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TE RAU ORA

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COVER IMAGE

Ruth Naylor Appy Hour participant
Buller Libraries

EDITOR

Angela Cairncross
angela@lianza.org.nz

DESIGN

Jess Buchanan-Smith
LIANZA Office & Design Manager

WEB

<https://librariesaotearoa.org.nz/library-life>

ADVERTISING

Ana Pickering
ana@lianza.org.nz
LIANZA Media Kit available on request

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FROM THE EDITOR NĀ TE KAITĀTARI



ANGELA
CAIRNCROSS

Kia ora and welcome to this issue of Te Rau Ora Library Life for Pipiri, June, and the beginning of the Māori New Year.

As we near Matariki I'm excited to see the many events and celebrations being organised to celebrate this special time, with many libraries taking part around Aotearoa.

This issue of Library Life is jam-packed with great articles looking at how libraries are responding to the digital needs of their communities and exploring the issue of digital equity. We also have other great features and columns.

Thank you for reading and contributing.

FROM THE PRESIDENT NĀ TE TUMUAKI



ERICA RANKIN
LIANZA President

Kōrero o te Tumuaki, Te Rau Herenga o Aotearoa

Kia ora koutou katoa, I can't believe that this is my final *Library Life* column as LIANZA President. I have loved the opportunities the role of president has given me, the many relationships I have built, the broader understanding I have gained of who we are as a professional organisation and what we need to be in the future.

I feel that we have made definite positive progress over the year. The LIANZA strategic governance review will position

the association to continue to ensure our members remain innovative, responsive, and prepared for the future. It is exciting to see the new additions to the LIANZA Council with Richy Misilei as President-elect and Stephen Pennruscoe, Neda Zdravkovic, and Troy Tuhou (Ngāti Porou, Rongowhakaata, Te Aitanga-a-Hauiti) joining the council for 2022/2023. I would like to take this opportunity to thank the outgoing council members, Mel Chivers and Amber Nicholson. I would also like to acknowledge the input, support, and wisdom of the soon-to-be past president, Anahera Morehu. As we move into this new governance structure, we will transition to a new way of partnering with Te Rōpū Whakahau. While we will miss the faces, input and guidance of Carla Jeffery and Cellia Joe Olsen we are looking forward to developing our new partner relationship.

I am very pleased to reflect on the collaboration we have achieved, strengthening our relationship with Public Libraries NZ. The recent "Libraries and the

Future for Local Government" workshop hosted jointly by LIANZA and PLNZ was an opportunity for our sector's voice to be heard and we received excellent feedback on the valuable thoughts and messages expressed by our members. You made it clear that public libraries are essential, not just a nice to have. That we are a critical service, for both individual and community wellbeing, now and well into the future. Two GLAMMIR hui held in April with other associations were initiated and hosted by LIANZA, with a great deal of support for future collaboration expressed to aid mutual benefit and connections.

Momentum is gathering and despite the challenges, we are in good heart and more than ready to capitalise on our achievements, continue to learn, grow, and move strongly into the future- together.

Tē tōia, tē haumatia.

Nothing can be achieved without a plan, workforce, and way of doing things.

NZMS



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.



PARTNERING FOR DIGITAL EQUITY

WHY DIGITAL INCLUSION SHOULD MATTER TO EVERYONE!



Many of us take for granted our access to technology. It has become a foundational cornerstone of everyday life integrating itself into how we work, live, and play. However, this brings with it an assumption that we are all equal in the digital space. Working in public libraries most of us know this is not the reality.

The socio-economic inequities that exist within our communities have created digital inequities that if left unaddressed, will further exclude, and isolate our most vulnerable communities and impact on their ability to participate fully in our society. The cost of an internet connection and a suitable device is a big enough obstacle, add to that a lack of trust, motivation and/or skills then the barriers to digital participation can seem almost insurmountable.

Every New Zealander should have a clear and appropriate

pathway to participating in digital life. This is not just an opinion. A UN report on digital inclusion states that the “[a]ccelerated pace of digital transformation risks increasing the social exclusion of already vulnerable groups who are not digitally literate or connected. In 2016 they passed a resolution declaring access to the internet a human right. So why six years later are New Zealanders still experiencing these barriers to access?

THE AFFECTS OF DIGITAL INEQUITY

According to the last New Zealand Census, 86.1% of New Zealanders had household access to the internet. The pandemic has further exposed the realities of the digital divide, this was experienced first-hand by many library staff who stepped up to support people accessing vaccine passes and the COVID-19 app. The real-life

impact of digital inequity can mean a family choosing between the internet for children to do their homework or feeding the family. People can feel forgotten, frustrated, and overwhelmed.

Lack of digital access and digital literacy skills can significantly reduce a person's opportunity to participate in 21st Century life and further divides our society. Something we saw manifest in the recent Wellington protests at Parliament where misinformation played a key role. By supporting digital equity we can ensure everyone can access support and information, empowering and assisting people to make informed choices and maximise opportunities that support their health and wellbeing, employment, education, social connection, financial independence and civic participation. Māori data sovereignty is also an area of growing interest and urgency, rooted in Te Tiriti/Treaty of Waitangi, Article II, it is focused

on ensuring Māori sovereignty in the digital realm, which is intrinsically linked to digital equity in Aotearoa.

There has been lots of research and debate about digital equity over the years, but little progress has been made. The reality, especially in the wake of the pandemic is that there are many issues competing for people's attention and budget, so why should digital equity be a top priority? With the rapid increase in digital enablement/digital transformation strategies across the banking and service sectors, local and central government, and in health and education shifting more services and support online, our most vulnerable people and communities are increasingly at risk of being left behind. Within a three-month period in 2020, Citizens Advice Bureau (CAB) volunteers recorded 4,379 client interactions where digital exclusion was identified. Libraries have often been the 'go-to solution' for digital support to help fill this gap and whilst there is no doubt, that they play a critical role in supporting digital equity, they cannot do it alone. We are all accountable for ensuring that we leave no one behind.

THE SOLUTIONS TO DIGITAL INEQUITY

So what is the solution? A holistic approach that seeks to permanently remove the barriers to achieving digital equity and creates sustainable solutions is required to achieve any real impact. Such an approach depends on strong strategic collaborations between central and local government, NGOs and grassroots community organisations with a long-term commitment to providing funding. This is not a problem

one government ministry, department or organisation can solve on its own, it calls for mutual accountability and systems thinking approach to finding solutions that work for everyone. There is a growing movement and evidence base building around this issue through organisations such as Digital Equity Coalition of Aotearoa (DECA), highlighting the need for change, and providing insights into how we can collectively achieve digital equity. However, the main obstacles we face to achieving sustainable change are a lack of clear strategic direction and policy guidelines, a lack of coordination, and limitations on funding.

One way to overcome these obstacles is to create digital equity strategies and apply a digital equity lens to everything we do. The forthcoming release of the Government's *Digital Strategy for Aotearoa* is an encouraging step with the stated objective of this strategy being "*Te whakaāhei i te puāwaitanga me te taurikura o te katoa o Aotearoa i roto i te ao matihiko. Enabling all of Aotearoa New Zealand to flourish and prosper in a digital world*". Yet to really make a difference we need to create and support an environment that encourages and funds cross-sector collaboration.

There are a growing number of examples of this happening both in Aotearoa and internationally. Whanganui and the Far North District Councils have both developed digital strategies with equity at the heart of them and are excellent examples of how collaboration between the public and private sectors working with communities can lead to innovative solutions for sustainable change. The Far North's Nothing But Net digital strategy won the 2021 Excellence

Award for better policy and regulation for its community-led approach and is now informing everything they do including place making.

The UN report '*Leveraging digital technologies for social inclusion*' (2021) advocates for this whole-of-government and a whole-of-society approach to inform and support the development of strategy and policy, funding, cross-sector/multi-sector partnerships, the community-led co-creation of context-specific solutions and sustainable implementation.

THE ROLE OF PUBLIC LIBRARIES TO SUPPORT DIGITAL EQUITY

What does the role of public libraries in supporting digital equity in Aotearoa look like in this partnership model? It is an increasingly challenging landscape to navigate in a world managing the long-term impact of a pandemic. We face new demands and challenges as the pace of digital change increases digital inequity and information poverty. Increasing pressure on already stretched library resources and a rise in internet threats are being managed in the face of ongoing fiscal constraints.

- We need to tell better stories about the work we do and the real impact it has in our communities. There is a wealth of evidence emerging from the NZLPP secondees programme that will clearly demonstrate this. We need to make sure it is seen and heard by people outside of libraries.
- We need to invest in our own digital equity with a focus on digitally upskilling in our library workforce, investing

in our technology, and re-examining our resourcing models.

- Public libraries need to have a seat at the table in strategic decision-making at both local and central government levels. We need to ensure our profession is acknowledged for the skills, knowledge and expertise it can bring and the trusted relationships we have with our communities.

INTERNATIONAL EXAMPLES

A study jointly conducted by the International Federation of Library Associations and Institutions (IFLA) and Electronic Information for Libraries (EIFL) identified more than 30 countries worldwide that include libraries in their national broadband strategies and plans. In the UK they established a Library Taskforce which ran from 2015 to 2020 to promote *"[public] libraries to national and local government and to potential funders, [creating] a strong and coherent narrative around the contribution public libraries make to society and to local communities"*.

There are many overseas examples of how strategic, value-driven partnerships with public libraries can have a positive impact on increasing digital equity. By investing in libraries to maximise their

role in the digital space, you invest in communities to help realise their potential. Digital You was a collaborative project in the UK between libraries, community organisations and housing providers which saw 7000 residents of Salford receive digital support and equipment. In Croatia public libraries worked with local homeless shelters, rehabilitation centres and the local law centre to train people in digital literacy and help them find work. A federal government COVID-19 response fund in the USA has enabled some public libraries in some states to purchase laptops and wireless hotspots based on a life-time lending model through single-use library cards. Whilst health boards in Australia are training librarians in digital health literacy.

By framing digital support around people's day-to-day lives we can help overcome the key barriers and engage people in a meaningful way. Moving beyond basic digital literacy skills to supporting digital fluency where an individual possesses the technical knowledge, digital skills and social competency to confidently navigate their way through the digital space as a digital citizen.

A NATIONAL STRATEGIC APPROACH IS NEEDED

The PLNZ National Strategic Framework 2020-25 challenges us to go beyond books and

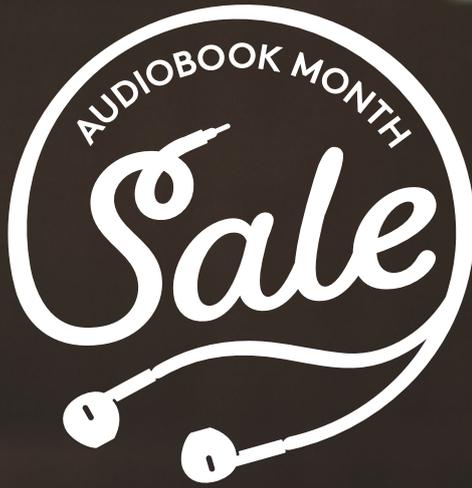
understand the key strategic role public libraries have in creating a digitally equitable society. The current New Zealand Libraries Partnership Programme (NZLPP), due to end in June, was a Department of Internal Affairs funded initiative delivered via the National Library in response to the COVID-19 pandemic. It was a clear acknowledgement of the key role public libraries have in supporting our communities. Yet again, however, we can see the negative impact of short-term funding as many of the roles it funded will disappear including the staff and the knowledge and community connection they built.

