphan works.
- **Mass digitisation:** There needs to be a provision in the legislation for mass digitisation by galleries, libraries, archives and museums to remove the need to often take a risk-

- based approach to mass digitisation.
- **Crown Copyright:** The 100-year term for Crown copyright should be rethought to better support New Zealanders' use of public-funded content.
- LIBRARY EXCEPTIONS**

Prescribed libraries –

interloans: The description of 'prescribed library' needs to be clarified to ensure it covers libraries that may be situated in commercial businesses. These libraries are not conducted for profit and enabling their collections to be accessed as part of the interloan scheme benefits the whole of society.

Controlled digital Lending (CDL):

The CDL provision in section 56A of the Act enables the library to lend a lawfully acquired digital copy to its members. Extending this to include all works that the library has lawfully acquired, that are not otherwise available electronically at an ordinary commercial price, could solve several problems faced by libraries. These include publishers limiting the availability of eBooks to one-copy-one-user licences, which can be many times the cost of a hard copy book. Or setting licences for eBooks to expire after a certain number of unilaterally determined uses, effectively requiring libraries to pay for the same content repeatedly.

Education exceptions: Libraries, museums and galleries deliver school holiday programmes and other educational programmes to members of the public - it would be of benefit to these communities if they were covered by the same exceptions as educational institutions.

Clarifying nested rights in copyright expired works: The term of copyright for films and audio recordings expires 50 years from the end of the year in which the work was first made available to the public. It is unclear whether these can be copied and used or whether the nested rights would prevent their use. Libraries and Archives should be able to use and distribute these to patrons as normal works.

Contracting out of exceptions

in the Act: Some publishers have terms in their licences which forbid libraries to copy and use their works under exceptions in the Act. The Act is silent on this. The Act should explicitly state that contracts cannot override exceptions in the Act.

Quotation rights: This is the single most important requirement of the Berne Convention. It is likely that this will be enacted during the reform process. This would allow libraries to advertise works in their collections by playing snippets of music and films on their websites.

- The committee would appreciate any examples you can provide of the availability and cost of licences for electronic books, problems faced in digitising collections, and any activities you would like to offer to the public that are not possible because of copyright restrictions.
- In your library consider setting up a copyright group that meets regularly to think about and collect examples we can use to support our arguments, emphasising the public good role of libraries. If you are professionally registered, these activities can be used to meet your re-validation requirements, particularly BOK 1: information environment, policy and ethics.

You will also be helping preserve the public domain and all its benefits. Contact us here with your examples: lianzacopyright@gmail.com

WHAT CAN YOU DO?

While the changes we propose would be of benefit to libraries, the publishers are a powerful lobby group, with money and resources that we do not have. Making the changes we need to the Act requires input from everyone. The Ministry in charge of reviewing the Act has repeatedly said that they rely on concrete examples to support our arguments for change, in particular the way in which libraries operate in the digital world where pandemics and natural disasters can close libraries at very short or no notice.



NEW LIANZA MEMBERS

*Welcome to all our new
LIANZA members!*

AORAKI
Rebecca Phibbs
Jill Porteous

HIKUWAI
Ariana Blowers
Zoe Cornelius
Maria Fatima
Jiyoung Kim
Barbara Novelli
Duncan Philps
Denise Wilson

IKAROA
Deborah Phillips

MURIHIKU
Maclean Barker
Jane King

OVERSEAS
Ebe Kartus

**TE UPOKO O TE
IKA A MAUI**
Samuel Ardell
Tessa Bowler
Sarah Boyd
Lynette Chappell
Petra Haliciopoulos
Rebecca Louwrens
Zi Yong Ng
Ann Reweti
Glenda Sommerville

TE
WHAKAKITENGA
AA KAIMAI
Jitika Austin
Jess Corkill

LIANZA PROFESSIONAL REGISTRATION

*Congratulations to all LIANZA members who
have recently gained or revalidated their
LIANZA Professional Registration*

