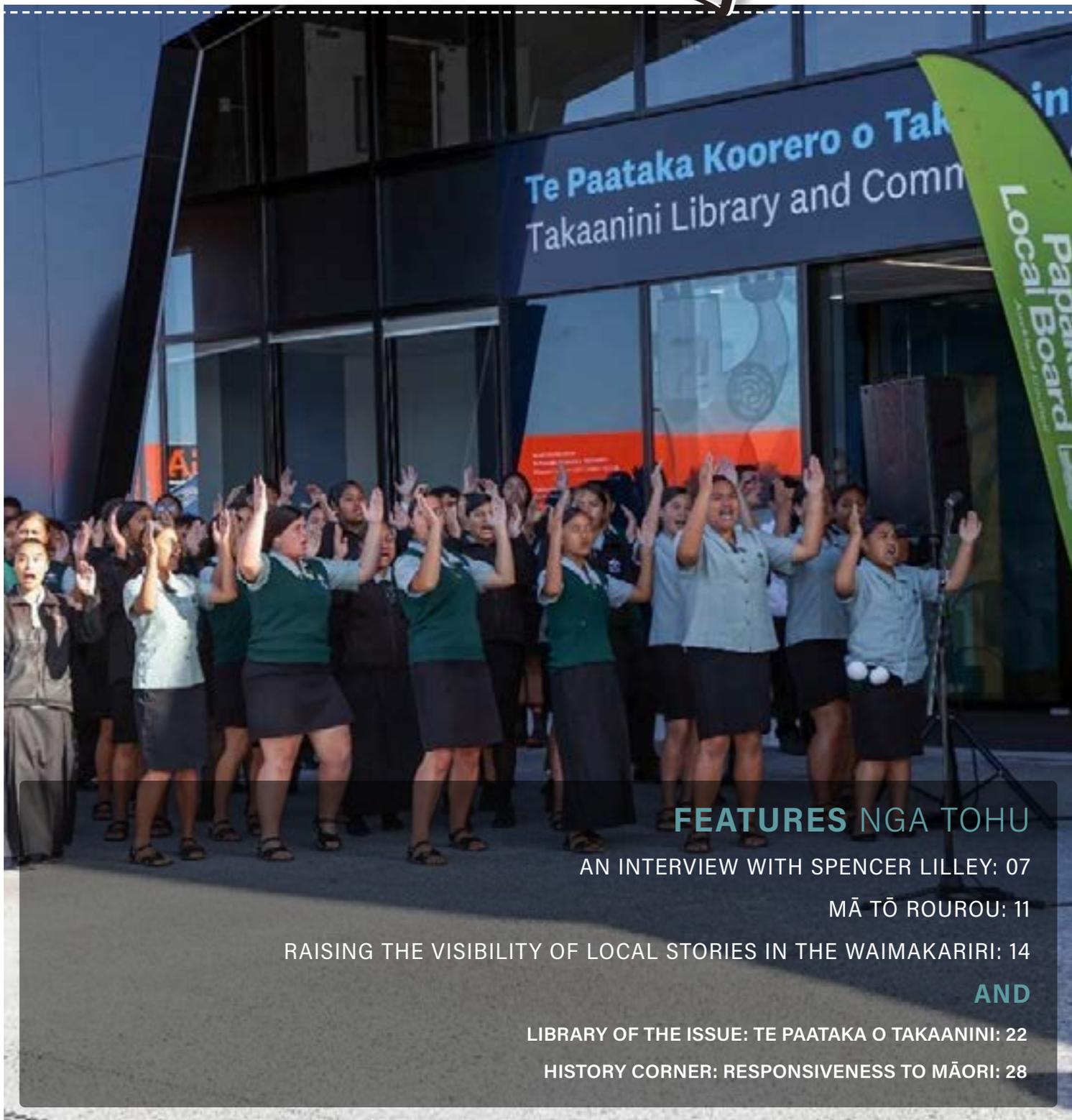


LIBRARY

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Life



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COVER IMAGE

Papakura High School performing the haka pōwhiri. Image credit: Auckland Libraries

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FROM THE

editor.

NĀ TE KAITĀTARI



ANGELA CAIRNCROSS

Tēnā koe, fakaalofa lahi atu, kia orana, ko na mauri, mālō e lelei, mālō ni, ni sa bula, tālofa, talofa lava,

The recent LIANZA communications survey showed us that *Library Life - Te Rau Ora* has a large readership, but that we could extend the focus to all parts of the library and information sector. We've heard the message and we hope you can help us by sharing your special, tertiary, school, and other library and information service news and stories.

In our April Maramawhā issue, several articles focus on indigenising the library space. Two of our features

were popular presentations at last year's LIANZA conference, and thanks to Kat Cutriss and Sheeanda McKeagg, and Laura Caygill we can share these more widely. I was as excited as Danae Etches when I saw Dany Miller-Kareko and Sharnae Inu's presentation on Te Paataka Koorero o Takaanini at #LIANZA2021. This is a true community-centered, whānau-focused library and community hub. We welcome Dany and Sharnae and learn about their journeys into the sector.

My kōrero with Dr Spencer Lilley was a real highlight. Learning about his life and hearing about his research and career journey was a privilege. I hope you enjoying reading the article.

We have an update on the pay equity claims for library assistants and school librarians in this issue and look at the effects of the information crisis from the LIANZA Standing Committee on Freedom of Information.

There's also an update on the current LIANZA Professional Registration Board. Melanie Johnson talks about the submission made by the LIANZA Standing Committee on Copyright on the extension of the copyright term proposed in the Free Trade Agreement with the UK. And in this issue, the History Corner focuses on Māori in the sector.

I'm aware that many of you may have had another tough few months with sickness, low staff levels, protests, and more. Many of us are staying close to home if we can, looking after ourselves and whānau. The LIANZA team send our aroha to you all - keep safe and look after each other.

He hono tangata e kore e motu, kāpā he taura waka e motu.

Connections between people cannot be severed whereas those of a canoe rope can.ⁱ

i. Whakatōki from He Kare-ā-roto (2019) Te Kotahi Research Institute.

FROM THE PRESIDENT

NĀ TE TUMUAKI



ERICA RANKIN
LIANZA President

Kōrero o te Tumuaki, Te Rau Herenga o Aotearoa

E ngā kaihoe o tō tatou waka, tēnā koutou

As I write this column, I am emerging from a period of self-isolation as a household contact. Relatively unscathed I somewhat wickedly remarked to a friend that all my practice to stay as far away as possible from my husband has finally paid off! All joking aside, I hope that the wave of Omicron in the community has not affected

too many of you and that your friends and whānau are also well. There is no doubt that the impact of COVID is beginning to be felt in my workplace. In addition to the normal autumn ills and chills, and the number of vacancies we are carrying, absences of staff due to COVID creates something of a perfect storm. Life seems like a perpetual juggle of available staffing to ensure as many libraries as possible are open for as many hours as possible for our communities. I know that we are not alone in this and there are times when it is hard not to be a bit down and over it.

I imagine that we are all by turns outraged, worried, and immensely sad regarding the current situation in Ukraine. But it is heartening to once again see the critical role that libraries are playing to support those affected by these events.

On a brighter note, we recently held the first LIANZA annual hui, which included participants

from LIANZA Council, Te Rōpū Whakahau, and LIANZA standing, regional and special interest committees. The hui was facilitated by Brendan Fitzgerald to develop and strengthen connections and communication within LIANZA, for a future-focused 'whole association' view. Strategic priorities identified will be shared as part of our broader collaboration at the GLAMMIR hui in April. Interesting questions which surfaced during the hui included: what legacy do we leave and what do we stop doing so we can think about the future?

Also, on the theme of broader collaboration, Ana Pickering, Kim Taunga and I met recently with our counterparts in the Singapore and Australian library associations, to share and to identify opportunities for future collaboration. This was the first of a series of regular hui with the three associations. I look forward to what we can accomplish together.



LIANZA event statistics were presented at the LIANZA Council meeting, and it is very pleasing to see that both the number of events (including those run by our regions and special interest groups) and the number of attendees, continue to increase. This is a testimony to both the quality and the relevance of the offerings to our members, as well as the ease of attending in the online environment. One example is the recent webinar on coping with aggressive and anxious library users, which was attended by over fifty people. Feedback indicated that it was a very interesting offering with lots of great advice. **If you missed this webinar it is available on our YouTube channel.**

I had the pleasure last week of welcoming the 2022 cohort of the LIANZA Evaluation and Impact programme who

appeared to be keen as mustard to hone their skills and gain confidence and capability in evaluation research in order to tell 'the story' of their library's services and programmes. They can also share their learning and support their colleagues in a community of learning.

I will be attending an NZLPP workshop this week which also has a focus on data, research, and evidence. The workshop will focus on developing a vision for how information can support articulating the value of libraries and evidence-based decision-making. The aim is to develop a strategy for the library and information sector for collecting, managing, and using information for this purpose.

So, although these are challenging, worrying, and tiring times they also provide us with the impetus and opportunity

to connect, support, and work together, to approach our lives and our work with flexibility and creativity. We are all working extremely hard to ensure the continuance of our business as usual. But it is critical that we lift our heads and ask ourselves: What is the legacy we wish to leave, and what can we stop doing so we can think about the future?