In 2020 Massey University published *"Public Libraries as spaces for Digital Inclusion: Connecting Communities Through Technology"* which clearly articulated how public libraries can support digital equity in the community. To date many of its recommendations have not been embraced and embedded long-term at a strategic level.

The map is there for us to follow, now we need strategic commitment, investment, and fellow travellers to join us on the journey towards a more digitally equitable Aotearoa!



Jo Cocker is currently the Digital Literacy Specialist in the Connected Communities Department at Auckland Council. Jo moved to New Zealand in 2013 from the UK. After completing an MSc in Information Management at Sheffield University in 2006, Jo has worked in both public and academic libraries and held positions across public, private and community sectors working in the areas of strategic development, project management and advocacy.



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OPEN ACCESS: WHAT IS IT?

HOW GOOD ARE WE AT IT IN AOTEAROA?



How much of the research published by our universities is free to read, do you think? The short answer is less than half¹.

Many people seem to react to this with: "That's better than I thought." This is terrible. It indicates an acceptance that the system for disseminating our work is inherently a closed one for those with the privilege of access. In fact, only about half of what is free-to-read (about one-quarter of all publications) is open at the point of publication from a publisher's website. The other half is made available later, often via a repository, whether this is run by an institutional or is a disciplinary one like arxiv.org or PubMed.

In the April issue of *Library Life*, the LIANZA Standing Committee

on Freedom of Information column highlighted the infodemic and misinformation as pressing issues. These are issues not only for those of us who work in the knowledge sector but also for anyone who wants access to reliable, verified information. Clearly, we have a problem if more than half our work is only accessible to those who study and work in large organisations who can collectively afford tens of millions of dollars per annum in subscription costs. What about our government agencies, policymakers, teachers, health practitioners, businesses and innovators? Not to mention citizen scientists, marginalised groups, or patrons of public libraries and archives.

HOW DO WE MAKE MORE OF OUR WORK AVAILABLE?

Many open access journals do not charge for publication or access. Sometimes known as Diamond journals, these are often run independently and on a shoestring budget and many are run out of university departments. These are often high-quality and/or publish research on themes relevant to New Zealand. Not being associated with the large academic publishers means, however, that they often lack the prestige researchers seek.

Other open access journals charge what are known as author processing charges (APCs), where researchers pay the publishers a fee to make

1. Note that here we're talking about journal articles. This is only part of what our universities produce but articles make up by far the largest slice of our publications and are the focus of this article. For more see: White RKA, Angelo A, Fitchett D, Fraser M, Hayes L, Howie J, Richardson E, White B. 2021. Only two out of five articles by New Zealand researchers are free-to-access: a multiple API study of access, citations, cost of Article Processing Charges (APC), and the potential to increase the proportion of open access. *PeerJ* 9:e11417 <https://doi.org/10.7717/peerj.11417>



their publication open access. In some cases, all the articles in these journals are open access and all incur an APC. This can act as a barrier to some researchers, but some will pay, or have it covered by a funder, because they recognise the importance of removing barriers to access of their work.

There are also journals that are normally subscription-based – not open access – that offer the option for researchers to pay an APC for that particular article to be made available without the paywall. These are often the same publishers that charge libraries subscription fees while collecting APCs from researchers – these hybrid journals are often accused of ‘double dipping’.

One effect of the APC model is that some of the cost of access to research has been shifted from libraries to the researchers. In New Zealand we are just beginning to see efforts to assess how much is

being paid by researchers in total, on top of what libraries pay (estimated at around USD2.7 million in 2019). And recently university libraries have begun shifting their subscription model with some publishers to

In New Zealand we are just beginning to see efforts to assess how much is being paid by researchers in total, on top of what libraries pay (estimated at around USD2.7 million in 2019).

what are known as ‘Read and Publish’ agreements. These are a mechanism to bundle payment of subscriptions (read) and APCs (publish) together. This gives researchers the option to publish open access immediately on acceptance without any additional APC cost. These agreements can mitigate the ad hoc approach to open access, where some individual researchers can fund APCs, and some cannot. However, they do not always

lead to overall decreases in cost or even cost-neutral outcomes. For some, these agreements are problematic because they leave publishers in the driver’s seat and further strain library budgets.

The APC model has also been hijacked by ‘predatory publishers.’ These publishers charge researchers APCs to publish in their journals and, although they appear to have peer review and editing services, these are often poor or non-existent. The fact that they are open access is incidental to the fact that they are poor or dubious publications. There are plenty of good open access journals that researchers want to publish in, just as there are plenty of good and bad subscription publications. Nevertheless, predatory publishers certainly tarnished the reputation of open access as a model in its early days and we still hear researchers say open access journals are lower quality.



Finally, it's often forgotten that there are plenty of ways to make research accessible without cost outside the traditional publishing system.

During the COVID pandemic, pre-print servers also became more widely used, pre-prints being an early version of a paper before it is peer-reviewed. While pre-prints have been standard practice in some disciplines for many years, their use during the pandemic skyrocketed since speed of publication was paramount to scientific and policy responses. Researchers publish pre-prints to make their research available to others before it goes to a journal for formal peer-review and publication as a way of eliciting feedback outside of the traditional, closed peer-review system. Pre-prints are not considered the same as the post-peer review version, and most publishers accept that researchers may make their research open this way. However, it is important for anyone reading a pre-print to know that this version has not been formally peer-reviewed.

OPEN ACCESS INSTITUTIONAL REPOSITORIES

Finally, institutional repositories support open access by giving our researchers a place to post open versions of their work, within the limits set by copyright. Sometimes called green open access, most publishers will allow the deposit of the peer-reviewed version of a publication, known as the Author Accepted Manuscript (AAM), into an institutional repository. Usually this will not include publisher formatting, page numbers, type setting etc but contains the same substance. In rarer cases the final published version may be made available through an institutional repository. Publishers will frequently insist on an embargo period, commonly 12 months but this can be higher or lower. The institutional repository record will also need to include a link to the published version and statements acknowledging the conditions under which the institutional repository copy is being made available. Institutional repositories also play a key role in making non-traditional research outputs openly available, including

theses, performances, conference posters, reports, and the like. Importantly, while you may not get the quick turnover of an unmoderated pre-print server or scholarly networking site like ResearchGate, institutional repositories are managed by academic libraries to ensure that all research is accurately described, from legitimate researchers, and made available legally.

So given all New Zealand universities, and many polytechnics, provide this green open access service to their researchers, you would expect New Zealand to have high rates of open access, if not through paying APCs, then through uploading AAMs to their institution's repository. This is not the case. Even though the majority of those paywalled articles we mentioned at the top of this article could have been deposited legally in line with publisher policies in a non-commercial repository. New Zealand lags behind many countries, including Australia, in regard to open access mandates and significant funding for infrastructure to support open access.

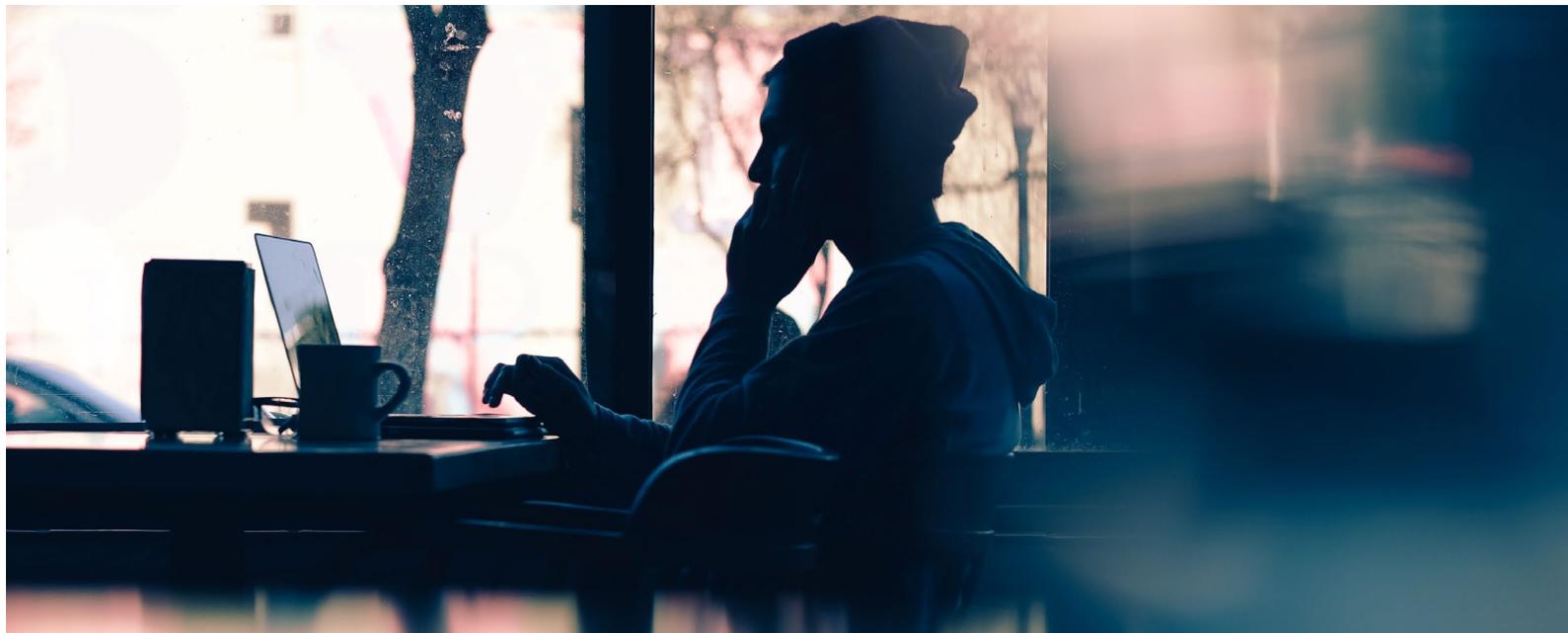


Shiobhan Smith is the Associate University Librarian (Customer Experience) at the University of Otago. She has over 17 years' experience working in academic libraries, including roles educating researchers on open access and supporting the use of OUR Archive, the University of Otago's institutional repository.



Richard White is the Manager, Copyright & Open Access at the University of Otago. He has been an active advocate for open access in the New Zealand tertiary sector for over 10 years. (Portrait "headshot" used with permission). *Image credit: Richard by Catriona McKillop*

CAB CAMPAIGN FOR INCLUSION IN A DIGITAL AGE



One of the things that **Citizens Advice Bureau** and libraries have in common is a desire to connect people with information and knowledge. In our increasingly digital world, the way we do this has diversified. Today an important part of the role of both librarians and CAB volunteers is helping people to get online, look up websites, download documents or eBooks, and to assist people to navigate information in a digital context. However, what we know from our CAB clients, and what I am confident librarians also know, is that doing things online is not the right option for every person or in every situation.

The CAB is **campaigning for inclusive public services** centred on people's needs. We are asking the Government to put people first, rather than digital first, and commit to an inclusive, multi-channel public service that supports people's diverse needs and

circumstances. We want people to be able to access and transact with public services in different ways – whether that's online, face-to-face, through others, and by phone – and for offline options to be acknowledged and embedded as a critical part of a well-functioning public service.