AORAKI
Theresa Buller
Glennis Coote
Helen Violet
Duckworth
Stephanie
Hutchinson
Colleen Shipley

HIKUWAI
Anne Louise Bartley
Branka Breulj-
Knezevic
Catherine Buckley
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Derek Whaley

IKAROA
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Coral Hanna
Dyane Hosler
Suzette Stephens

**TE UPOKO O TE
IKA A MAUI**
Samuel Ardell
Donna Scammell
Natalie Smith
Sheena Tawera

TE
WHAKAKITENGA
AA KAIMAI
Michelle Bradbury
Denise Lamb



PROFESSIONAL REGISTRATION

RACHEL ESSON
NATIONAL LIBRARIAN

I encourage anyone at any point of their career to work towards LIANZA Professional Registration. Join LIANZA and connect with other professionals passionate about the place of libraries and information services in making Aotearoa New Zealand a place where everyone can thrive, grow and participate in communities, in education, and in employment.

WHY SHOULD I REGISTER? HE AHA AHAU I RĒHITA AI?

- Gain recognition of your commitment to professional standards and enhance your professional competence throughout your career.
- Use the registration process and Bodies of Knowledge to reflect on your ongoing learning in your professional practice.
- Demonstrate your engagement with the latest innovation and developments in the profession.
- Display your commitment to professional learning to your peers, current and prospective employers.
- Gain greater influence within your organisation and the wider sector.
- Once you are registered you will be able to add RLIANZA to your signature.

HOW DO I REGISTER? ME PĒHEA TAKU RĒHITA?

- Join LIANZA or an affiliated organisation.
- Complete an application form.
- Contact LIANZA for support.

MIRLA EDMUNDSON
GENERAL MANAGER, CONNECTED COMMUNITIES
AUCKLAND COUNCIL

At Auckland Libraries we take professional registration very seriously for our senior and specialist professional roles. It not only provides career progression due to the higher pay grades that we can apply to the senior roles, it also gives us confidence that the people in those senior roles are up-to-date reflective professionals who have taken care of their own professional development.



WHEN SHOULD I REGISTER? ĀHEA AHAU E RĒHITA AI?