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei.

Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain.

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For over 30 years NZMS has been at the heart of cultural heritage and preservation in New Zealand, empowering organisations to protect and preserve diverse collections. We are proud of our close partnership with libraries nationwide, and look forward to continuing our work together.

Andy Kenton

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



AN INTERVIEW WITH SPENCER LILLEY (TE ATIAWA, MUAŪPOKO, NGĀPUHI)



DR SPENCER LILLEY

Spencer Lilley is currently an Associate Professor at the School of Information Management at Te Herenga Waka Victoria University. He has had a long career in indigenous knowledge management, library and information studies, within both academia and in library and information services. He has been very involved in both LIANZA and Te Rōpū Whakahaū.

Spencer was born in Hawera, South Taranaki but grew up in New Plymouth. He attended New Plymouth Boy's High School and then started tertiary studies at the University of Auckland.

"My adopted mum was one of 13 children, so I still have lots of whānau in Taranaki. Our centre of activity was around my nana's house at Ngā Motu by the Port in New Plymouth. Unfortunately, we don't have our own marae although Ngāti Te Whiti, our hapū, are mana whenua for New Plymouth."

Spencer identifies as a bi-cultural New Zealander, his

genealogy includes Māori (Te Atiawa, Muaūpoko and Ngāpuhi), Samoa and the United Kingdom. His father was English and met his mother while over here with the merchant navy. They married in 1952. "My mother was a native speaker of Te Reo Māori but was punished at school for speaking it. She was then punished at home for getting punished at school. It was one of those unfortunate intergenerational things and I only ever heard her speaking it to my nana"

"We had an interesting dynamic in my whanau with some of my dad's and uncle's old English attitudes sometimes coming in. I learned there that were different ways of looking at things and about compromise. One way wasn't always right. My father fitted in with the ebb and flow of the whānau but remained proud of his Cockney roots"

I can almost go seamlessly between the two worlds now (Māori-Pākehā). Though I'm still playing catch up with my reo. There's a deeper understanding with te reo that you don't always get unless you are fluent, like the humour. You have to understand the language to get it. It's a very lyrical language that needs to be interpreted rather than translated.

I studied anthropology, history, and Māori studies at University of Auckland Waipapa Taumata Rau, then later a master's in anthropology. I was very lucky at the time with the people I was exposed to, influential people like Dame Anne Salmond, Sir Hugh Kawharu, Keith

Sinclair, Ranginui Walker, Keith Sorrenson, and Judith Binney. Having first-hand knowledge of their work and interacting with them was powerful. Their work is still important. Ranginui Walker was very formal and strict – you always handed your work in on time and didn't come late to class. He was very involved in things happening in the Māori political world and we were often told about important issues as they were occurring. Anne Salmond had an amazing analysis – she's still one of the best scholars we've got in the country.

"My master's study ended with a deeper analysis of how ethnicity and identity impacted on educational decisions. Sir Hugh Kawharu was supervising me as it was his area of interest. It gave me a real interest in the different ways people view the same event or situation depending on their worldview."

Spencer's first library job was while doing his master's, working at University of Auckland Library with Theresa Graham in the New Zealand and Pacific collection. "I had been doing a summer job for Keith Sorrenson who had been doing the parliamentary history of Māori electorates for the Royal Commission on Electoral Reform. So, I got to know the resources in the library well. It also built on the research work I'd been doing myself. Working at the library opened my eyes to what could be possible, and Theresa encouraged me to think about library school. I also worked in the architecture library



Ranginui Walker and Spencer Lilley, Ngā Kupu Ora Māori Book Awards, Massey University 2009.

and then went to library school in Wellington in 1988.

I started my Ph.D. in 2004 while I was still working at the Massey University Library. I was under examination for almost a whole year as they tried to find people with the right expertise to examine my PhD thesis. The number of people who had qualifications in the area I was interested in (Māori and indigenous workspaces) was very low and still is.

Māori, Pasifika, and those with cultural and professional skills in the library and information sector are in such high demand that they get gobbled up in other workforces. We still don't have enough Māori and Pasifika students coming through the masters and PhD streams, let alone getting them into the profession. They aren't coming through and there's not a lot of incentive to get further qualifications.

We're hoping that the new LIANZA and SLANZA Tertiary Grants scheme will help get people into qualifications. There are not enough scholarships in this area and especially not for

post-graduates who can't get a student allowance. So, getting a scholarship or grant is important to help them through. This scheme will hopefully make a difference.

My PhD. was on the information-seeking behaviours in Māori secondary school students. I worked with students from four different schools looking at the differences when they are accessing information in a 'Māori world' versus accessing information in the 'everyday world'. I focused on whakapapa and cultural areas as opposed to where they got their information on everyday events. It showed that the stronger they were in their culture, the more confident they were seeking information in all areas. These teenagers were amazing to work with, very funny and engaging. They made my PhD an enjoyable project.

That's what I say to my PhD students, "Make your research something you're passionate about, if it's something you're passionate about it will be an enjoyable exercise."

I'm currently working on the GLAMMIR sector's contribution

to the revitalisation of te Reo Māori. This is the third year of a three-year Marsden-funded research project. I've been to dozens of museums, art galleries, and libraries. I talk to staff about the issues they have faced, provide advice on how to add more Māori language, consistency, showing professionalism, and relationships with local iwi. There are issues, but as a sector we're not doing too badly. There's a lot more use of te reo Māori in our institutions and the use of subject headings from Ngā Upoko Tukutuku is something we can as a profession feel very proud of. However, I think in wider society there is still much to do in raising the level of te reo being used. For instance, you can still walk down Lambton Quay and only see one sign in the reo (Te Puni Kokiri), it's only statues and signs of early settler names, yet we have a fabulous harbour Te Whanganui-a-Tara, surrounded by other prominent landscapes, but their Māori names are not signposted or regularly spoken".

What are the research gaps in the sector? "There's so much potential there. It starts with

the capacity of the profession though. In my area of interest, there are many issues to explore. There are recruitment and retention issues for Māori and Pasifika people, there's looking at what resources we're using and how we are delivering services. There's also looking at the information needs of certain groups – there's such a long list. Sometimes you must break a project down into several research areas.

One area of research I've just started is looking at the peer review processⁱ for Māori academics who publish. I will be looking into New Zealand peer-review journals and the process they use for reviewing Māori academic writing. Then I will work with universities and wānanga to see what processes they use for reviewing the work of these academics, the guidance they get on where to publish, open access versus the other publishing options. This is one of those projects that grew out of multiple conversations from people complaining about the process. Peer reviewers are not known to the writers and may not be Māori, and often you can get peer-review comments that want to tone down the cultural content which may not be appropriate."

There are a few other irons in the fire as Spencer waits to hear back on several other research projects.

A pivotal involvement for Spencer was within library associations, LIANZA (then the Library Association of New Zealand) and Te Rōpū Whakahau. "I got involved in the

local library association network in 1988 while I was still at library school and while I was at the Parliamentary Library. I took the opportunity to be involved in lots of association work. I was lucky to be exposed to many things I wasn't getting in my day job, like putting strategies together and planning events. If I can say anything to a new professional, it's to build your network and make the most of your opportunities.

I worked my way up to be LIANZA vice president and president. I had pretty much done everything I could do before I got these roles and that all contributed to getting these positions. When you're at these levels you're aware of how everything works or doesn't work. During the time (1989-1996) the association went through so much turmoil, nearly

I was lucky to be exposed to many things I wasn't getting in my day job, like putting strategies together and planning events. If I can say anything to a new professional, it's to build your network and make the most of your opportunities.

going broke twice. It showed me how resilient we are as a profession – fighting back to become strong again, the power of the people that believed in what we were doing and supported us.

I've had other opportunities like going overseas to see how things work. On a four-month trip to British Columbia as a visiting associate professor in 2015, I was exposed to issues in a Canadian context, particularly in the indigenous area, which

gave me the chance to make comparisons. When you go overseas you can see how things could develop in the future.

When I was president, we bought over Chris Batt from the UK who had been instrumental in setting up the People's Network over there, which is what we have now with our own **Aotearoa People's Network Kaharoa**. Sometimes the seeds might take a while to germinate but having the right people there at the right time can get things going.