Access to government services is a human right.

Whether it's finding the latest health information, applying for a passport, seeking income support, or paying taxes, we all depend on public services to access many of our fundamental entitlements, to meet our obligations, and to get the information and support we need. For this reason, it is essential that public services are designed and delivered with people's needs at the centre. This is about ensuring all people can participate in society and exercise agency in their lives.

The fundamental characteristic of the public service is described

as "acting with a spirit of service to the community".

Despite this focus, government agencies are designing and delivering their services with an assumption that digital is best. Other channels, such as public counters, in-person appointments, and phone services have been deliberately scaled back, buried, or removed entirely. This approach is causing people unnecessary and avoidable distress and frustration and is excluding some people from participating fully in society. Inclusive public services are disappearing and community organisations, notably libraries and CABs, are being relied on to step into the gap and act as intermediaries between private citizens and government agencies.

At the heart of our campaign is the importance of recognising inclusion as the goal, with 'digital' just being one of the tools to achieve this. When people come to the CAB for help,

sometimes this is about support to do things digitally. But often it is about wanting human support, seeking reassurance and guidance to find a way forward. This reflects the social and cultural importance of *kanohi ki te kanohi* (face-to-face) services, and also the value of human connection and interaction.

"I am becoming an outsider in my own life. I feel more and more isolated from being in charge of my own affairs. I fear I am being left behind. I fear the government doesn't care."

Comment from a supporter of the CAB campaign.

While we want the government's digital platforms to be as useful and accessible as possible, and for people to have what they need to go online, providing inclusive public services means acknowledging that people want to access and transact with the government in different ways – so they can get what they need, and are entitled to, with dignity. This requires system-wide change to ensure public services are genuinely inclusive and accessible into the future.

Our mahi in this area was prompted by the concerns of CAB volunteers who see the challenges daily that people are facing because of the shift of public services online. This led to us undertaking research and producing our 2020 report **Face to face with digital exclusion**, drawing insights

from over 4,000 CAB client interviews where issues of digital exclusion were identified. From there we started a **petition**, urging elected representatives to commit to address digital exclusion and ensure non-one is left behind. Our petition asks for Government to implement accessibility and inclusion standards for public services that include offline channels, and to ensure that community intermediaries are resourced to address the impacts of public services going online.

"I am becoming an outsider in my own life. I feel more and more isolated from being in charge of my own affairs. I fear I am being left behind. I fear the government doesn't care."

Comment from a supporter of the CAB campaign.

We delivered our petition to Parliament and it was **referred to the Petitions Committee**, a new specialist select committee, for consideration. We joined with other community organisations to provide a **collated submission** in support of our petition.

Recently the Petitions Committee provided its **report** back on our petition. The Committee agreed that digital inclusion needs to be positioned within a governmental commitment to wider social inclusion. It urged the Government to consider the

examples of integrated, omni-channel, public service delivery models that exist overseas. It also expressed hope that the Government will address the burden its digital-first approach has placed on community organisations such as the CAB.

This issue has gained traction, and we are having constructive conversations with government agencies, MPs and leaders across the public service. The importance of the issue has also been acknowledged through the decision to hold a **one-hour special debate on our petition in Parliament** on 28 July. We see this as a significant opportunity to highlight the importance of responding to issues of digital exclusion in a way that goes beyond digital inclusion and looks to the system-wide change that is needed for public services to be genuinely inclusive and accessible into the future.

We know that there are overlapping issues for libraries around the needs of people who experience exclusion. We regularly see the same people at different stages of a process, and we are grateful for the complementary services offered by libraries and the ways our services are able to work together. We appreciate the support that many of you have already shown towards our campaign and we welcome **ongoing collaboration** to ensure that as a society, we keep our sights on the goal of inclusion, in a digital age.



Sacha Green is the National Advisor – Legal and Strategic, for Citizens Advice Bureau New Zealand. Sacha is the author of the CAB report **Face to Face with Digital Exclusion** and is leading CAB's mahi related to inclusion in a digital age. Sacha has a long-term commitment to access to justice issues and is passionate about supporting and empowering individuals as well as advocating for positive social change.

GOOGLE ALL THE WAY

AN APPY CHRISTMAS, VIRTUAL JET-SETTING AND OTHER WAYS TO FIND TECH HAPPINESS



Tech taster session: green screen. Image supplied.

I'm with author John Green when he says there's no silver lining to a pandemic – let's call a spade, a spade. But I have spent the last year working as part of the New Zealand Libraries Partnership Programme (NZLPP), mahi that is a direct response to the pandemic, and in this, there have been many positive moments. Before I sat down to write this, as COVID case numbers were ascending, I helped an older man connect to his lawyer in Wellington over Zoom. It always feels like a win. Whether it's sending someone home with a bright orange Skinny Jump modem tucked under their arm, helping someone download their first eBook, set up a vaccine pass, or print their Kiwisaver documents, being an intermediary between the digital expanse and the not-quite

digitally-literate is important work.

What I've learnt, though, is that this work doesn't belong to me, a digital engagement librarian. It's work that we can all be doing all the time because growing digital literacy is a collaborative effort and one with vast opportunities for engaging with our communities.

RETHINKING THE DIGITAL DIVIDE

We've moved online as a society without taking everyone with us. Nothing has made this quite so apparent as the digital ephemera of the Government's COVID-19 response. Websites, apps, forms, communications, and news bulletins. The digitally literate are

advantaged again and again.

The rapid shift online is labelled digital enforcement by some. While that argument holds water, it won't change what's already in motion because the decision-makers of the world are making their decisions on thousand-dollar iPhones. What we can do, is form a robust support network with the goal of building back self-esteem – something I believe is the most important requirement for growing digital literacy. There's something else we must do though: we must start sharing what we love about life online with our offline pals. You'll never convince someone to get in the pool if you tell them, "I can't feel my toes and I think there's ice in here!" No. You say, "it's good once you're in!"

TECH TASTER SESSIONS

Last year, every Monday afternoon that we weren't in lockdown, I hung out with a group of around 10 older adults with this swimming pool metaphor front of mind. We did quizzes on Google Earth and learnt to pronounce the names of German castles, we took dorky photos in front of a green screen, we listened to Spotify, we downloaded David Baldacci novels, and we took photos with filters circa Instagram 2012. About partway through the year, Chris came along and said to me "I've learnt how to Google", with a smug smile. "I look things up on the internet and it freaks out my husband. He doesn't know how I know these things I find out." My heart was full.

I would be lying if I said that things always went smoothly as if we'd entered an internet utopia without cookies, ads, mysterious notifications, bugs, and scams. There was all of that. Yet, my group kept returning. They were eager to learn, despite being mildly baffled a lot of the time. This fact demonstrates two truths we're not very good at admitting. One is that many older adults are voracious learners who want to get better at the swiping and clicking that we younger folk have made ubiquitous. The second is that most of us are baffled by the internet a lot of the time. Every day new apps, new policies, new protocols, and new infrastructure change our digital landscape. It's like sand, constantly in motion at the will of the tides.

To be clear, I absolutely want my customers striving through the many mundane transactions of their day online, banking included. Alongside the videos and quizzes, we spent time looking at settings. We talked about phishing. But even the older adults in my group knew enough to know that email is dull. We need to demonstrate a wide range of benefits like Googling the answers to a quiz show, face timing the grandkids or listening to a podcast. If our less-digitally-literate are missing out it's not because they're not interested in the internet. It's because we have failed to show them its relevance. Let's get better at this.

A DIGITAL CONTINUUM: ROOM FOR EVERYONE

The internet is messy and problematic but since it's here, I think we should make the effort to enjoy this space. The best way we can do that, and certainly our best shot at making it more utopian, is by sharing it around. This thinking spurred me to write a new framework for my library that expands the digital divide into a digital continuum. A continuum provides space for all our experiences and sits us alongside our community. I firmly believe that our relationship with technology is our relationship with other people. The internet makes the 17,000 kilometres between my grandmother in Finland and me in Aotearoa, seem not as far. I can't count the ways that the internet connects me to

other humans. From another angle, a lack of connection can cause a dearth of information, isolation, loneliness, and social upheaval. It causes other divides in our community to widen. Ultimately, viewing digital literacy with a focus on connection gives us a solution (even if it's a bit grassroots). We can grow digital literacy through connections, through sharing, through reaching out and saying, "can I show you something?". And it helps if, through these conversations, we affirm our collective bafflement: "I've got no idea how to fix that! Let's Google it." This helps to breakdown that stubborn divide and grow our self-esteem, creating eager learners who together can make the internet a little bit better.

My group finished last year with an 'appy' advent calendar. 24 days of festive digital tasks: listen to Jingle Bells in te reo on Lingogo, take a Christmas tree snap and send it to friends, and write to Santa with the grandkids on the NZ Post website. Are my views of the internet and digital literacy a bit glass-half-full? Certainly. Anything less would be a disservice to the people I help in the library every day. I want always to assume that they are fully capable of being digital citizens and that the best thing I can provide is my enthusiasm. If we support each other, foster the connections in our communities and share what's fun, we might just find that silver lining.



Laura Findlay RLIANZA, Digital Engagement Librarian at Nelson Public Libraries, juggles gadgets, apps, modems, and Scooby Doo GIFs with a soothing dose of books, boardgames, and wool. She has been in various roles at the library for 10 years. Laura is a social media absconder, so pen her a line at laura.findlay@ncc.govt.nz

DUNEDIN PUBLIC LIBRARIES DIGITAL PROGRAMME



IRENE WILSON

Irene Wilson is the Digital Programmes Coordinator at the Dunedin Public Libraries, a role created as part of the New Zealand Libraries Partnership Programme (NZLPP). Here she talks about her role and why it is important.

I have been in this role for 11 months, and it's been amazing to see how the project has benefitted the community. I have worked at Dunedin Public Libraries for over 10 years in many different roles, ranging from customer service to administrative support, so

the New Zealand Libraries Partnership Project (NZLPP) role has been a fantastic opportunity for me to put this experience to use.

My current role was created to help improve digital awareness and education for both library staff and customers. Technology is constantly changing and without help people will easily be left behind. Another big part of my role is to get out into the community and promote the huge variety of digital resources and opportunities our library offers, from online storytimes to in-person digital classes.