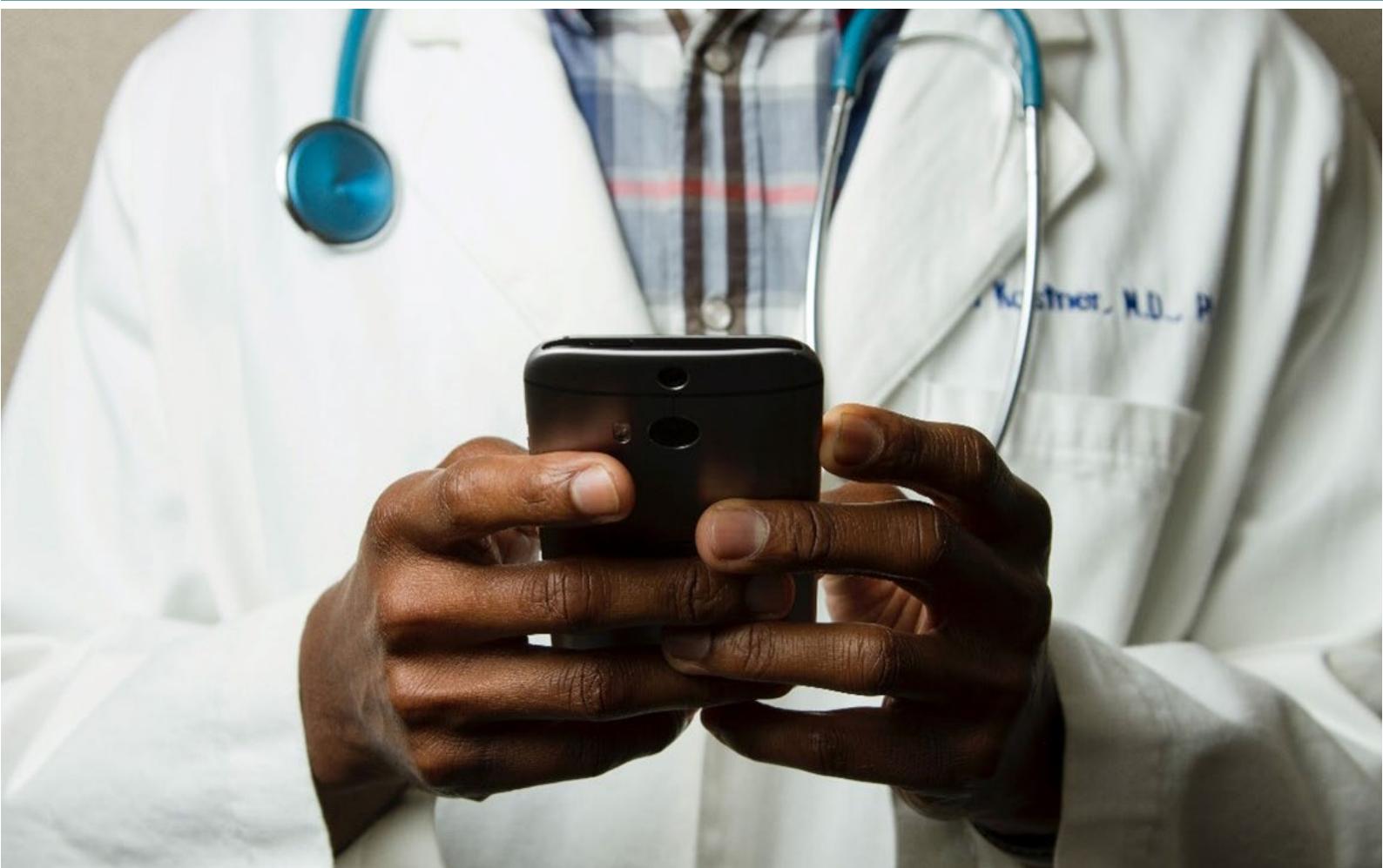
- You can be at any age or stage of your career.
- Recent graduates with Victoria University of Wellington Master of Information Studies and Open Polytechnic Bachelor of Library and Information Studies qualifications automatically qualify to apply for RLIANZA.
- LIANZA Professional Registration applications and revalidations are accepted throughout the year.

WHO CAN REGISTER? KO WAI KA TAEA TE RĒHITA?

- Anyone with **an approved New Zealand library and information qualification**.
- Anyone with a library and information qualification **recognised by international library associations**.
- People with a bachelor's degree in any field AND that can demonstrate three or more years of experience in the profession by mapping this against all **Bodies of Knowledge**.

[CLICK HERE TO START YOUR LIANZA PROFESSIONAL REGISTRATION JOURNEY TODAY!](#)

FREEDOM OF INFO



COUNTERING HEALTH MISINFORMATION WITH RECOMMENDED RESOURCES

In this column, Peter Murgatroyd from LIANZA Health SIG takes a closer look at the information landscape around adult chronic conditions and long-term illnesses. He provides advice for librarians on helping users to access trustworthy health information.

Cancer, diabetes, stroke, asthma, high blood pressure, heart conditions, respiratory ailments, arthritis, and so on. These chronic conditions and long-term illnesses are part of all of our lives, whether for ourselves or members of our whānau, particularly as we age.

Quality information helps us make better health decisions. Information can help prevent chronic diseases and can help us manage our conditions or illness better.

LIBRARIANS ARE NOT CLINICALLY QUALIFIED TO GIVE MEDICAL ADVICE

Engaging with library users on the topic of serious illness or chronic conditions is sensitive and every caution must be taken to respect their privacy and not to overreach our areas of expertise.

It is not appropriate to give specific advice on the diagnosis and treatment of conditions or illnesses. In instances where people are searching for real-life health advice or support for their specific conditions, it is appropriate to connect them with health professionals in your local health community – your local GP, district nurse, or pharmacist.