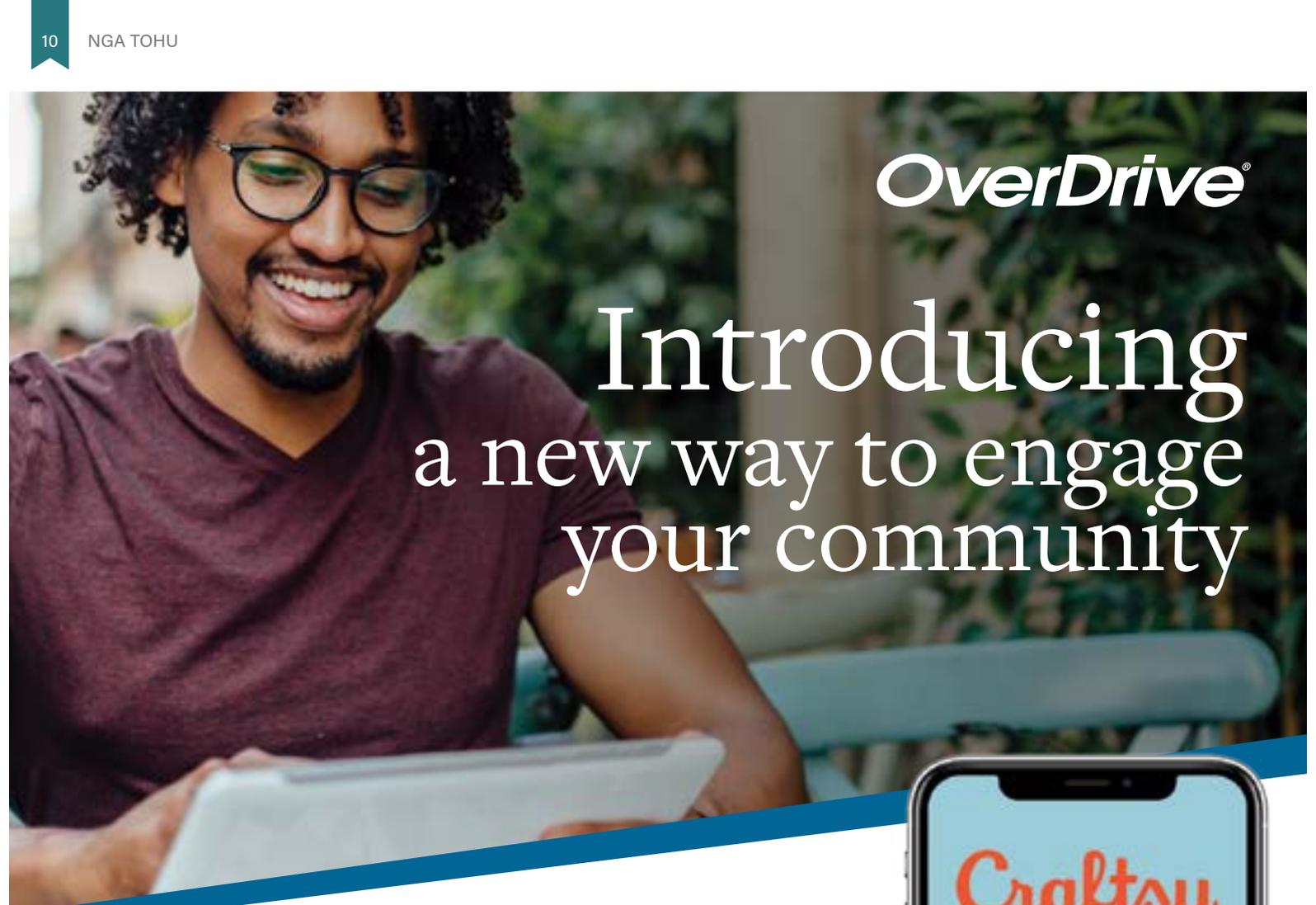
I would encourage any new graduates that are Māori or Pasifika to look at the range of opportunities you have. Don't restrict yourself to a Māori specialist role, there are so many areas you can go. Māori and Pasifika people should be right through all our library teams. If you spread the greatness, you get more greatness. If we want to retain Māori and Pacifica people in the profession, we must find ways to retain them. A Māori specialist is more likely to move into another organisation – but we want to help them develop their professional library and information skills and stay in the sector.

My advice is to look for your opportunities, speak to as many people as you can to find those opportunities."

If you would like to find out more about Spencer's career click this link.

Links to publications here.

i. The academic peer review process is the evaluation of an abstract or paper - by qualified individuals (peers) to assess if it's worthy of being published in a journal or presented at an academic conference.



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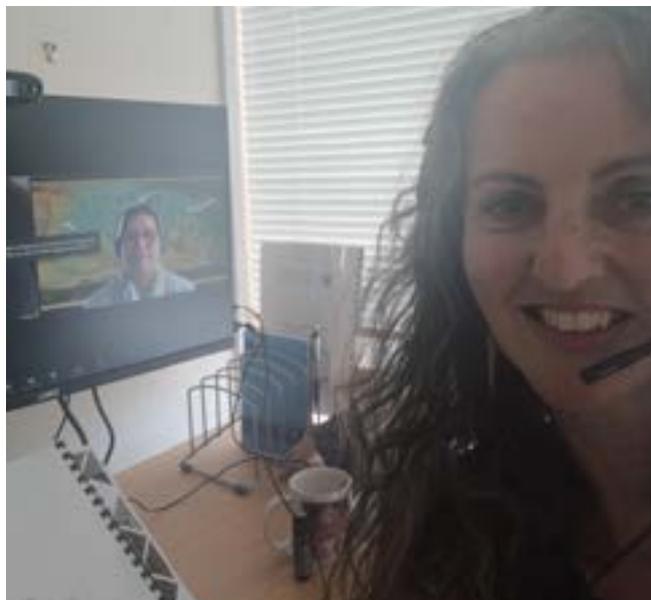
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MĀ TŌ ROUROU

COMMUNITY ENGAGEMENT AND MANA-ENHANCING PRACTICES AT MASSEY UNIVERSITY LIBRARY



Sheeanda and Kat 'bumping into' each other after a library staff hui online.

E te tī, e te tā

*Nei rā te mihi aroha ki a koutou
me ōu koutou whānau
Otirā tēnā koutou katoa*

The concept of mana-enhancing is not new. But it is gaining wider recognition throughout Aotearoa as people increasingly realise the power and significance of its meaning. Those two words encapsulate a range of values, including respect, professionalism, collegiality, integrity, and manaakitanga.

In a Massey context, our university's strategic priority for 2021-2023 is to *increase Māori and Pasifika student retention and success*. Relevant objectives focus particularly on the first-year Māori and Pasifika student experience and providing positive academic and supporting experiences to improve overall student outcomes. When we considered what actions library staff could take towards ensuring such

positive outcomes, we saw an immediate opportunity to apply mana-enhancing practices to all interactions with our clients across the university community.

With this opportunity in mind, at the beginning of 2021, we held a planning hui with our Manawatū Information & Research Services (I&RS) team. We talked through the university's strategic priorities and then introduced the mana enhancing concept and asked staff to brainstorm what they thought it meant. Some of the responses were:

*"Freedom for all to shine"
"appreciation and respect"
"that we act with integrity"
"respectful engagement"*

Together, we co-defined mana-enhancing as respectful interactions with all members of our university community, working in a collaborative, partnership way at every opportunity. This was a natural extension of our long-standing

commitment at Massey Library to the end-user experience (UX) and user-centric approaches to service development, design, and delivery.

The team then made a collective and individual commitment to mana enhancing practices in our library work and every staff member's PDP (performance development plan) for 2021 included at least one example of mana enhancing behaviour or practice.

Such examples of mana enhancing behaviours included:

- **KŌRERORERO: THE ART OF CONVERSATION**

In a mana enhancing sense, kōrerorero is akin to the "empathy conversation" model, which can be effectively used in community engagement. It's a way of asking open-ended questions about the person, then listening actively and



sensitively, to truly understand their feelings, motivations, pain-points and aspirations, and their lived experiences. The hallmarks of mana-enhancing kōrerorero are that it is ongoing and respectful. It is not just a point in time interaction, where we get what we need, close off and move on. It is a commitment to an ongoing relationship. It therefore represents a powerful way to co-design and develop library services, experiences and spaces, in true partnership and with our clients' needs and aspirations at the heart of all we do.

• WHANAUNGATANGA: WORK IN PARTNERSHIP

This is one of Massey University Library's values and expresses our belief that we work in partnership to achieve more than we could do on our own. It describes the power of a true collaborative partnership with our community. We don't just do library things for our

community; we do things with, alongside, and together. This means we can leverage and work with "what's strong" in our community, not identify and fix "what's wrong".

It therefore represents a powerful way to co-design and develop library services, experiences and spaces, in true partnership and with our clients' needs and aspirations at the heart of all we do.

An example of our whanaungatanga approach is our ongoing relationship with the Māori Student Association on the Manawatū Campus. In 2021 we invited students to an on-site hui as part of an ongoing kōrero on our upcoming library transformation project. We looked at building plans together, shared questions, and provided the opportunity for impressions and feedback to be offered over time. A sense of tuakana-teina is achieved

whereby everyone brings value to the relationship and the mahi, and every viewpoint is respected.

• OUTREACH: CREATING 'BUMP SPACES'

We achieve this practice by being out and about, standing up from our desks, and getting ourselves into library client spaces, and wider campus places. We make a commitment to visit and spend time in cafes, concourse areas, academic department common rooms, and look for opportunities to 'bump' into folks in the coffee queue.

We also explicitly recognise this activity as having value, even if it is mostly invisible, unwitnessed and doesn't always translate into a transactional output or an evidenced outcome. As we put it, "there's nothing to see from it, but everything to gain."



WHAT DOES THIS LOOK LIKE DURING A PANDEMIC?

The in-person nature of our outreach activities during the first half of 2021 gave us pause for thought as we navigated (and continue to navigate) the pandemic. Requirements to maintain physical distancing and don face masks put an obvious challenge in the way of such close, interpersonal interactions. And how can you do this, when you have limited, or no, opportunities to 'run into' people, in real life?