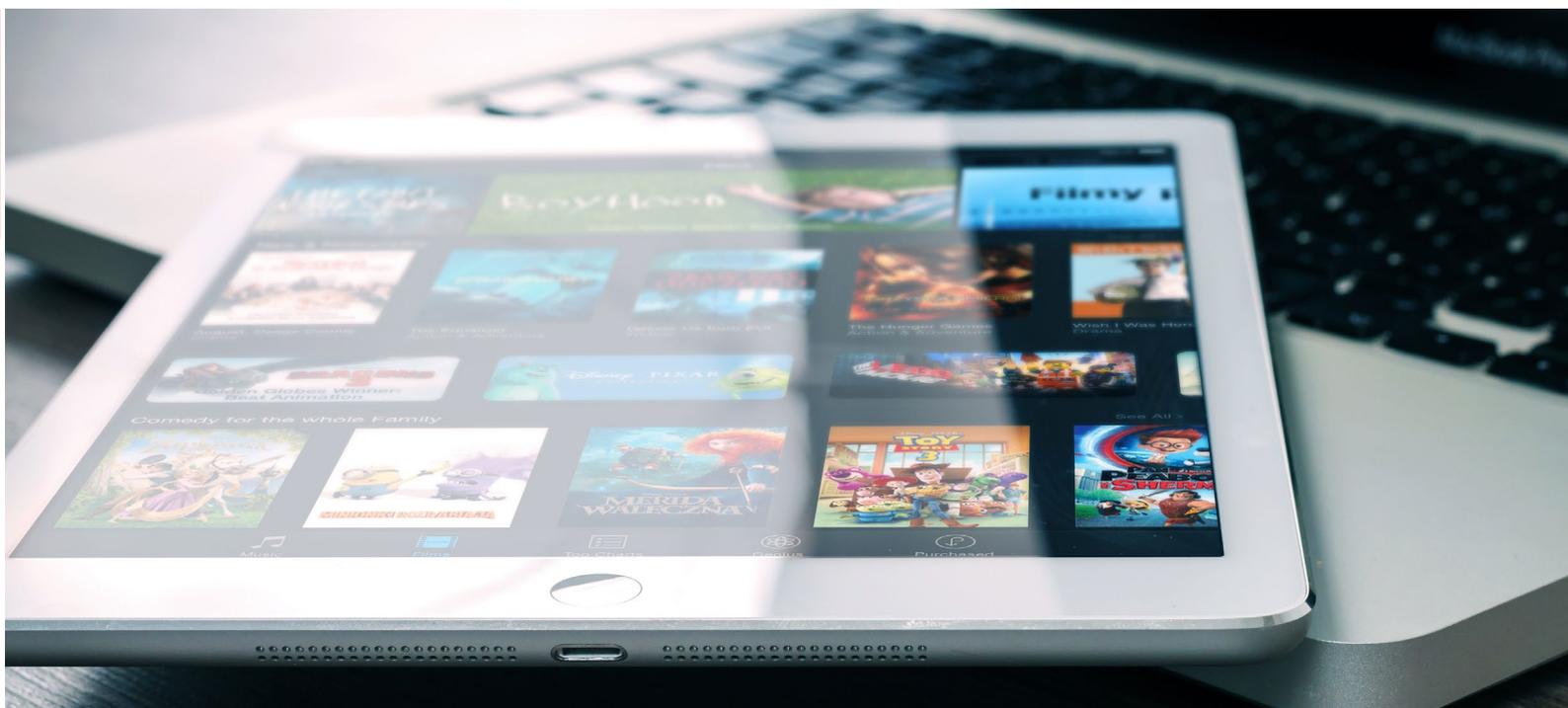
CHANGING THE PUBLIC VIEW OF WHAT LIBRARIES PROVIDE

A common thread I hear during my outreach is that people are surprised to learn the library offers eBooks and that they never considered the additional resources the library provides. The public's perception of libraries is often still based on

the traditional building with books and librarians shushing you if you make a sound. Whereas the true role of libraries is to act as a bridge for those without access to resources and information and to connect people with the information they need. Previously this was via books, but as time has progressed libraries have become more digitally focused.

The issue of creating true digital equity has become a growing concern worldwide. An unexpected benefit of the COVID pandemic has been highlighting digital inequity, as it quickly became clear that many were severely disadvantaged and isolated without digital access during lockdowns. Despite this recent spotlight on the issue, many still don't fully understand the impact of digital inequity, and they still believe technology is easy for everyone to use, and that access is the only issue.

To help people understand, I started comparing being



digitally savvy to ironing. When I left home, for years I avoided buying clothes that required ironing. Eventually, I had to buy professional clothing which did require ironing. By then I had forgotten everything I had previously been taught about ironing. I would find workarounds, and when I really had to iron a shirt, I would procrastinate for as long as possible. Years later I still struggle to iron shirts, and I still avoid it whenever possible. This is what using technology can be like for many people. They often avoid it and resent it. There is one thing that makes it even harder: the method for ironing remains the same, whereas technology is constantly changing, and the skills required frequently need updating. The world is changing rapidly and accessing and using once optional tools such as internet banking is now becoming essential. With

cheques becoming obsolete, banks reducing hours, branches closing, and increasingly becoming cash-less, there are fewer options and workarounds for those without digital skills.

This job has provided a rare opportunity to start raising community awareness of how libraries can help overcome some of the barriers caused by digital inequity. Libraries play a pivotal role in addressing the issue of digital equity, and while we have learned to do wonders with shoestring budgets, we need better support, as it is the communities that suffer from a lack of action. Meaningful change can only be achieved with better understanding and ongoing support from both local and national government.

FINDING WAYS TO EASE PEOPLE INTO DIGITAL TECHNOLOGY

Using new technology can be overwhelming for many and

encouraging people to learn and adopt technology can be a challenge. While it's important to teach people how to use technology for their daily needs, sometimes engaging people with digital tools they will enjoy using can be a way to ease them into using their devices regularly. Playing a game like Candy Crush may not actively teach any directly essential skills, but it allows people to become more comfortable, confident, and ultimately more proficient in the different ways to use a touch screen and interact with their device. Once these relatively basic skills have been acquired, and the foundations learned, then upskilling becomes far more attainable.

UMUMALUOLELAGI JUDY TALIGALU MCFALL-MCCAFFERY



Left to right: Suzie, Donna, 'Asilika, Judy, Eirenei and Sana at the farewell May 12. Image credit: Auckland Library.

LIANZA would like to acknowledge Judy's significant contribution to the library and information profession and wish her the very best for her retirement. In this article, we share some of Judy's mahi and achievements.

Judy holds the matai title Umumaluolelagi, which is an honour bestowed by her aiga/family in Samoa. Her values of fa'aaloalo (respect), mafana (warmth), ofa (love) and aiga (family), are present in Judy's work over more than twenty years.

In 2021 Judy was awarded a LIANZA Fellowship in recognition of her sustained and significant leadership in the library profession, particularly her tautua (service) to librarianship and the Pacific community.

Judy's most recent position was Pacific Academic Engagement Advisor at Te Tumu Herenga, the University of Auckland, where her work included promoting Pacific success in learning, teaching and research, implementing academic engagement activities and helping students understand and use the library to enhance their studies

Judy retired on May 13 with two farewell events attended by her colleagues, students, LIANZA and LIANZA PIMN representatives, past and present faculty members. Many people were given the opportunity to share of their experiences with Judy. Amongst those who spoke were Toeolesulusulu Damon Salesa (Vice-Chancellor Auckland University of Technology), Jemaima Tiatia (Pro Vice-Chancellor Pacific, University

of Auckland UoA), Kim Taunga (LIANZA President-Elect) and Judy's 'aiga. It was clear from everyone who shared, that the common themes exhibited in Judy's work are: strong servant leadership, deep humility, hard work, and 10-minute meetings that would turn into an hour because of Judy's profound talanoa about how to uplift Pasifika people. The calibre of people who attended both her farewells showed exactly the value she added to both the library and information sector and the Pasifika community.

As the key founding member of the LIANZA Pasifika Information Management Network (PIMN) in 2004, which became a LIANZA special interest group or SIG in 2009. Judy provided strong leadership, was the group's first convenor, and then mentored other members into leadership roles. LIANZA PIMN has



Left: Umulaluolelagi Judy McFall-McCaffery and right, at LIANZA 2019 conference.

grown into a well-established and regarded LIANZA special interest community.

Judy was born and raised in Samoa. She did her undergraduate degree at the University of the South Pacific in Fiji and her postgraduate degree at the University of Auckland. She was President of the Tonga Library Association, coordinated the first Tonga National Library Week in 1989, literacy weeks with the Ministry of Education, and worked in the University of the South Pacific libraries system. She moved to New Zealand with her four children from Tonga in 2001 after her husband passed away. "I had four teenage children and at that time in my life, I saw Aotearoa as a place to educate them and build their potential. I wasn't thinking particularly about my career, just how I could support them. I took the opportunities I could, and people helped me in my career journey. People like Peter Hughes and Richard Thompson who gave me my first jobs here in Aotearoa at

the Sylvia Ashton-Warner (SAW) Library at the Epsom Campus. They recognised my experience, commitment, and passion to succeed.

My first job was as a weekend supervisor, then a full-time library assistant, to a Flexible (Distance) Librarian position within that first year at the Sylvia

"It has been my honour and privilege to work alongside Judy McFall-McCaffery within the Pacific Information Management Network. We are extremely blessed to have Judy within our network and believe that the expertise and Mana she gifts our group, inspires leadership and values of service."

Asilika Aholelei current LIANZA PIMN Convenor

Ashton Warner Library. I quickly learnt about New Zealand tertiary libraries, building on the skills and experiences I already had. It was at that time that I attended my first LIANZA conference in 2002 in Wellington.

I went there feeling a bit lost – so many people, and very few Pasifika people. A request to the conference organiser who put a call out saw four Pacific participants came to a meeting with me – two of them were from Tonga and knew me from the Tonga Library Association. The other two were Rosetta Reti Simanu (Tupu Library) and Avalogo Tunupopo (Samoa).

This small group at the 2002 conference agreed with me, that we needed to set up a Pasifika librarian group in Aotearoa NZ. It was about two years later before the opportunity arose again to make this dream a reality, when I was encouraged to apply for and received an Aurora Leadership Training award in Feb 2004. My application included my vision for what I wanted to achieve, why and how – I said there was a need for a Pasifika Network here in Aotearoa for Pasifika people working in libraries and the information sector and to connect with libraries in the Pacific. However, after my first Aurora training day – I found it



May 13 Farewell. Left to right: Richy, Elenoa, Jemaima, Judy, Trina, Kim. Image credit Auckland Libraries.

very Western-centric and wanted to leave. But my mentor helped me look at it a different way – that it could help me achieve my goals. So I stayed. I really valued that conversation as it pushed me to set up the LIANZA PIMN network alongside Rosetta Reti Simanu, Elenoa Mo'a Sili-Mati, Mike Ikilei, and Irene Tufuga with our first meeting in Oct 2004. There weren't many of us at the time.

"The PIMN network has enabled us as a collective to learn, share our knowledge and to build our cultural intelligence. We are not a homogenous group, we come from different Pasifika ethnic groups with different languages, cultures and customs. We are aware and respectful of this. In building and growing our capacity and capability together, the PIMN network is open to Pasifika, interested colleagues, and all those who work closely with Pasifika communities."

These cross-cultural collaborations have supported a strong Pasifika presence and voice in the libraries and information sector and resulted in, amongst others, a Nielsen Book Award to research and publish *Pasifika librarians & information managers: Catching the Pacific wave* which promoted the need to address Pasifika workforce

capacity. Other work and initiatives were the inclusion of Pacific newspapers in Papers Past, Open Polytechnic Pasifika course development and reviews and development, articles in *Library Life*, and recent contribution to the New Zealand Libraries Partnership Programme sustainability projects - Workforce Capability

"LIANZA PIMN was initiated out of a desire to lift our Pacific peoples in NZ through the service and offerings of the libraries and information sector. Judy was at the forefront of this initiation back in 2002 and saw it through when PIMN was officially recognised as a LIANZA SIG in 2009. Seventeen years later, people have come and gone within the group, but Judy remained as dedicated and passionate to the work of PIMN as I believe she was back then."

Richy Misilei 2022/2023 LIANZA President-elect

Framework and Data, Research & Evidence Work Strategy.