What we can do is actively engage with health providers in our community to provide space and time for them to run events or promotional activities in partnership with the library. We can also explore

opportunities to promote information resources to support and promote better health and wellbeing in our community.

pain, fatigue, sleep, medicines and stress. It was developed by an extensive team of clinical and consumer communities with support from the Ministry of Health.



TRUSTED RESOURCES

In acknowledging the trust that our communities place in us as professionals and in our libraries as trusted sources of information, it is critical that we actively identify, collect and curate information resources that have been endorsed and recommended by clinically recognised experts from within the New Zealand health sector and promote these within our libraries.

HEALTH NAVIGATOR

To support our communities to live better with chronic conditions and long-term illnesses the 'go-to' resource is the **Health Navigator website**.

The website is developed and maintained by New Zealand clinicians, consumers and an ever-increasing pool of New Zealand health sector endorsed subject matter experts. These experts help review and update topics as they continually seek to keep the information up to date, relevant and aligned with New Zealand best practices. The topics can be searched by keyword or browsed alphabetically. The content is current, evidence-based, engaging, and contextually appropriate for our communities. Health Navigator works in partnership with and includes resources developed by recognised New Zealand organisations such as the Cancer Society, the Heart Foundation, the Mental Health Foundation and others. The content is endorsed by Te Whatu Ora.

A recent addition to the **Health Navigator website** is the online toolkit '**Te Kete Haerenga – Your journey to wellbeing kete**'

Te Kete Haerenga is a collection of tools and information resources designed to empower you to manage your long-term condition(s) and improve your health and wellbeing. The toolkit is supported by a range of self-management tools that cover

Living a Healthy Life – with Chronic Conditions.

This book should be on the shelves of every library. *Living a healthy life with chronic conditions: self-management skills for heart disease, arthritis, diabetes, depression, asthma, bronchitis, emphysema and other physical and mental health conditions* by Kate Lorig, Diana Laurent, Virginia Gonzalez, David Sobel, Marian Minor and Maureen Gecht-Silver (2020) is published by Boulder: Bull Publishing Company, ISBN: 9781945188312; 1945188316

"This book teaches the reader how to become active self-managers through problem-solving, goal setting, and action planning, while also presenting the basics of healthy eating, exercise, relaxation, communication, and emotional empowerment."

CENSORSHIP NEWS

In September we celebrated Banned Books Week. Book challenges are relatively uncommon here in Aotearoa. The USA is however experiencing a tsunami of challenges to books in school and public libraries, and authorities in Hong Kong have gone even further by punishing the authors of books they consider seditious and critical of the government. Five speech therapists were sentenced to jail for 19 months each after being found guilty of publishing "seditious" children's books. They have already spent more than a year in jail awaiting the verdict. The group, who are aged between 25 and 28, produced cartoon e-books that some interpreted as trying to explain Hong Kong's pro-democracy movement to children. They were accused of "sowing the seed of instability" in the city and across China. Amnesty International called this use of the sedition laws a "brazen act of repression".



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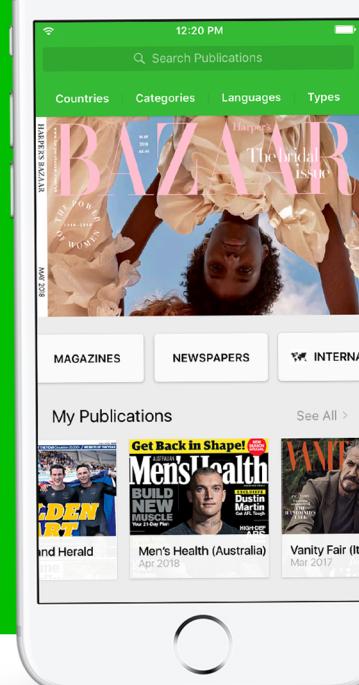
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