We reflected on what we did to adapt, particularly during the lockdown of August 2021 onwards, and identified the following possibilities:

- Create and find 'bump spaces' by joining university- or community-wide forums, webinars and kōrero. For example, we had several VC

strategic forums in which we worked together with various university staff to co-construct our next strategic plan.

- "Lean into" the conversation and have a voice, a view, and an opinion. If this feels a bit nerve-wracking, buddy up with a colleague and 'amplify' and mana-enhance each other, so if one of you makes a comment, the other backs it up.
- Savour every opportunity for synchronous engagement that you can. Take kōrero into real-time at every opportunity (by phone, Zoom, Teams) and extend the audience to include others, when possible. This is how we see, hear, and appreciate our university-wide community, and it is also how we build our own mana, get seen, heard and appreciated, in return.

THE JOURNEY NOW

A mana-enhancing commitment was included in each Manawatū I&RS team member's PDP for 2021. As part of the end-of-year review we encouraged our team to reflect on their mana enhancing practices and progress through 2021. We then set new, or re-set existing, individual goals for 2022. A planning hui for the team at the start of 2022 drew from our collective reflections over the preceding year to co-create a 'team contract' of mana enhancing practices for us all to uphold.

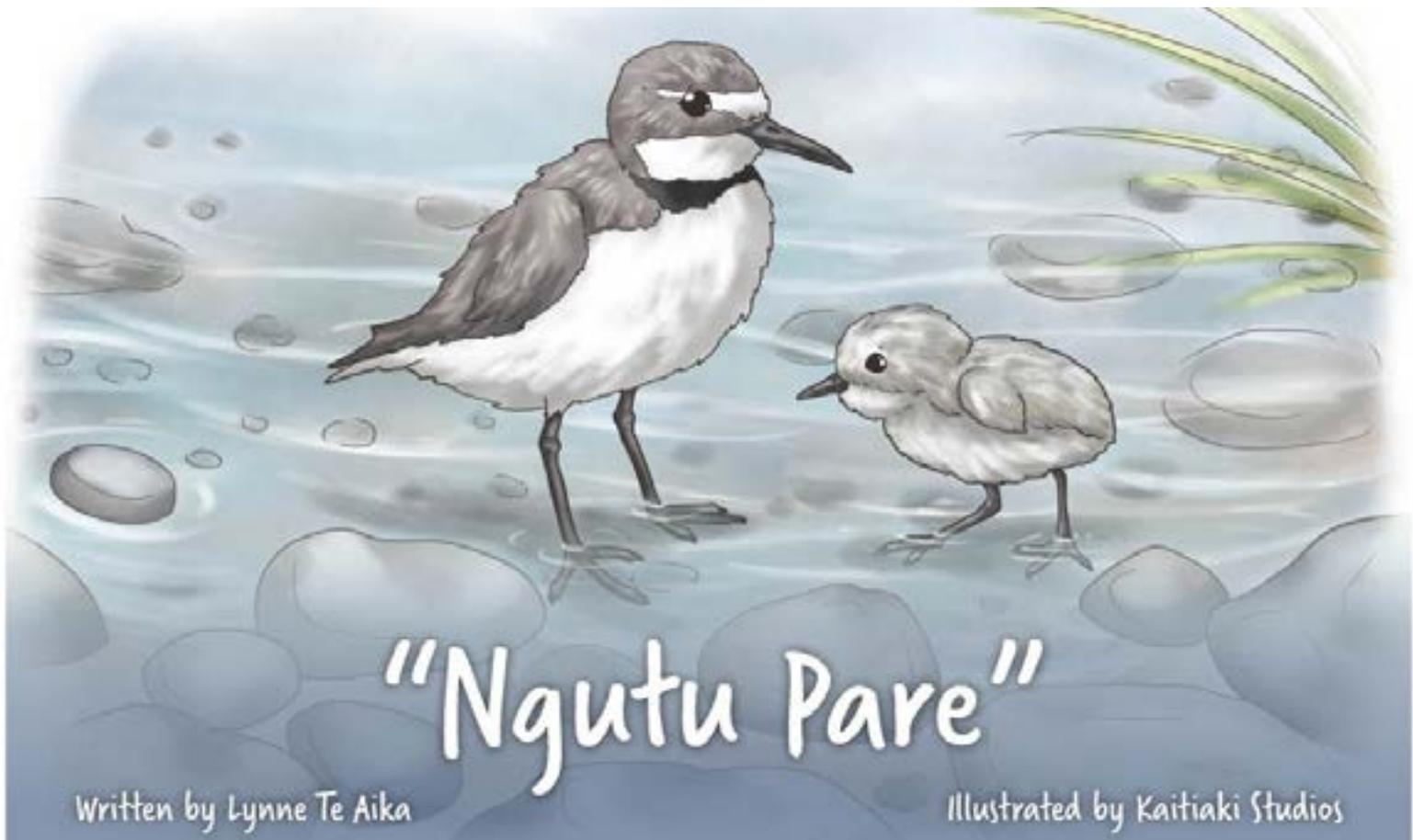
We will continue to share our experiences of our mana-enhancing approach to all facets of our library mahi, with colleagues throughout Massey University and the wider sector.



Sheeanda McKeagg (Tūhoe, Ngati Porou, Ngā Ariki Kaipūtahi, Te Aitanga a Mahaki): is the Research Services Manager and Kaihautū Māori, and **Kat Cuttriss** is Associate University Librarian (Client Services) at Massey University Library Te Putanga ki te Ao Mātauranga.

RAISING THE VISIBILITY OF LOCAL STORIES IN THE WAIMAKARIRI

WHEN WAIMAKARIRI LIBRARIES BACKS A BIRD FOR BIRD OF THE YEAR, YOU CAN BET WE ARE ON TEAM NGUTU PARE



Ngutu Pare title page. Image credit: Waimakariri Library.

Ngutu pare, or wrybills, make their home along the banks of Waitaha’s braided rivers. They are small birds with distinctive curved bills that they use to dig under rocks for kai. River goers need to be careful where they place their feet lest they accidentally crush wee ngutu pare’s eggs, which are tricky to spot amongst the rocks. Without that awareness they could damage these special taonga.

Ngutu pare (or ngutu parore) is the subject of one of two picture books written and illustrated

with funding from the New Zealand Libraries Partnership Programme (NZLPP). The project aims to bring local stories to life in partnership with manawhenua.

The two stories, one featuring ngutu pare and the other the kōwaro, or Canterbury mudfish, are written by Lynne Te Aika, chair of the Tuahiwi Education Committee, and illustrated by local artist Morgan Matthews Hale of Kaitiaki Studios. Te Reo Māori and English versions of each story are being produced.

WORKING WITH SENSITIVITY AND RESPECT

Working with sensitivity and respect for Te Ao Māori and sensitivities pertaining to the Wai 262 claim have been front of mind throughout this mahi. The Te Reo Māori versions use the Kāi Tahu dialect, and both stories reflect information readily available in the public domain, rather than stories that would require higher iwi consultation and approval to share, such as those of local historical knowledge.



Two nugutapare eggs camouflaged amongst rocks. Image credit: John Hill. https://commons.wikimedia.org/wiki/File:Wrybill_eggs_2.jpg

Once the draft version of the kōwaro stories have been finalised in both languages we will look to confirm appropriate creative commons licences for the works and discuss platforms for sharing the stories and artwork with the community.

We are excited by the idea of hosting the stories online as well as having physical copies available for loan and for sale at cost, making these stories available to schools, kura and other libraries. Other possibilities include featuring the imagery from the stories in library collateral (such as book bags and on library cards) and in-library art that connects our spaces to this local fauna.

FOCUSING ON MANAAKITANGA AND WHAKAWHANAUNGTANGA

Throughout the process a focus on manaakitanga and whakawhanaungatanga have been important. Following on from kōrero over the phone, our initial meeting to discuss

the project in person was a relaxed gathering held at District Libraries Manager Paula Eskett's home, with the sharing of coffee and kai while Lynne's mokopuna played close by on the living room floor. At this hui we were able to establish shared whānau and mahi connections and set the tone of mutual care and respect for the project.

The project is a small step on Waimakariri Libraries' journey to make work in partnership with manawhenua to make local stories and Te Reo Māori more visible in our spaces, building a library service that celebrates Aotearoa's biculturalism.

RACISM IN WAIMAKARIRI

Waimakariri is a semi-rural region in North Canterbury, with three library branches in Kaiapoi, Rangiora, and Oxford. It is a rapidly growing area, just 20 minutes north of Ōtautahi thanks to recent motorway improvements. It is home to Tuahiwi Marae, the home of Ngāi Tūāhuriri, and the site of the once prosperous Kaiapoi

Pā, established by Tūrākautahi around 1700 and abandoned after it was sacked by Te Rauparaha in 1831.

Despite the significance of the area for Māori, the population of the Waimakariri District is overwhelmingly Pākeha (a 2016 article on stuff.co.nz reported it as the most Pākeha region in Aotearoa) and recently it has sadly made national news for shameful incidents of racism.

In May 2021, two such stories made headlines within a week of each other. "Racist rant in Farmers store," read a headline on stuff.co.nz on 20 May 2021, "woman arrested incident involving mosque shooting victim's family". One week earlier the owner of a Kaiapoi pub made headlines for what stuff.co.nz called a "racist online rant" in which he called Māori a "scourge". He later said his comments were misconstrued and then apologised following backlash from business partners.