Judy was the co-convenor of the LIANZA 2019 Conference in Manukau, bringing together a memorable, influential, and distinctly Pasifika conference, to wide acclaim. The 2019 conference was very successful in providing a Pasifika voice, Judy says. It introduced

LIANZA members to LIANZA PIMN and encouraged greater engagement. "There were talanoa, cultural workshops such as lei-making, and 'the spoken word' sessions. A joint Māori tangata whenua and Pasifika powhiri to open the conference was powerful. Overall the conference introduced our Pasifika worldviews, knowledges and cultures to the greater LIANZA membership."

As part of her community involvement Judy works closely with schools and the Pacific community encouraging the use of Pacific languages in education, Bilingual Education, including supporting libraries in the Pacific with the provision of appropriate books and resources.

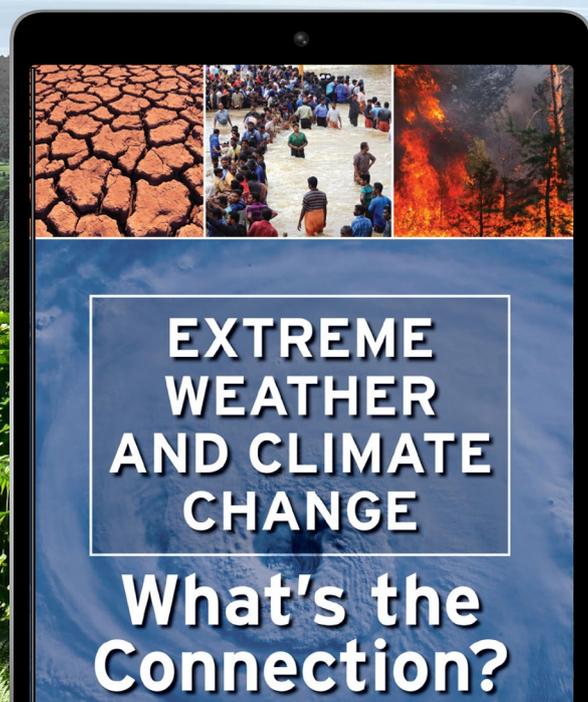
Judy says that retiring from her University of Auckland position does not mean she is retiring from her life-long efforts to raise Pacific students, families and communities' academic success in education. But it does enable her to spend more time with her husband, their six children and eleven mokopuna.

O le tele o sulu e maua ai figota

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BOOK REVIEW: FACTS AND OTHER LIES

**FACTS AND OTHER LIES: WELCOME TO THE DISINFORMATION AGE
BY ED COPER, PUBLISHED BY ALLEN & UNWIN**



As librarians, we are more aware than most that this is an age when information, the currency we value most highly and have devoted our careers to, is deliberately and shamefully being misused. We are aware that information is being used by people in power to create confusion that they can profit from and to push their own agendas, regardless of their relationship to the truth.

When we think about this we often turn to America for examples. But as Ed Coper shows us in this remarkable book, we could look much closer to home for equally egregious examples of organised lying and attacks on truth and democracy by the rich and powerful.

Reading this book is like taking the red pill in *The Matrix*. It's chock full of "I can't believe they did that!" and "How do they get away with that?" moments. It's hard not to feel that the scale of the problem means we've already lost. I'll admit that halfway through I was feeling quite depressed. But of course, giving up is not an option and the second half does propose

We should be inoculating people against disinformation and prebunking rather than debunking. Surely there's a role for libraries here?

some ways we can fight back. As Coper himself points out, even peddlers of disinformation justify their claims as facts. "Wake up, read the research, know the science" they say. No one at least is claiming that truth doesn't matter, it's evidence that's the victim here.

The book begins with histories of both information and disinformation¹. The broad sweep of this history will be familiar to most librarians, but it's full of fascinating details that may not. I had no idea for example that during the 1800 American election campaign, supporters of

John Adams maliciously spread a rumour that Thomas Jefferson was dead, which helped them to steal the election. Along the way Coper drops in some interesting ideas, like the 'Orchestra Pit Principle'² and 'Astroturfing'³. He's particularly good on how media monopolies have destroyed local news, and the devastating effects this has on local democracy and on how psychologists employed by social media companies have learnt to cynically manipulate our behaviour. He's aware too, that access to information has always been privileged, which only makes the current situation even worse. Coper's view of truth is nuanced. He recognises that truth has always

been contested and that "we need to learn to operate in the jungle of competing realities". But as he says, "*without any commitment to the facts... we lose the whole compass steering this grand human experiment*".

The conclusion seems to be that "*our brains are not geared to find truth, but instead to find each other*". It's our desire for approval and social connection that drives some of us down the rabbit hole, and if we don't acknowledge that then we're not going to be able to do much about it. So, the inevitable question is what can we do? Coper starts with



FREEDOM OF SPEECH

what not to do. No negating, myth-busting or labelling please! He suggests that we “pay more attention to giving less attention”. He uses the analogy of infection control. We should be inoculating people against disinformation and prebunking rather than debunking. Surely there’s a role for libraries here? In the final section, he gives lots of practical advice, which I urge you to read for yourself. The first step he recommends is to “get your friends to buy this book”. So, in that spirit, and because space doesn’t permit

me to do it justice, I’ll leave it for you to discover his strategies for ‘changing minds’, ‘winning the story’, and ‘creating a healthier information ecosystem’. Suffice it to say that reading this as a librarian, I’m sure you will come to the same conclusion as I did that our profession has a lot to offer in finding and providing the solutions.

Coper’s book is written very much from an Australian perspective, with frequent nods across the Pacific to the US. There are occasional uses

of Australian slang and New Zealand appears only twice in the index. None of this detracts or distracts from the importance, utility, or enjoyment of the book, which is extremely well written and admirably readable, despite its heavy content. I can’t recommend it highly enough. Go on, take the red pill⁴!



Rob Cruickshank is a programming and learning specialist at Christchurch City Libraries, and a member of the LIANZA Standing Committee on Freedom of Information.

1. Coper distinguishes between **misinformation** (unintentional), **disinformation** (deliberate), and **malinformation** (information may be genuine, but is intended to mislead by removing or changing the context).

2. Coper explains this with a quote from Nixon and Reagan media advisor Roger Ailes: “If you have two guys on a stage and one guy says, “I have a solution to the Middle East problem,” and the other guy falls in the orchestra pit, who do you think is going to be on the evening news?”

3. Making a false impression of widespread support for a policy, person, or product by using multiple fake online identities.

4. For another red pill, check out *The Coming Storm*, a podcast from the BBC about the conspiracy theories that eventually led to the storming of the US Capitol building, their origins, and how they spread.

LIBRARIES AND THE FUTURE FOR LOCAL GOVERNMENT REVIEW

LIBRARIES AND THE REVIEW OF LOCAL GOVERNMENT



On May 10, over 70 people from the library and information sector joined PLNZ, LIANZA, and the Department of Internal Affairs to discuss libraries and the future of local government review. This was an important workshop for the sector. It begins our work to promote the essential role libraries have in their communities and how we want to see this work valued by both local and central government.

PLNZ chair, Dyane Hosler and LIANZA President, Erica Rankin set the scene at the beginning of the workshop. Erica commented, "This change is an opportunity to find new and improved approaches to local governance, approaches that are fit for place and that create the conditions for communities to prosper and thrive. The library sector belongs at this table, this is our opportunity to ensure

that public libraries are viewed as essential and not just a nice to have, that we are a critical service, providing for individual and community well-being, now and into the future, well beyond the next 30 years.

"There is one story that comes back to me time and again when I think of the value of libraries and their critical role in the lives of their communities. Following the earthquakes in Christchurch, it took days and weeks to get the undamaged libraries up and running and as these facilities were identified across the city they were requisitioned as working space for displaced council staff providing essential services. The fact that we were unable to open them to offer much-needed support and services to our communities was very difficult and our customers told us this in no uncertain terms. They let us know that

being able to use the library was one of the things they needed most post-earthquake to restore their feeling of returning to a normal life."

Dyane Hosler told us, "Traditionally across councils there has been a focus on infrastructure. However, we now need to be increasingly aware of the complex well-being challenges of the 21st century. I believe that libraries have already been core to providing well-being to our communities, it's the heart of what we do and what we deliver to our communities. It's about the health of our communities in the broadest sense.

We understand that across our motu there is definitely not a one-size-fits-all as our communities differ, and we also need to allow our communities to control their place and thrive."



WORKSHOP OUTCOMES

Workshop participants worked in six breakouts to discuss key questions about how libraries of the future would:

- be recognised as a core part of the social infrastructure and contributor to community well-being
- what libraries could be doing to uphold democracy and the electoral process
- how libraries can enable authentic relationships with hapū/iwi
- how libraries currently assist their communities towards central government objectives and what can be done to ensure that central government recognises the 'unofficial' service role undertaken by public libraries on behalf of them
- how greater regional equity of library services might be achieved and what the Local Government Act should state about a stable revenue stream for libraries?

There were some key points that came out of this kōrero. The first was that libraries partner effectively with other organisations to support communities, and that libraries needed to define which of the local government well-beings they are part of delivering, based on the needs of the communities

they serve. The development of local government national guidelines for the provision of public libraries to enable community well-being and to ensure equity in the provision of services around the country was seen as desirable

Participants felt that libraries needed to be taken more seriously. They believed that this would involve elevating the professionalism of staff and evidencing the impact that they make in their communities. The library workforce would need greater diversity in people and skills, including an uplift in the number of staff with library qualifications. Professional skills needed for the 21st century included community engagement, digital and literacy skills.

Other points made included the need for libraries to be funded by both local and central government to take collective action on key issues such as digital upskilling of the workforce. Public libraries were seen as ideal partners for government initiatives like digital literacy and the local history curriculum.

Libraries are trusted places in their communities and can build engagement to support more diverse community engagement and local democracy. A genuine partnership with iwi may lead to

libraries looking and operating differently.

This workshop was the beginning point for discussions as the library and information sector feed into the review process which is not expected to be completed until 2023.

JOIN LIANZA FOR A PUBLIC PANEL ON JUNE 27

On June 27 LIANZA will be holding a public panel to explore this topic further. Compered by Jehan Casinader, panellists will discuss how libraries will become the cornerstone for local government - strengthening community well-being and relationships, providing access to local and global information, and supporting (digital) literacy and life-long learning.

This online hui is open to anyone in local government and regional councils, libraries, local boards, and library users. You'll want to be part of this important discussion which will feed into the future of local government review.



LIBRARIES AND THE FUTURE OF LOCAL GOVERNMENT

Public panel discussion

JOIN LIANZA FOR AN ONLINE PANEL TO DISCUSS HOW LIBRARIES CAN AND DO CONTRIBUTE TO THE FUTURE OF LOCAL GOVERNANCE

Compered by Jehan Casinader

Panelists include:

- Mirla Edmundson, General Manager Connected Communities, Auckland Council
- Laurinda Thomas, Libraries and Community Spaces Manager, Wellington City Council
- Laurel-Jean Dennison, Library Diversity and Workforce Development Advisor, Hutt City Libraries
- Wendy Walker, Chief Executive, Porirua Cities
- Gael Surgenor, Future for Local Government Review Panel
- Alex Walker, Mayor, Central Hawke's Bay District Council

Monday June 27, 3PM - 4PM online

REGISTER HERE

APPY SENIORS - HELPING OLDER PEOPLE USE SMARTPHONE APPS



We printed the Appy Seniors Guides on A3 paper so that older people could read them without having to use a magnifying glass
Image credit: Lawrence Zwimpher

Let's begin with a song, with credits to Pete Gray, Manager Libraries and Community, Whanganui District Council. To get your musical accompaniment, tune into that old musical South Pacific [here](#):

*Appy talk, keep talkin' appy talk.
Talk about apps you'd like to use.
You've got to have a screen,
If you don't have a screen
How d'you know what you're
supposed to do?*

Pete ran out of steam after the chorus, but we would welcome contributions from other libraries for more verses!

Appy Seniors began life as a Digital Inclusion Alliance Aotearoa (DIA) digital inclusion programme around the time COVID-19 arrived in New Zealand in March 2020. This was not a particularly new idea, as many libraries were already helping older people in their communities use apps on their phones. Funded by a community grant from InternetNZ, our primary goal was to test a new evaluation process for digital inclusion programmes.

We identified 10 apps that feedback from seniors suggested could be the most useful and prepared a user guide for each

– one for Apple devices and one for Android devices - Zoom, eBooks and audio books, Google Maps, WhatsApp, Super Gold Card, TradeMe, Stuff, AirBnB, online grocery shopping and online banking. We also produced a workbook for seniors to use with each app and keep their own notes in.

Our pilot group involved six delivery partners and 300 seniors, in Opotiki, Whanganui, Wellington, Selwyn and Dunedin. Having evaluators present at many of the sessions has resulted in excellent feedback on what worked and what didn't.



Digital Inclusion Alliance Aotearoa

One of our very first findings was the need to carefully manage expectations. One partner had 10 people turn up to their Smartphone session, all with different devices. After two hours and a lot of user frustration, the sole tutor never managed to introduce any app as everyone wanted help with their different device. So, we quickly introduced a new Appy module – Getting to Know your Smartphone. We strongly recommend that everyone attends one of these sessions before launching into the world of Apps.

We also discovered that it was important to build more structure into each session. We now advise tutors to start with an explanation of the app and its benefits, Chromecasting their phone to a large TV screen display if possible. After about 15-20 minutes, then it is time for participants to download the app and give it a go. We have

found that limiting class sizes to no more than six people helps, especially if there is only one tutor. We recommend two tutors, if possible, as it only takes one person to have trouble with their device to derail the lesson for others.

The differences between Apple and Android devices can also be challenging, especially if your tutors are only familiar with

Our vision for the future of Appy Seniors is that it becomes embedded into 'business as usual' for all our digital inclusion partners.

one operating system. In New Zealand, over 80% Smartphone users have Android devices, especially Samsung, so it pays to be up to speed with this.

May 16-22 was Techweek and it was great to see that a number of our *Appy Seniors* partners offered extra help with Smartphone apps during the week. For example, Wellington City Libraries offered nearly 50 Appy Seniors classes at eight locations during the week.

Our vision for the future of *Appy Seniors* is that it becomes embedded into 'business as usual' for all our digital inclusion partners. Contact Sue Kini (sue@diaa.nz) if you are interested in learning more.



Laurence Zwimpfer MNZM is a Trustee and Operations Director for the Digital Inclusion Alliance Aotearoa. The Alliance delivers digital inclusion programmes with local community partners in over 350 locations, including nearly 200 public libraries. Laurence spent the first 30 years of his working life with the Post Office and Telecom, developing and promoting emerging digital technologies, and he is now reaching his second 30 years in the community sector, helping people get access to and make better use of digital technologies.

1. Most apps can easily be mirrored on a large screen display using Google Home on your phone and the Chromecasting feature built into modern TVs, or with a \$69 Chromecast dongle that plugs into an HDMI input on older TVs.

SIX HOT PICKS



SIX HOT PICKS AS CHOSEN BY FIONA FIELDSSEND

1 GENRE

My guilty reads and watches are any kind of medical drama or biography. It stems from an unfulfilled ambition to work in medicine, as well as my early career experience at Wellington Medical Library.

4 LIANZA MOMENT

The first time I went to a LIANZA Conference dinner (in 2001 I think?) and witnessed librarians sprint to the dance floor as the band played their very first note.

5 PLACE IN NZ

Tōtaranui, Queen Charlotte Sound.

I grew up in Waitohi Picton with Tōtaranui on my doorstep. I'm ashamed to say I didn't appreciate the beauty and history of this amazing place until I left.

2 FAVOURITE LIBRARY? MUSEUM? GALLERY?

I'd be remiss if I didn't give a shout out to these amazing documentaries and recorded heritage services:

- digitalnz.org: the search site for all things Aotearoa New Zealand. Search 30+ million NZ related items across 300+ collections in one place.
- natlib.govt.nz: delve in and explore the National Library and Alexander Turnbull Library Online Collections.
- paperspast.natlib.govt.nz: get thoroughly and joyfully immersed in digitised full-text New Zealand and Pacific newspapers, magazines and journals, & books.
- digitalpasifik.org: empower people in and of the Pacific Islands, enabling them to see, discover and explore items of digitised cultural heritage.

3 GRATEFUL MEMORY

Seeing the 2022 **National Digital Forum (NDF) Conference** come together so successfully online in February after being postponed twice. The team did a fantastic job evolving the conference kaupapa while maintaining what is so special about NDF. Even though it was online the kotahitanga was palpable. If you couldn't make it in February **you can now see all the sessions online.**

6 UNWINDING ACTIVITY

Yoga

Yoga is my thing and I practice several times a week. I wish I'd discovered it earlier in my life but I'm making up for lost time. "Sometimes in yoga I feel like a graceful swan. Other times I feel like a baby giraffe." Anonymous. Namaste.



Fiona Fieldsend is the Programme Director, Digital in the Office of the Deputy Chief Executive, for the Information and Knowledge Services Branch at Te Tari Taiwhenua, Department of Internal Affairs. She has the privilege of working with National Library, Archives NZ and Ngā Taonga on their strategic digital investments. Previously Fiona led the National Library's Digital Experience team who runs and develops online discovery services including the National Library website, Papers Past, digitalnz.org, and digitalpasifik.org. Early in her career she set up and managed EPIC, the national purchasing consortium that enables more affordable access to quality electronic resources in libraries.

LIBRARY STUDIES



SUPPORTING INFORMATION AND LIBRARY STUDIES LEARNERS TO PUBLISH THEIR RESEARCH



Eric Boamah. Image supplied.

Open Polytechnic senior academic staff member, Eric Boamah, is passionate about research and library and information studies. He leads by example, strongly encouraging his learners to extend themselves and take their research projects further by getting published after completing their course.

Eric has extensive experience in the library and information sector including as a reviewer since 2012, Eric has reviewed an average of four research manuscripts every year for the Global Knowledge Memory and Communication Journal.

In a career highlight last year, he received the 2021 Emerald Literati Award for Outstanding Reviewer.

Acting as a reviewer of research manuscripts as well as a marker of learner's work in the courses he teaches, has some similarities says Eric. When reviewing publications and his learner's work, Eric always makes sure he provides positive, supportive feedback. "I always frame my comments in a way that will make the authors see that I am there to support rather than looking out for their mistakes. By using that method, the feedback I get from authors is how supportive

they find my comments and how they help them to think about their work differently."

In his work at Open Polytechnic, Eric enjoys working with students, supporting them, and seeing them grow. His first step in setting them up for success is to ensure they answer basic questions essential to the success of every research project. "I explain to them that if the research process were to be compared to a snake, the research problem is the neck. Once you get a grip on the problem, the rest will follow in a straight line." As students develop

and complete their research, Eric encourages them to aim towards publishing aspects of it in a professional journal. If they are uncertain about the process, he offers to jointly publish with them to encourage them to take on the challenge.

Accomplished both as an author and reviewer, Eric also won the Emerald Literati Award for Highly Recommended Paper for his publication: Information culture of Ghanaian immigrants living in New Zealand. Global Knowledge, Memory, and Communication in 2019. You can find it [here](#).

He says, "I am always interested in understanding the reasons why people access, use, share

and preserve information, especially in the modern digital environment. Having grown up in Ghana and living in New Zealand, I understand that the tools and facilities used for managing information and people's attitudes around them are not the same in Ghana and New Zealand.

"I wanted to see the attitudes of other Ghanaians living in New Zealand around information. The kinds of information they prefer to use, the information they are willing to share, who they share their information with and the tools they apply in handling the information in New Zealand. I believe that my experience in reviewing various manuscripts in different journals helps me to

develop various aspects of my research papers in ways that are acceptable by the journals."

Eric is currently teaching a range of courses at Open Polytechnic, including LIS502- Navigating and Using Information, LIS604 – Cultural Competencies in the Information Environment, and LIS74342-Supervising learner's research papers. To find out more about the Open Polytechnic's online library and information studies qualifications go [here](#).

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KURATINI TUWHERA



Te Pūkenga

CAREER PATHWAYS



**DALE COUSENS
(NGĀ RUAHINE)**

Dale Couzens has always been a librarian. She ran a library in the basement of her grandparent's house as a child and she really only ever considered training in library studies. She worked in public libraries in Sydney, Albury/ Wodonga and Melbourne before returning to Aotearoa to work at Puke Ariki Library in New Plymouth in 2008. She now works as Team Leader- collection development (acquisitions) at Te Puna Matauranga National Library where she has been since 2015.

I te taha o tōku Pāpā
Ko Aotea te waka
Ko Taranaki te mouna
Ko Waingongoro te awa
Ko Kanihi/Umatahi me etahi
atu te hapū
Ko Ngā Ruahine te iwi
I te taha o tōku Māmā ko
Ngāti Pākehā ahau nō
Ōtākau mātou

A JOURNEY FROM AOTEAROA TO AUSTRALIA AND BACK

Dale was born in Lower Hutt and grew up in Australia where

she trained in library studies and worked in public libraries before returning to Aotearoa in 2008. She has whakapapa to Ngā Ruahine in South Taranaki through her father and her mother's whānau comes from Southland.

"I've always been a librarian. I ran a library in the basement of my grandparent's house when I was in primary school in the holidays when I visited. I applied to attend university and put down three library courses and teaching in case I didn't get into library studies.

"It was interesting training at that time in New South Wales. There was a middle strand of tertiary training that offered degrees in practical studies and library studies was one of them. Each

Public Libraries are one place that many people leave their homes to visit. They are one of the last free indoor spaces where you can come and connect with others, check your emails, read a book or the newspaper, and one of the few spaces where people can learn social literacy. People get to mix with people that aren't like them, in a safe and supportive environment. This needs to be valued in a way that it often isn't.

semester there was a placement in libraries which meant I was exposed to all types of libraries: health libraries, special libraries, public libraries, school libraries, in all areas of work.

It confirmed for me that I was doing the right thing and exposed me to the huge variety and scope that libraries have. And that libraries will take you places."

CURRENT ROLE AT TE PUNA MATAURANGA NATIONAL LIBRARY

In her current role, she is co-leader of a team that is partnered with legal deposit. The co-joined team is responsible for bringing published works into the library. "Through Legal Deposit that's everything published in New Zealand and through Acquisitions we purchase resources for the Services to School's collection, the music hire collection, the print disability collection, and materials about New Zealand and by New Zealanders but published overseas."

"Part of my job is people management, which has been interesting during COVID and protests. Another large part is to work with the team to make sure our acquisitions processes are efficient and to monitor our collections budget. We're guided in what we buy by our collecting policy and plans as well as by curators and specialist research staff, purchasing a massive variety of materials: audiobooks, scores, and music recordings as well as books."