The impact of these stories was felt acutely by the library team; the Farmers store is across the



Looking west over Kaiapoi. In the foreground you can see land red zoned after the earthquakes. Image credit: Waimakariri District Council.

road from the Rangiora Library and the pub in the other incident is directly across the river from the Kaiapoi Library.

LIBRARIES MAHI TO COMBAT RACISM AND BUILD COMMUNITY IN WAIMAKARIRI

Making our libraries spaces where a sense of āhuratanga and safety are championed through greater representation of Te Reo Māori and local stories is a key part of our mahi to combat racism and contribute to a strong sense of community in the Waimakariri, as is a focus on youth engagement.

This is important across all our branches, but it is of particular significance for our library in Kaiapoi, where the percentage

of the population who identify as Māori is higher than across the district as a whole. The age range of those in the district who identify as Māori is also notably younger compared to the population of the district.

We have recently appointed a full time Rangatahi Engagement Co-ordinator at Ruataniwha Kaiapoi Library, on a two-year fixed term contract. We hope that we will be able to show the benefits of the role for our hapori and gain permission for a permanent role.

Over the last two years we have promoted reading in Te Reo Māori with the Books Alive celebration of the New Zealand Book Awards for Children and Young Adults. Celebrations for Matariki and Te Wiki o te Reo Māori are a focus for my team this year, while planning for

various traffic light settings of course.

All new members of our team attend a one-day workshop at Tuahiwi Marae to get to know the history of the area and the aspirations of Ngāi Tūāhuriri, and currently, two-thirds of our team have attended.

As awareness of where we place our feet along the riverbank protects the eggs of the nugutu pare, it is our hope that by taking small steps to increase awareness of Te Reo Māori and local stories as taonga to be respected and protected, we can see them, and all members of our hapori, truly flourish.

Ka whangaia ka tupu, ka puāwai
- That which is nurtured will grow and blossom.



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

PAY EQUITY CLAIMS

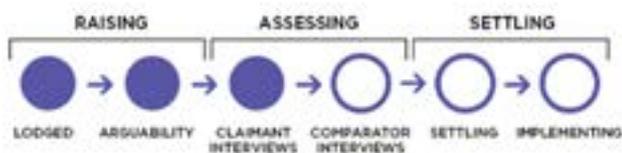
SCHOOL LIBRARIANS AND LIBRARY ASSISTANTS PAY EQUITY CLAIMS

Librarians in schools and library assistants in public libraries are currently the subject of pay equity claims to ensure that they are receiving equitable remuneration for their work.

CLAIM RAISED BY NZEI TE RIU ROA ON BEHALF OF SCHOOL LIBRARIANS

On November 6, 2020, NZEI Te Riu Roa raised a pay equity claim for librarians and those people doing the same or similar work in state and state-integrated schools in New Zealand. Terms of reference were signed in 2021 which set out the process for the Ministry of Education and NZEI to work together on this claim.

Current status of this pay equity claim



NZEI Te Riu Roa recently announced the next step in their pay equity claim for school librarians. **The General Areas of Responsibility (GARs)**, the document that summarises all the knowledge, skills, and effort required in the mahi of school librarians, has been developed.

The GARs are important because they build a matrix to reflect the work that school librarians do and will eventually be used to determine each person's grade and pay rate. The GARs compile the information gathered during the interviews conducted jointly by NZEI Te Riu Roa members and the Ministry Pay Equity team with school library staff in schools across the motu.

Workshops and **consultations occurred over March** this year to verify the GARs with school librarians. You can find out more about the status of the claim here:

- <https://campaigns.nzei.org.nz/pay-equity/>
- <https://www.nzsta.org.nz/advice-and-support/employment/pay-equity/librarians-and-library-assistants-pay-equity-claim/>

PSA PAY EQUITY CLAIM FOR LIBRARY ASSISTANTS

- The average pay for a library assistant is about \$44,000 per annum or \$21.15 per hour.
- The adult minimum wage is \$20.00 per hour
- The living wage is \$22.10
- The gender pay gap in local government according to the 2019 PSA MyPay survey is 14.86%.

In May 2019 the PSA notified the six large urban councils that they believed library assistants working in local government suffered from illegal gender-based pay discrimination.

While this claim only pertains to library assistants, they believe that all local government workers who are working in female-dominated occupations are likely to suffer from gender-based pay discrimination. This includes other library workers, and administration and clerical workers. Their aim is to use equal pay settlements achieved in one occupation, or in another sector, to achieve equal pay across their membership.

The library assistant pay equity claim is currently in the assessment phase which includes planning for interviews and consideration of wider engagement via questionnaires and seeking confirmation of multi-employer process agreements. This assessment involves:

- examining work of claimants (skills, responsibilities, conditions of work, efforts)
- examining appropriate comparators
- determining the extent of comparability
- comparing remuneration
- establishing the extent of undervaluation.

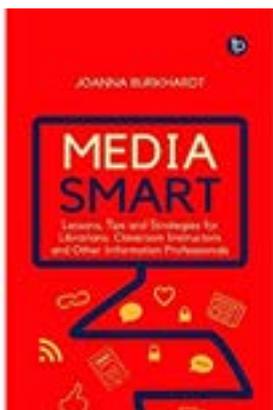
Follow the progress on this claim here: <https://www.psa.org.nz/psa/pay-equity-for-library-assistants/>

REMEMBER TO WEAR PURPLE THIS MAY 13 TO DRAW ATTENTION TO THESE PAY EQUITY CAMPAIGNS.

RESOURCES YOU MIGHT BE INTERESTED IN

MEDIA SMART

Lessons, Tips and Strategies for Librarians, Classroom Instructors and other Information Professionals
by Joanna M. Burkhardt



Information has become one of the most crucial commodities in today's world and we all make critical decisions based on the information

available to us. However, modern ease of access to information does not often guarantee access to good information. In this digital age, where facts can be easily manipulated to align with political, social or monetary aims, media literacy has become an essential skill.

Media Smart: Lessons, Tips and Strategies for Librarians, Classroom Instructors and other Information Professionals is a toolkit for navigating the fraught information landscape. From the history of media manipulation to practical applications of media literacy, this book will offer a thorough grounding in teaching students to defend themselves from mis- and dis-information. It discusses how technology affects the information we receive, offers a brief look at the psychology behind how we process information, describes the various means by which media can be manipulated and provides tips about how to recognize and avoid false or misleading information.

Featuring numerous classroom exercises and case studies specific to each aspect of media manipulation, this book is essential reading for students and educators in communications, media and information literacy as well as librarians and anyone interested in developing their media literacy skills.

eBook and book available from Facet Publishing
<https://facetpublishing.co.uk/page/detail/media-smart/?K=9781783305087>

These modules have been created to ensure everyone has the knowledge, skills and support they need to function well in our society and that they know what services are available to them for free, introducing libraries to communities who may not be familiar with them. The new pathway is 'Living in your community.'

Find out more on www.pathwaysawarua.com.

ANYQUESTIONS IS HERE TO HELP



ANYQUESTIONS (www.anyquestions.govt.nz) offers **free**, online help to assist New Zealand students with their schoolwork. Students can access the site using any device and chat with a librarian who will help guide their research and teach them the skills to find reliable information for themselves.

AnyQuestions aims to supplement what you're already doing in the school and library environment and is an excellent tool to help support students who are learning from home. Students can access AnyQuestions from school or from home anytime between 1pm and 6pm weekdays and get personalised help with their inquiry topic or school project.

PATHWAYS AWARUA



Pathways Awarua is a free-to-access web-based program that allows anyone to register and complete learning pathways to improve their literacy, numeracy, and skill-based learning. It was created via funding from TEC approximately 8 years ago in conjunction with the **LNATT assessment tool**.

Supported by the New Zealand Libraries Partnership Programme, Auckland Council Libraries funded the creation of a new learning pathway and created two new modules about libraries within the Pathways Awarua tool.

SIX HOT PICKS



SIX HOT PICKS AS CHOSEN BY HILARY BEATON

1 FAVOURITE LIBRARY, MUSEUM, OR GALLERY?

Women's Gallery, Wellington

The Women's Gallery (1979-2005) organised themed exhibitions and group shows, poetry and story readings, performances, music evenings, parties, film and video showings, school holiday programmes, workshops, seminars, and regular special interest group meetings. It provided ongoing interest and opportunities for participation. My connection was as a writer/performer at art openings.



5 ART STYLE

Contemporary Art

I admire an artist of any period who broke new ground. Rita Angus is one such artist but there are many, many more.

2 FAVOURITE AUTHOR

Keri Hulme

In 1984, I flew from Auckland to Los Angeles. At the airport, I picked up *The Bone People*, by an unknown author. The story consumed me during the discomfort of a 14-hour flight. A year later it won the 1985 Booker Prize. The book still haunts me.

4 HISTORICAL PERIOD

1700s or 1960s

It's a toss between eighteenth-century England or 1960s Pop Art. The former saw the growth of a literary and artistic society fostered by publishers, theatrical and musical impresarios, picture dealers, and auctioneers. Presentations and performances took place in the new coffee-houses, concert halls, libraries, theatres, and public spaces. I am drawn to the collective effort and the notion of a cultural ecology. The 1960s threw out all the rule books!