She also works as one of the admins for the Librarian Management System as she



Ella Diamond, Dale Cousins and Les Hoerara at National Library of New Zealand. Image credit: National Library



The dawn ceremony for the return of the famed Motunui Panels to Ōwae Marae. Image credit: Te Ao Māori News Maiki Sherman

has a background in this. More recently Dale has provided Tikanga support, an area she is excited and slightly nervous about moving into.

"I have opportunities to attend wānanga and I jump at these. I am still new in my journey – I have been actively a librarian for longer than I have been actively Māori as my personal journey started when I came back to Aotearoa to work at Puke Ariki. This is when I started to explore my whakapapa, my journey in Karanga, **weaving**, Tikanga in a corporate space, and my journey in Te Reo Māori. I'm taking one step at a time as my experience is very very different from someone who was bought up in Aotearoa, in their hapu and iwi and in Te Reo. I make the most of my opportunities."

CAREER HIGHLIGHTS

"I've had amazing opportunities because of where I worked. One was the **return of the Motunui pātaka panels** to New Plymouth which had turned up in a private collection. I was working at Puke Ariki when they came home.

If anyone doubts the power of those taonga and the stories that they carry – it's huge. To be involved in such a big tikanga event like that was phenomenal.

Another significant event I was involved with was the moving of the documents for **He Tohu** from Archives to the National Library. Again, the power of those taonga, everyone they represent, and the tikanga of the event were amazing. These are opportunities I would never have had if I hadn't been a librarian."

ADVICE TO THOSE STARTING THEIR LIBRARY CAREER

"These were the things I wish someone had told me when I first started. First one is 'Do all the jobs' and by that, I mean to take every opportunity to learn a new skill or task and be willing to use those skills at any time. I love returning to my 'library roots' and helping with receiving material into our LMS, sorting mail etc, even if it's only very occasionally as an emergency backup.

And question yourself: How far are you prepared to go? I've had a couple of discussions with people who are early career and told me they can't get a job. I've said that I've seen jobs advertised all over the country that they would be perfect for – but they might be in a smaller rural area. Small libraries give you an amazing experience as you get to do all the jobs! Even if it's not physically relocating (which is not an option for most people for very good reasons). How far out of your comfort zone are you prepared to go? Would you apply for a job in a different sector or would allow you to build skills you don't currently have?

You don't necessarily need a career plan – my career plan has always been to consider every opportunity that crosses my path and think about how far I'm prepared to go. I've packed my life up and moved a few times – but that's me and it's been worth it."



TOP BOOK, EVENT OR RESOURCE RECOMMENDATION

"I would tell people to go to a big conference like LIANZA or VALA. Treat it as a mind-expanding experience and don't only go to papers that reflect your current job.

I have a distinct memory of sitting at a VALA conference in Melbourne in the 1990s listening to a Scandinavian librarian talking about archiving the internet! Wow - the internet was in its baby stages at the time - but now we're all thinking about doing this."

WHAT LIBRARIES AND THE SECTOR LOOK LIKE IN THE FUTURE

I'd really like to see libraries recognised for everything they provide - it's not all on the internet! Libraries are critical infrastructure for business, academic settings, and the community. They are important keepers and sharers of stories, information, and knowledge.

Some of the things libraries contributed during COVID was their importance as community connectors, regardless of the sector they are in. And a whole new group has realised they can sign up at their local library and get e-books and resources now.

Public Libraries are one place that many people leave their homes to visit. They are one of the last free indoor spaces where you can come and connect with others, check your emails, read a book or the newspaper, and one of the few spaces where people can learn social literacy. People get to mix with people that aren't like them, in a safe and supportive environment. This needs to be valued in a way that it often isn't.



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PEOPLE & COMMUNITIES CONNECTED & EMPOWERED BY INFORMATION

LIBRARY OF THE ISSUE

BULLER DISTRICT LIBRARIES



Norman Crawshaw attended our first Better Digital Futures Digital Engagement for Seniors Pathway where we covered online shopping, online banking, managing photos and solving common problems. Norman attended the pathway at the library because he wanted to fill in the gaps in his internet knowledge. "With internet banking becoming almost compulsory I needed to learn." The tutoring he helped him increase his knowledge and he can now help others. Image supplied

Buller District has an ageing population of around 10,000 people and stretches across 8,574 square kilometres. Our small library is based in Westport (population 4,500) with a branch library in Reefton (population 1,500).

Before the New Zealand Libraries Partnership Programme (NZLPP) funding, our digital literacy support consisted of Stepping UP classes once a year on the DORA bus and minimal one-on-one help for individuals. We knew from our customers that they were feeling left behind, and they wanted to learn how to use digital technology. We needed to help.

INCREASED DIGITAL FOCUS

With the NZLPP funding, we were able to increase our skeleton staff from 3.5 to 6.5. This enabled our library to offer Better Digital Futures classes (BDF) and digital banking classes in Westport, Reefton and Ngakawau. We also added our own 'Appy Hour' drop-in sessions and increased our one-on-one ICT sessions ten-fold. All of it was a roaring success and the community lapped it up. There were so many interested in the BDF pathways that at one stage we were hosting two different groups each week as well as a digital banking class. Quite a feat given our geographic spread, low-

staffing levels, and other library commitments. The demand was so high that we had to call on other organisations to help run some of the classes.

After our presentations, our weekly drop-in Appy Hour session numbers also shot up, with dozens turning up week after week. They wanted to learn how to use all the functions on their phone. We also offered sessions on how to use the library reading Apps and we extended it to Reefton and Ngakawau too. The BDF Pathways and Digital Banking classes were very popular, with waiting lists for months in both Reefton and Westport.



Westport Flood Feb 10th 2022. Image credit: Charles Brunning

FLOODING, LOCKDOWNS AND MORE FLOODING

We were in the process of working with another organisation to start classes in Karamea when disaster struck – literally.

On July 17 last year, Westport suffered a catastrophic flood after heavy rainfall when the mighty Buller and Orowaiti rivers breached. It affected over 400 homes. In a town with a population of just 4,500 people, everyone was either flooded or involved in the aftermath. Other small towns in the region were also affected in smaller pockets with flooded creeks and landslides.

Luckily, our library on Palmerston Street, adjacent to the Buller River, was untouched. All staff and their homes were safe, although several had been evacuated by the army and Civil Defence. Library staff were quickly deployed to a community hub set up at the

local theatre where the flood-affected could go as a one-stop-shop for access to services and immediate aid.

Our NZLPP staff's digital skills were put into use immediately, sourcing Chromebooks from the library and setting up computer systems so all organisations within the hub could register customers and their needs.

Exceptional library customer service skills were on full display. We greeted customers, made cups of tea for the queues of people, gave moral support and guidance, and helped people connect with the relevant services. It was sobering talking to our customers and friends who were in tears. It was difficult for us to keep it together at times.

A small team opened the library from the second day onwards so the community could access computers and we were able to offer them assistance with insurance claims and help with

scanning and emails. It was hectic at both venues, but we all felt like we were contributing positively to our community.

We must have been quite good at working in a welfare capacity as by the second week half of us went to work at the EOC (Evacuation Operations Centre), the mandatory council-staff civil defence training being put into use.

As the weeks went on, piles of people's life-belongings and contaminated building waste appeared on the streets outside their homes, waiting to be collected by community groups to take to the bursting landfill. The community rallied and supported each other. On our days off we dealt with our own friends' and relatives' needs.

For the month after the flood, we spent our days continuing to support our community, either in the library or at the EOC. We started up our regular programmes again on week four



Some of the Buller Library team: Wei Jung, Bonnie, Misato. Image supplied.

once we had most of our staff back. We managed to get one Better Digital Future's class in and then we experienced the August nationwide lockdown!!

After lockdown, we found the disruption between 'levels' hard going with cancellations. We were constantly planning to un-plan events. Once we were able, we started up our programmes again but on a reduced scale due to restrictions and uncertainty.

We were just getting into our groove again when history repeated itself. In February 2022, two new flood events occurred in Buller five days apart, this time affecting the entire Buller District with evacuations and damage to homes and infrastructure. Again, our library staff swung into action. As systems were already in place with ongoing flood recovery work, the community was able to expertly manage the

disaster. Librarians were again called into work at the EOC. I was keen to join the PIMs team answering phones, but somehow Misato and I both ended up in Logistics, while Frances went to the welfare team. Being a small town, it's quite surreal taking phone calls at the EOC when you know most of the callers in person. Working in logistics was busy. You take orders from all directions and must find solutions for all of them in a timely manner – I guess, a bit like working in a library.

SUPPORTING THE COMMUNITY POST-COVID AND FLOODS

Since then, we have continued to support the community with their needs – all under ever-changing COVID restrictions. It has been difficult, to say the least. Our programmes are on hold, including all our digital

classwork, while we wait for the COVID peak to die down. Buller was the last region in New Zealand to get COVID cases. In fact, we didn't have a case until Auckland's peak was declared over.

The effects of the flood are long-term. It is estimated it will take up to three-and-a-half-years to fix all the homes. Ten months after the first flood, over 100 people are still homeless and living in temporary accommodation. Our library customers are still living with the trauma.

One of our regulars has been borrowing bundles of DVDs. This week she had an extra big smile, telling me her home repairs were almost finished and she would soon be moving out of the holiday park cabin she's been in since July. I imagine she won't be getting as many DVDs out!



Nicky Meadowcroft is the newly appointed Buller District Libraries Manager. She came to the library in Westport as a library assistant 3.5 years ago with a background in graphic design, advertising and marketing. Within four months she had been appointed as the library's first community engagement librarian, progressing to team leader then acting manager.

"I'd worked in the print industry most of my adult life. Working in a library was a natural progression from that. I love working with our community, helping people, and making their lives a little easier. It's these moments that make it all worthwhile."

PROF REG



LIANZA PROFESSIONAL REGISTRATION



TRACEY ROBERTSON

LIANZA
Library Manager
Sacred Heart College
Auckland

WHERE DO YOU WORK AND DO YOU HAVE ANY PREVIOUS LIBRARY TRAINING AND EMPLOYMENT?

I became a school librarian by accident. I needed a job while my children were at school, and I needed my own identity. I decided I liked what I was doing. I wanted to achieve the most I could, so I studied for

nine procrastinating years while raising a family and working in various libraries: primary school, public, and secondary school. Eventually, I graduated. I wanted my children to see that you never stop learning.

CAN YOU TELL US WHY YOU BECAME PROFESSIONALLY REGISTERED?

I love where I am currently working as the Library Manager at Sacred Heart College, the best! I enjoy those moments when a student says, "I really liked that book you gave me, do you have any more?" I like the teaching aspect of the job, where we prepare students for university with sessions on searching and bibliographic skills. It makes me feel appreciated and of value. I have fun with the immediate students, teaching them to knit and doing information literacy games with them. I have learned that I have only been able to achieve the successes I celebrate by

convincing and getting support from the teachers. The teachers all need professional registration, so it seemed logical to do the same.

WHAT DO YOU VALUE IN PROFESSIONAL REGISTRATION?

I feel the value of registration, is being part of a library professional community with its support and sharing environment. I began mentoring novice librarians over the past six years hoping to encourage more librarians into roles as school librarians, discovering the rewards you receive in your work every day. I would like more librarians to enjoy the journey and rewards I have discovered in my journey. I have found that school librarians are very supportive of each other, and I would encourage any of them to register. It was much simpler than I imagined, and I'm pleased I stopped procrastinating.