3 GENRE

Theatre Scripts

The challenge of this genre is that the author writes in two domains: the world of the drama where the characters don't know an audience is watching, and the world of the performance where the performers actively play with the audience. It is a highly skilled form of writing requiring the playwright to be a poet and engineer.



6 UNWINDING ACTIVITY

Pilates

Until I discovered Pilates, no other form of exercise has changed my body shape, strength, and flexibility with such long-lasting positive outcomes. I am now training to be an instructor.



Hilary Beaton: is the Executive Director of Public Libraries NZ. She is an award-winning playwright and published author. She has extensive experience as a non-profit executive leader and is committed to arts and culture creating social impact and being a positive force in the lives of people.

STUDENT FOCUS



STUDY LEADS TO CAREER CHANGE



LEILA TORRINGTON

Growing up in the UK, Leila Torrington enjoyed the fun and imagination that books and stories brought to her life. Since then, she's held onto that love for stories and appreciation for libraries, eventually changing careers into the industry she loves.

When Leila arrived in Christchurch from the UK,

she started work for Metro, the public transport network, before deciding she wanted a change and to pursue a job in a field associated with literature and education. From there, her childhood love of libraries sparked Leila's interest in getting started in the library and information sector.

Knowing that a qualification would help to establish herself, she chose the Open Polytechnic because of its flexibility. "Studying online meant that I could still work at my job, and I didn't have to move anywhere."

Leila's first role was working as a library assistant at Massey University. Her studies in the New Zealand Diploma in Library and Information Studies (Level 5) were directly related to her work there. "We studied the

Dewey Decimal system as part of one of my courses. As part of a job interview, I had to arrange virtual books into Dewey Decimal order. The regular shelving and short loan work relied on this knowledge."

Learning about how different communities use the library was also valuable. "I learned about how Māori, Pacific, Pākehā and other communities use the library. The course, te ao Māori in the Information Environment, taught me about tikanga, the importance of karakia and spaces for kōrero and talanoa."

Reflecting on her study experience, Leila says it was hugely influential for her career progression. "Getting the qualification opened doors to interviews and introduced me to incredibly helpful tutors,

who I have since met in the library profession. Along with the learning, it was a huge confidence boost. If I could manage working full time, studying, volunteering, and running consultations, I could take on any challenge!"

Leila now works as a biology and psychology subject librarian at Victoria University in Wellington. Through her Open Polytechnic studies, Leila learned about creating her pepeha and introducing herself in te reo.

"I did a pepeha to introduce myself at the interview. My training at Open Polytechnic

taught me the importance of introducing myself in te reo, opening the meeting with respect and aroha."

"If I hadn't studied this programme and got all the encouragement from my tutors, I wonder if I would be achieving these goals."

Grants are currently available for those seeking tertiary qualifications in library and information studies through the LIANZA SLANZA Tertiary Grants. NB: the March round has closed, but another application round opens in early October.

If you would like to find out more about library and information studies programmes at the Open Polytechnic, visit: <https://bit.ly/3zSgy2z>.

Our suite of qualifications can help you advance your career as an information professional.



NZ Certificate in Library & Information Services for Children & Teens (Level 6)



NZ Diploma in Library & Information Studies (Level 5)



NZ Diploma in Records & Information Management (Level 6)



Bachelor of Library & Information Studies



Graduate Certificate in Library & Information Leadership

Visit the website for more information and enrolment dates.

www.openpolytechnic.ac.nz

Develop your skills with our **LIBRARY AND INFORMATION STUDIES** qualifications



MAKE YOUR MOVE

Open Polytechnic
KURATINI TUWHERA

LIBRARY OF THE ISSUE

TE PAATAKA O TAKAANINI - A PLACE TO CALL HOME



Papakura High School performing the haka pōwhiri to kick off the opening ceremony, a day resplendent with shared kai, performers from the local community, games, and music. Image credit: Auckland Libraries

A collective dream ten years in the making, Te Paataka Koorero o Takaanini is a reo-rua (bilingual) community hub, a library, and a home away from home nestled in the emergent South Auckland community named for Ihaka Takaanini, paramount chief of Te Ākitai Waiohua. The Hub was officially opened on 27th March 2021 by Auckland Mayor Phil Goff, Papakura Local Board Chair Brent Catchpole and Te Ākitai Waiohua representative Kathleen Wilson.

Conceptualizing the hub was a community effort supported by a kaupapa Māori co-design process called 'Te Kākano – Creating whānau centred spaces. Kōrero

with iwi, whānau Māori and Takaanini communities took place on marae, in shopping centres, libraries, schools and anywhere people wanted to connect. Architects (Pacific Environments), staff from across Te Kaunihera o Tāmaki Makaurau (Auckland Council), teachers, community leaders and the Papakura Local Board came together to determine how the facility needed to look and feel.

Whānau helped identify some clear directives, they needed the Hub to be "A place where I belong", "A place where I am valued" and "A place underpinned with Tikanga Māori". This was particularly important for the Takaanini community, which has the

highest number of Māori per capita in Auckland, at more than 28%. These directives became the foundation for creating the new service.

The built environment embraces community aspiration through design. Our fully functional where kai is the heart of our facility, a kitchen which provides a platform for whānau to connect with each other over a cup of tea and gives kaimahi the opportunity to move beyond transactional interactions with customers into the relational vā. In our rūma mātua (parenting room) parents can care for their tamariki in whatever way suits them. Our wāhi tamariki is where children can engage in active play, inviting noise and movement into the library



*Te Paataka Koorero o Takaanini as viewed from the road.
Image credit: Auckland Libraries*



*Staff member Rereahu Collier sharing a moment with a local tamariki who heard the rakuraku (guitar) and wandered over for a kanikani (dance).
Image credit: Auckland Libraries.*

space. There is no workroom for kaimahi (staff) at te Paataka Koorero o Takaanini. They share the open space with whānau and users, holding meetings, planning, and training where the community can give feedback in real time, allowing for open dialogue and input at every step of the process.

Kaimahi for Te Paataka Koorero o Takaanini were recruited with new ways of working in mind. A group process rooted in tikanga Māori saw multi-disciplinary candidates come together, providing opportunities to interact in community rather than being assessed in isolation. Bespoke position descriptions were created to embed indigenous work practices, with a Poutiaki Tātou (Participation and Practice Lead) and Pouākina Angitū (Social Impact Lead) appointed to guide the team through the phases of Atu (outward energy) and Mai (inward energy).

Team culture is rooted in indigenous knowledge, with a values-based approach to service delivery. Hononga (connection), hūmārie (peace and gentility), atawhai (kindness), utu (reciprocity) and whakaute (respect) are some of our guiding principles. In practice, this means team members are empowered to make values-based decisions with our communities' best interests in mind.

Te Paataka Koorero o Takaanini is the Auckland Council's first reo-rua facility, a space where Te Reo Māori is seen, heard, and spoken. Kaimahi came aboard with varying levels of skill in Te Reo Māori, but uniformity in their willingness to embrace a new language. With twelve languages already spoken fluently among nine staff, we understand the significance of using the right Reo to foster connections with whānau.

In the six months that our doors have been open to the public, rāhui (lockdown) notwithstanding, we have served more than 59,000 visitors engaging with our services, participating in programmes, and sharing stories. More than 1000 new whānau have signed up for library cards, increasing their ability to access resources and support. Our hapori (community) have enjoyed more than 21 kilos of milo and shared more than 2000 cups of tea while in our whare. We measure our impact over these 2000 exchanges with Takaanini whānau, beyond hot drinks, these are moments of connection and kōrero shared across the table, opportunities for relationship, and steps toward making Te Paataka Koorero o Takaanini a new place to call home.

CAREER PATHWAYS



Dany Miller-Kareko. Image credit: Auckland Libraries.

Danae Etches received the 2021 LIANZA Ada Fache Grant to attend the LIANZA 2021 Conference. The presentation from Dany Miller-Kareko and Sharnae Inu caught her attention on the programme. "Their vibrancy engaging with mana whenua and community from an indigenous, values-based approach, actively sharing power to reimagine and redefine what libraries might be, was very powerful. After hearing them, I asked if they might like to share more for Library Life." Dany and Sharnae work at Te Paataka Koorero o Takaanini and shared their thoughts with Danae in this article.

DANY MILLER-KAREKO **Pouturuhi, Community Hub** **Manager at Te Paataka** **Koorero o Takaanini**

I tipu ake ahau I te tāwharau o
Taranaki Mounga
Ko Ngāpuhi tōku iwi
Ko Ngāti Pakahi tōku hapū
Ko Mangaiti tōku Marae
E noho ana ahau ki Tāmaki
Makaurau ināiane
Ko Dany Miller-Kareko tōku
ingoa

I was raised in beautiful Taranaki and after finishing school, moved briefly to Palmerston North to be with whānau. Unsure of exactly what I wanted to do going forward, I started work for Inland Revenue in a customer services role and eventually, seeking new challenges and opportunities, moved with my partner to Tāmaki Makaurau.

After shifting here, I moved into advisory mahi working mainly with Māori and Pasifika communities. Along the way,

I discovered my passion for people and eventually moved into a leadership role at Inland Revenue.

I knew I wanted to do something to broaden the scope of my work with communities and after seeing a position advertised at Auckland Council, realised libraries might fulfil these aspirations.

I have always loved libraries and my journey in the profession began as an extension of that keen interest. I have always found libraries to be safe, warm, inclusive spaces, so when I saw a role in library management, I knew it would be a great fit for me! I have been with Auckland Libraries for two years and most recently have the privilege of being the Pouturuhi (Community Hub Manager) at Te Paataka Koorero o Takaanini.

The specifics of my career journey have been relatively unplanned, I have never had a

strong sense of exactly which jobs I want to do. But I do have absolute certainty about what I want to achieve and contribute to my community; That is the basis upon which I navigate my career.

What I love most about my role is that there is no such thing as a typical day. Nothing is out of scope for a library – whatever the community needs and wants, that's what we do! Most of my time is spent planning and supporting my nine staff, but I also work in the hub, engaging with customers and running programmes.

The kind of work we do is hard to measure all at once. It is the culmination of a lot of small impacts. We hope that when people interact with us, something about their life has improved. In that way, our work is a lot of small things adding up to a bigger picture.



Sharnae (on the right) with colleagues. Image supplied.

SHARNAE INU

Poutiaki Taatou, Participation and Practice Lead at Te Paataka Koorero o Takaanini

Ko Pūhanga Tohora tōku maunga

Ko Mangatawa tōku Awa

Ko Pukerata tōku Marae

Ko Ngāitūteauru te Hapū

Ko Ngā puhi, Ngāi Tūhoe, Ngāti hāmoa me Ngāti Airangi ōku iwi

Ko Ngātokimatawhaorua tōku waka

I tipu au ki Tāmaki Makaurau

I've worked in libraries for three years and previously worked as a kaiako (teacher) in several kura (schools). My role at Te Paataka Koorero o Takaanini is Poutiaki Tātou, as the Participation and Practice Lead, is to guide and uplift the team to make meaningful connections with community.

Joining libraries wasn't always in my plan. I left school early at 16 to study formally and I had a Bachelor of Education - Māori medium at the age of 20. I graduated and did three years teaching.

At the time I had my son, both my tāne and I were kaiako. The hours were demanding, and we didn't want our boy to miss out. So when one of my whanaunga (family members) mentioned there was a job vacancy for a Māori specialist in Auckland libraries I jumped at it. It was always my goal to move into a space where I could be immersed in tikanga and Te Reo Māori, so Te Paataka Kooreo o Takaanini fit me perfectly.

You need to have a deep passion for our hapori in this role. Our mahi involves many days of planning, researching, talking,

and connecting. The community lets us know what they need, and our programmes reflect that.

I feel so lucky to be doing this mahi, listening to the amazing kōrero of our mana whenua, sharing waiata (music), karakia (prayers) and supporting our people! It makes our job enjoyable and fulfils me personally in the knowledge that we are uplifting the mana of our whānau & our whenua!

While the perception of libraries remains limited to some, we would love our hapori to come into the whare and see the amazing things we have on offer! We are proud to be on the path to removing the stigma of libraries as quiet places only for studying or reading, we are so much more than that! Nau mai haere mai!



Danae Etches: (ALIANZA, RLIANZA) Danae started out in public libraries in the early 1980s at Auckland City, then Waitakere Libraries. She grew up in Tamaki Makaurau and values creativity, collaboration and has a strong respect for Māori kaupapa. She moved to Taranaki in 1992 to manage young peoples' services at New Plymouth District Libraries. Danae currently works with Why Ora, supporting their mahi empowering Māori career and employment aspirations so that whānau can flourish.

PROF REG



THE COLUMN OF THE LIANZA PROFESSIONAL REGISTRATION BOARD

FAREWELL AND THANKS

I want to thank three members who are leaving the LIANZA Professional Registration Board (LIANZA PR Board). Each has greatly served the library profession with their participation on the board by tirelessly reviewing professional journals, actively supporting registrants and prospective registrants at PR Board meetups, writing columns for *Library Life* and for contributing to tertiary institution curriculum reviews, amongst other tasks.

The PR Board was able to offer reviews of professional journals that were submitted in te reo Māori due to the contributions of **Anahera Morehu** (Auckland University), something that could not have been done without her. We thank her for her willingness and te reo knowledge, her infectious enthusiasm and much more. Anahera, Ngā mihi ki a koe mō te āwhina. Ka whakawhetai au/mātoui i te mahi ki te kaupapa.

Aubrey Kirkpatrick (Victoria University of Wellington) an enthusiastic and participative board member is thanked for her contribution including journal reviewing, leading meetups, and writing a useful *Library Life* column on reflective learnings.

Anne-Maree Wigley (Dunedin Public Libraries) has completed two terms on the board. Her contributions are too numerous to list. Her comprehensive knowledge and extensive experience with professional registration have been appreciated by the current chair in providing continuity as we transitioned from our former board chair, Cath Sheard.

WELCOME TO AMANDA BOND, DIANNE MEARS, AND SARAH FRASER

As we farewell these three hardworking members, we welcome their replacements from across the library and information sector. I would like to introduce our newest LIANZA PR Board members.

Amanda Bond joins us from National Library Services to Schools. Amanda has a background on teacher librarianship and her background is in working in school libraries.

Dianne Mears works as a team leader at South Dunedin Library and Service Centre and has over 20 years' experience working in the public library sector.

Sarah Fraser is content specialist at Lincoln University Te Whare Pūrākau and brings extensive work experience from tertiary libraries to the board.

MEETUPS FOR 2022

The LIANA PR Board will continue to offer the popular PR Board meetups this year. We encourage you to come along and learn more about being professionally registered.

- How to become professionally registered? (April)
- Reflective writing for professional journals (June)
- Open Q&A session (September)



Catherine Doughty: (RLIANZA, ALIANZA) LIANZA Professional Registration Board chair and law subject librarian at Victoria University of Wellington Te Herenga Waka. Information literacy advocate and teacher, life-long learner, quilter, fabricaholic, walker, coffee addict, wife, aunty and mama to two fur babes.



NEW LIANZA MEMBERS

*Welcome to all our new
LIANZA members!*

AORAKI

Lorna Blackler
Michal Klajban
Christopher Seay
Jacqui Stewart
Linda Vaughan

IKAROA

Mary Jordan
Sarah Bowles
Monique Hammerton

MURHIKU

Rebecca Daly
Su Ikin
Ruchi Warwal

OVERSEAS

Mishka Greenberger
Eriwara Madhura Yasodha
Chandapani Dharmawardhana

TE UPOKO O TE IKA A MAUI

Jessie Flannery
Biance Fonseca
Nicole Gaston
Alice Haworth
Theresa Sabo
Zara Garratt
Kimberley Mobbs
Shelley Quinn



LIANZA PROFESSIONAL REGISTRATION

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

AORAKI

Delia Achten
Georgina Gray
Lynley Simmons

HIKUWAI

Joanne Graves
Donna Salmon
Melani Waanders
Janis Bishara
Shanta Prakash
Visnja Susnjar
Sabine Weber-Beard
Rachel Callander
Jonathan Wright

MURHIKU

Kathy Aloniu
Andrew McPherson

TE UPOKO O TE IKA A MAUI

Jenny Hammond
Reesha Ranchod

TE WHAKAKITENGA AA KAIMAI

Courtney Black

HISTORY CORNER



RESPONSIVENESS TO MĀORI



LIANZA Past presidents Rachel Esson and Anahera Morehu. Image credit: LIANZA

Before the 1960s, Māori communities were poorly served by New Zealand's libraries. The New Zealand Library Association (NZLA) set out to change this in 1962, with the formation of a Māori Library Services Committee.

Working with the Māori Education Foundation at the Department of Māori Affairs, the aim of this committee was to encourage Māori to use public libraries more often, and to consider librarianship as a career. They identified a series of barriers to entry for Māori library patrons and set out to try and remove those barriers.

The committee's biggest achievement was the creation and distribution of a pamphlet titled *The Public Library is for everyone in the community*. Written entirely in English, the black-and-white illustrated

pamphlet was distributed nationwide and proved to be hugely popular. Another achievement for the committee was the introduction of a bursary for Māori students to study at the New Zealand Library School in Wellington. The Māori Library Services Committee went into recess in 1967.

Although the committee was short-lived, this early attempt at inclusivity sparked a more conscious drive within the library profession to do better for Māori patrons. Renewed focus on the Treaty of Waitangi and revitalising te reo Māori in the 1970s and 1980s caused the library sector to rethink our roles through a bicultural lens.

Throughout the '90s, the NZLA worked to proudly and publicly embrace te ao Māori and honour Te Tiriti. In 1991, the N-Strategy Steering Group commissioned

the 'Te Ara Tika - Guiding Voices' project, to investigate progressing biculturalism in the library and information sector.

Several major changes, including rewriting LIANZA's constitution, incorporating the treaty in the association's mission statement, and changing the association's name, took place over the decade.

In 1992, the first Te Rōpū Whakahau national hui was held. Te Rōpū Whakahau set out to provide professional and cultural support to Māori working in libraries, and a voice for Māori to inform policies and practices relating to library and information services. After becoming an incorporated society, Te Rōpū Whakahau signed a formal partnership agreement with LIANZA in 1995.



Nicole Thorburn: (@nicole_thorburn on Twitter); is a library assistant and heritage geek at Thames-Coromandel District Libraries. She studied history at the University of Waikato, and worked in both museums and archives before moving into libraries.