NEW LIANZA MEMBERS

*Welcome to all our new
LIANZA members!*

MURHIKU
Mandy Phillips-Green

HIKUWAI
Fern Eyles
Monika Prasad

TE WHAKAKITENGA AA KAIMAI
Fiona Bayliss



LIANZA PROFESSIONAL REGISTRATION

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

AORAKI
Elaine Sides

HIKUWAI
Rhiannon Beolens
Vicky Cawkwell
Megan Hindmarsh
Monika Prasad
Tracey Robertson
Elizabeth Jones
Paula Martin
Vicki Munro
Spomenka Sevic

IKAROA
Delwyn Pearce
Mary Taylor

MURHIKU
Simon Hart
Eryn Makinson
Vicki Darling
Amber Nicholson

TE UPOKO O TE IKA A MAUI
Catherine Doughty
Christina Bate
Sarah McGuinness
Mary Slatter
Helen Smith

TE WHAKAKITENGA AA KAIMAI
Janet Arnet
Jaspreet Jador

HEALTH LITERACY



NAVIGATING THE HEALTH INFORMATION LANDSCAPE

Welcome to the first column on health literacy where I will explore some of the challenges of navigating the health information landscape, highlighting some of the key resources that can guide us along the way. I will explore the role that libraries and information services can play to support and promote community health and wellbeing and challenge you to deepen your understanding of what it means for institutions to be health literate.

The New Zealand Ministry of Health defines health literacy as “the capacity to find, interpret and use information and health services to make effective decisions for health and wellbeing.” We know there is a strong relationship between a person’s health literacy and their health status so how do we improve health literacy? Health literacy is supported by:

- health services being easy to access and navigate
- effective health worker communication
- clear and relevant health messages that empower everyone to make informed choices.

Health literate organisations make it easier for people to navigate, understand, and use information and services to take care of their health. Increasingly we are bombarded with conflicting and confusing information about health. The rise of social media as the primary source of truth for many, along with the emergence of information silos, ghettos, and echo chambers have meant that misinformation and disinformation are rife.

Libraries and their staff are viewed by our communities as trusted sources of information. We can play a role in supporting health literacy by promoting the most credible and evidence-based sources of information. But how do we empower our staff with the knowledge and competencies to

be health literacy champions?

When critically interrogating health information we must evaluate the source of the information. Is it from a trusted source? Is it based on reliable evidence? Is it current and is it culturally inclusive? Is it non-judgemental and does it embrace our diverse communities? Can it be easily understood by someone with a Year 8 education or someone who has English as a second language?

As librarians, we may feel overwhelmed and unqualified to make these distinctions. Fortunately, in New Zealand, we have an information resource at our fingertips that should be a ‘go-to’ resource for all library and information staff to support our communities, students, and colleagues.

The Health Navigator website - <https://www.healthnavigator.org.nz/> - provides a place for New Zealanders to find reliable and trustworthy health information and self-care resources. It is a non-profit community initiative combining the efforts of a wide range of partner and supporter organisations and is overseen by the Health Navigator Charitable Trust. They aim to provide New Zealanders with free access to independent online health information that New Zealanders can rely on to help prevent disease and minimise the effects of ongoing health conditions.

The Health Navigator NZ Trust Board and advisory group include a mix of funders and providers from primary care, secondary services, universities, non-governmental organisations and consumers. More than just being a trusted source, Health Navigator is engaging, easy to understand, and packed full of resources, toolkits, videos, and patient stories that demystify the complexities of health information and make it useful to all of us in our everyday lives. These include a regularly updated suite of resources on COVID – see <https://www.healthnavigator.org.nz/health-a-z/c/covid-19/>.



Peter Murgatroyd BSW, MLIS (dist.) ALIANZA is the Library and Knowledge Services Manager, Counties Manukau Health and the LIANZA Health SIG co-convenor

COPY-RIOT



COPYRIGHT QUESTIONS AND ANSWERS



In April the LIANZA Standing Committee on Copyright (LSCC) held our first LIANZA copyright Q&A on Zoom with 80 attendees. This series will take place every two months for the rest of the year. The aim of the Q&A is to discuss real life copyright conundrums affecting LIANZA members and hopefully find some clarity. LSCC members are not lawyers, and the Copyright Act has a number of grey areas, making definitive answers often impossible. However, discussing best and current practices amongst a group of experienced colleagues enables participants to extend their knowledge and confidence in the Copyright act.

Some things we discussed in April:

WHAT SHOULD I CONSIDER WHEN DIGITISING HERITAGE WORKS?

Usually, something is in copyright for 50 years from the end of the year in which the author dies. For films, sound recordings, and works of unknown authorship it is 50 years from the end of year in which the item was first published. Some things like Bills, Acts, and government reports have no copyright.

If your library wants to digitise a heritage document it may already be out of copyright, in which case this is ok. Prescribed libraries (see section 50 of the Copyright Act 2004) can also make a digital copy of an item if the original is at risk of loss, damage or destruction, it replaces the original item; the

original item is not available to the public; and it is not reasonably practical to purchase a copy of the original item.

Section 56A of the Act also enables libraries to provide digital copies to authenticated users. However, there are a number of restrictions including that the digital copy has been made lawfully, that it can't be altered and that no more users than the number of copies a library has can access the digital copy.

Some institutions digitise heritage documents (eg photos) where the document is likely to be out of copyright but after a thorough search they don't know for sure. In this instance it is wise to include a statement asking copyright owners to contact the organisation and so that the digital copy can be removed.

IS IT OK AS FAIR USE TO USE BOOK COVERS IN MY LIBRARY DISPLAYS?

This question has lots of parts. Firstly, there is no fair use exception in NZ as there is in the US. NZ does have fair dealing. However, this is far more restrictive than fair use. Fair dealing essentially only allows copying for criticism, review or news reporting, research or private study. In this situation, you might be able to claim fair dealing if the book cover is used as part of a book review.

If you wish to use a **NZ book cover, the 2019 Joint Statement from PANZ, NZSA, CLNZ, LIANZA**



& SLANZA permits the copying of book covers by school and public libraries in NZ for non-commercial purposes where the purpose is to promote the book or author.

For book covers from other countries you may need to look at the terms of the licenses for book cover images in your catalogue or contact your e-book provider as some of these may permit copying for displays.

Of course if you have the actual dust jackets of your books you can display these as there is no copying!

CAN LIBRARIANS MAKE MULTIPLE COPIES FOR DISTRIBUTION TO PARTICIPANTS IN READING GROUPS?

There is nothing in the library exceptions in the Copyright Act that allows libraries to make multiple copies for library users. The library exceptions only allow single copies to be made at the request of users.

Not for profit educational institutions have a very limited ability to make multiple copies and any copying is restricted to 3% or 3 pages of a work, so long as no more than 50% of a work is copied. Educational institutions collectively pay millions of dollars for the ability to make multiple copies over and above the 3%. The amount copied, and details of the author and publisher are provided to CLNZ and this money goes to the authors and publishers and supports the production of more books.

While NZ doesn't have a fair use exception, it is helpful in assessing risk to consider whether or not the copying you are wanting to undertake is "fair". For example under the fair use exception copying is not "fair" if there is a licence available. Copyright Licensing does offer licences to make multiple copies from printed materials. If there is a licence

available the licensor is quite likely to ask you to pay the licence fee or sue you if you are unable to pay, making it higher risk.

If your library doesn't have the budget to pay the licence fee or if there is not a licence available other alternatives are:

- Get permission from the author or publisher
- Use works which are out of copyright
- Distribute links to the works in the catalogue and ask participants to request copies directly from the librarian under section 51 or 52 of the Act. However remember that librarians can only copy a reasonable proportion of a work, other than an article. This makes it difficult to copy a short story or a poem.

DO OLD ADVERTISEMENTS IN NEWSPAPERS AND MAGAZINES NEED TO BE REMOVED?

If the author of a work is unknown and cannot be found by reasonable enquiry then copyright expires 50 years from the end of the year in which the work is published. If the author is known, then copyright will expire 50 years from the end of the year in which the author dies. While a business may own the copyright, copyright will still expire 50 years from the death of the author. Advertisements often contain trademarks. These can be copied by libraries so long as they are not used to sell a product or service.

SIGN UP TO THE NEXT Q & A

The next Q&A Session is June 23 at 12noon. [Sign up here](#) and if you have a copyright question you would like discussed please send it to lianzacopyright@gmail.com by June 16th.



MARRAKESH TREATY ON COPYRIGHT

On June 27, 2013, the Marrakesh Treaty on copyright was signed in Morocco. The treaty enabled copyright exceptions so accessible copies of books and other copyrighted works can be created to help people who are blind, visually impaired, or otherwise print-disabled. It set a norm for countries to have a copyright exception and allowed for the import and export of accessible copies. It is a big step forward in making content more accessible.

You might be wondering how creating an accessible format becomes a copyright problem? Technically, if you take a book and make a braille version of that book, it is a breach of copyright. Around the world, countries have had different forms of copyright amendments to ensure that creating accessible formats such as braille isn't considered illegal. So, in short, it's a copyright solution for a human rights problem.

Because each country was having to create the same accessible copies as other countries it created a lot of duplication of work. The Marrakesh Treaty set a standard for countries ratifying the treaty so they could trade with other countries. This makes creating and obtaining accessible copies much more efficient. The Accessible Books Consortium was created by the World Intellectual Property Organisation (WIPO) as a result.

Understandably, some authors and publishers get concerned with copyright exemptions. It's fair they should want to protect their work and earn a living. However, this isn't a legal loophole for disabled people to legally abuse copyright. It is about everyone having the same access. The International Publishers Association was closely involved and is extremely supportive of the Treaty. Penguin

Random House, HarperCollins and Hachette Livre are just some of the many publishers that are signatories of the Accessible Books Consortium.

In October 2019, New Zealand became the 60th country to officially join the Marrakesh Treaty. One of the consequences of this is that our own amendment in the Copyright Act 1994 needed to be rewritten so that our copyright law aligns with other countries. Amongst these changes, the definition of an "authorised entity" was expanded. Prescribed libraries and educational establishments are now empowered to create accessible copies. However, they must do this while meeting their legal copyright requirements.

The LIANZA Standing Committee on Copyright has created some clear guidelines on how to ensure your library is following these requirements legally. These new guidelines follow international best practice. By following these guidelines, authors and publishers will be treated fairly, while we also increase the amount of accessible content in New Zealand. [Find these guidelines here.](#)

Today over 114 countries are part of the Marrakesh Treaty. 730,000 titles are available from the Accessible Books Consortium in 80 languages in a range of formats. However, work still needs to be done, as there is so much content that is still inaccessible. You can do your part by following these guidelines in creating accessible content for the estimated 168,000 New Zealanders with a print disability. I echo Stevie Wonder's words he spoke on the day back in June 2013 in Morocco "Today we all are brothers and sisters in the struggle to make this life and the future better, not for one, but for all."



Tom Smith has been working at Blind Low Vision NZ for almost two decades in a variety of roles. He started out training adaptive technology to blind and low vision users for the first six years. He then went into web accessibility, providing training and speaking at many conferences about digital accessibility and creating accessible content. He is in his happy place now at the Blind Low Vision NZ Library, working on projects and finding ways to improve access to books for people with print disabilities.

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