FREEDOM OF INFORMATION



THE INFORMATION CRISIS AFFECTS US ALL - SOLUTIONS WILL COME FROM WORKING TOGETHER

THE INFODEMIC

We are living in the information age¹, but also suffering from an information crisis that the World Health Organization has labeled an infodemic². To counter this, we are constantly being told to seek reliable and authoritative information. Libraries have a crucial role to play in connecting people with this information. But when we try to do that, we find that it is frequently hidden behind a paywall. This is true even of publicly-funded research that we, as taxpayers, have already paid for but must pay for again to read the results³. The costs of doing so are often eye-wateringly expensive, despite the fact the academics who peer-review the work and edit the journals where it is published, are rarely paid for doing so.

OPEN ACCESS

Open access publishing was supposed to be the solution, but frequently this just shifts the cost burden to the researcher, increasing the cost of the research we are funding, so we are paying either way. Where is all this money going? In many cases, straight to the shareholders of publishing houses who have managed to create a research ecosystem skewed heavily in their favour, where researchers are rewarded for publishing in high prestige journals with ever-increasing article processing charges⁴ and subscription fees. This ecosystem is now so well entrenched that it has led to the evolution of predatory journals that, like parasites in biological ecosystems, try to dupe authors and scam the system⁵.

FIGHTING BACK

Some academics have fought back, taking control of the publishing process for themselves⁶. But as the journals they create are new and untested, publishing in them doesn't have the academic cachet of more established journals. With academics' careers relying on the perceived quality of the journals they publish in; this creates perverse incentives to keep a system going that in the long-term only serves the interests of the publishers.

LIBRARIANS JOIN THE FIGHT

Complementing attempts by the academic community to fight back against rapacious publishers, librarians have begun to develop the infrastructure that will support their efforts. For example, the CAUL Open Education Resources Collective recently announced a new project aiming to provide a publishing platform for open access textbooks⁷.

WE ALL SUFFER

Academic librarians will be very familiar with all of this. But those of us working in public libraries might be astonished at the scale of the problem⁸. Our customers however are increasingly being expected to take responsibility for the veracity of their information sources. Recent scenes of protests in Wellington and other parts of the country suggest that there might be room for improvement here. But **our ability to rely on accurate information rests on our ability to access that information**, and if it is hidden behind a paywall then that presents a significant barrier.

WORKING TOGETHER

This is a particular problem for public libraries who are rightly unwilling to use ratepayers' money to pay for access to expensive databases of full text peer-reviewed research articles, but that doesn't mean that their customers wouldn't benefit from accessing them. Licensing agreements (another tool the publishing industry uses to skew things in their favour) usually prevent universities from making their electronic resources available online to people who aren't staff, students, or alumni. Some universities allow walk-in access, which allows members of the public to come into the library and use those resources on-site legitimately, legally, and within the terms of their licenses.

THREATS TO WALK-IN ACCESS

COVID may have curtailed some of this access, with academic libraries becoming more sealed off

from the public for reasons of social distancing. This is understandable, but New Zealand universities, unlike those in many other countries, have a long and proud tradition of allowing the public in. We should make sure we return this right to the public as soon as it is safe to do so. Budget pressure could also have an effect, with universities concentrating their resources on their own staff and students, though this should be resisted as public access serves universities' interests in other ways. Today's walk-in customer could be tomorrow's student, and they are certainly likely to be strong advocates for the university. A better-informed public is likely to lead to wider support for education and research more generally.

BEYOND ACCESS

Not only should this walk-in service be offered, but it should be actively promoted. Public librarians should be reaching out to their local tertiary institutions so that:

- they understand what is on offer and pass that knowledge on to their customers,
- they can work together to strengthen the relationships between public and academic libraries in their communities
- they can unite to advocate for changes that will make it easier for everyone to access reliable and authoritative information, including primary literature reporting the results of publicly funded research.

A BITTER IRONY

Ironically, one side-effect of the recent protests outside Parliament was to close public access to the National Library and a branch of Wellington City Libraries, whose job it is to provide reliable and authoritative information. A double irony is that this point was never noted in the media coverage.

CHALLENGES AND DISCUSSION POINTS

For academic librarians – Are you providing walk-in access to the public? If so, do you actively promote this service? If this has been affected by COVID, what could you do to mitigate that? Do you have a plan to resume when it's safe to do so? What other pressures are walk-in services under, and what can you do to resist them?

For public librarians – Do you know what walk-in services (if any) your local academic libraries offer? Do you know who the key people are in those libraries? Are you already working with them on shared services or other mutually beneficial projects? If so, how could you build on that? If not, how could you start doing that?

For other librarians – Where does your library fit into this? Are there services you could be offering more widely? Are there services that other parts of the library sector could be offering to your customers?

For publishers – How would you respond to the issues raised here? How can the library sector help you manage the competing interests that influence your decisions? How can libraries and publishers work together to make the information you publish more widely and freely available, without damaging your bottom line?

For everyone – Find out more about this issue. IFLA has lots of resources on this topic⁹. Talk to your colleagues about it and connect with those in other library sectors local to you. LIANZA can help to connect you with the right people.

FURTHER READING

1. https://en.wikipedia.org/wiki/Information_Age
2. <https://www.who.int/health-topics/infodemic>
3. <https://www.theguardian.com/commentisfree/2018/sep/13/scientific-publishing-rip-off-taxpayers-fund-research>
4. <https://www.timeshighereducation.com/blog/natures-oa-fee-seems-outrageously-high-many-will-pay-it>
5. https://en.wikipedia.org/wiki/Predatory_publishing
6. <https://peercommunityin.org/pc-journal/>
7. <https://www.caul.edu.au/programs-projects/enabling-modern-curriculum/oer-collective>
8. <https://www.youtube.com/watch?v=PrwCi6SzLo>
9. <https://www.ifla.org/?s=open+access>

COPY-RIOT



UK-NZ FREE TRADE AGREEMENT - COPYRIGHT TERM EXTENSION



Melanie Johnson is the chair of the LIANZA Standing Committee on Copyright and shares her experience advocating on behalf of libraries on the UK-NZ Free Trade Agreement.

On March 17 I attended the select committee on the international treaty examination of the UK-NZ Free Trade Agreement. The extension of the term of copyright from 50 years plus life to 70 years plus life under this trade agreement is of grave concern for the GLAMMIR sector.

This was the key point I emphasised to the select committee on behalf of the sector, emphasising that the goal of libraries in providing access to knowledge is a challenge under the current law, but will become even more difficult under an extended term.

The extension is 20 years beyond that required by existing international agreements, despite expert opinions that even the current term is too long. We recommended that the committee be bold and excise the section extending the term of copyright from the agreement.

The national interest analysis of the agreement noted that the cost of term extension is not readily quantifiable, but once implemented it will potentially bring higher and longer-term costs. This is not just monetary costs but includes the cost of access to knowledge, which is key to our future well-being.

A report by Professor Hargreaves (2011) reviewing UK intellectual property law recommended that future policy on intellectual property issues is constructed based on evidence, rather than the weight of lobbying.

New Zealand only has a small number of works that are readily available for copying and use.

Early New Zealand television and radio shows made prior to 1972 are just now emerging from copyright and the technology to share these freely with the public is readily available. Libraries provide a valuable service to users by preserving, finding, and making available not just books but images, audio-visual content, research outputs, sound recordings, ephemera much of which develops and affirms our cultural identity. Limiting the public domain deprives the public of a storehouse of raw materials from which individuals can draw from to learn and create.

Access to information is increasingly being commercialised through licensing. The cost for libraries (and other institutions) to retain access to content has already resulted in restrictions on what content can be provided, due to the costs of these licenses. Adding another 20 years of copyright license costs to already overburdened budgets seem disproportionate to any gains to rights holders. In a world where knowledge is power - to shrink, even by a small amount, any of that knowledge because of fiscal decisions seems nonsensical.



It seems that agreeing to extend the term of copyright will come to be seen as a retrograde step if we heed developments overseas. Expert commissions around the world either recommend avoiding copyright term extension or else reducing already extended terms. We should listen to them. We should listen to our own experts. We should not make the mistake of extending copyright terms when there is no evidence it will provide us with any good, and every reason to believe it will cause lasting cultural and economic harm.

Finally, it is already apparent that the current Copyright Act is not fit for purpose, as it has been under review for some time. The current Act

struggles to make older works, and works that are no longer available in commerce, accessible to the public — much less creatively usable. Even for non-creative and non-consumptive uses — digital preservation, text and data mining research — the existing Act makes no allowance. Extending the term of copyright for another 20 years places an unbearable burden on the legislation that is already showing its age and is inadequately equipped to handle current copyright terms.

[Read the full submission here.](#)

Melanie Johnson: has retired from the University of Auckland, where she was the copyright officer for nearly 20 years. She chairs the LIANZA Standing Committee on Copyright (LSCC). The LSCC represents, advises and educates LIANZA Council and members on relevant copyright matters. The committee represents LIANZA views in submissions and advocacy work, liaising with the wider GLAMMIR sector and other relevant parties on copyright as required. The LSCC's focus is the ongoing advocacy, submission writing and lobbying in relation to the Copyright Act Review.

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