



# LIBRARY

TE RAU ORA

# Life



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Junior Librarian programme  
Image credit: Auckland Central Library

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**EDITORIAL STATEMENT**

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## FROM THE EDITOR NĀ TE KAITĀTARI



ANGELA CAIRNCROSS

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

This issue of Te Rau Ora is another full one. We have a focus on literacy, a focus prompted by the many discussions in the media and on School libs following the recent statistics on reading literacy rates in Aotearoa.

I hope you enjoy reading these articles and the features on Te Aka a Mauri – Rotorua's library, Hannah Russell's career, Healthy home toolbox and much more.

## FROM THE PRESIDENT NĀ TE TUMUAKI



**KIM TAUNGA**  
LIANZA President

Tēnā koutou katoa, Kia orana  
kōtou kātoatoa

My first president's column. It seems both a very long and very short time since the presidential election last year.

I am now wearing the beautiful presidential pounamu handed over to me at a ceremony on July 1. There is a definite heft to the taonga and the responsibility borne by everyone who has worn it and the desire to be worthy to serve and represent LIANZA is on my mind as I write this column.

Firstly though, I want to acknowledge and thank Erica Rankin for her work leading LIANZA over 2020 and 2021, such a tricky couple of years. Erica, and Anahera

Morehu before her, did a great job working out what the presidential role could look like in a pandemic and rolling with the changes required to remain as connected as possible. LIANZA Office works super hard to support 'the 3P's, president, president-elect and immediate past president, the council, and most importantly, all the members of LIANZA and our sector. Kia ora, thank you all.

And so to this coming year. It's not going to be about stuffing as many things on the 'to-do' list as possible! I figured if I write it here it will help me hold to my own 'rule' of focussing on the things that are really important and which will hopefully make a difference for our profession.

Our brand new council started the year on June 30 with a two-day face-to-face hui hosted by Auckland Council Libraries at Te Paataaka Koorero o Takaanini and the Tupu Youth Library. Whakawhanaungatanga was the focus. It was a luxury to have two days together to start to build some relationship capital to enable us to better work together when we are meeting online at our various workplaces throughout the country.

LIANZA Council has spent the days since that hui working on a membership strategy, connecting with each other and with you on LIANZA Connect— **please jump on and have a chat with us here**— and refining our work programme for the coming year. Erica wrote last month about the importance we are placing on developing and refining our 27-year partnership with Te Rōpū Whakahau so we can continue to partner and lead together in an inclusive, respectful way. Richy, Erica and I, and the whole council, want to hear from you early in this term to help us plan out the next two years. We have a fono with the Pacific Information Management Network in planning, attendance at two library assistant day events booked, and a speaking slot at the PLNZ Forum. I am also very privileged to be able to attend the IFLA WLIC in Dublin, I'm sure I will have lots to share about that in the next issue.

*He mauria kai whiria!*

*Ignore Small matters and direct effort towards important projects.*

# 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*

0800 NZMS 1990

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



# PŪTOI RITO COMMUNITIES OF READERS

**"IT'S NOT JUST ABOUT BOOKS, IT'S ABOUT PEOPLE, ACTUAL PEOPLE, PUSHING THE KAUPAPA"**

**Pūtoi Rito**  
COMMUNITIES OF READERS



*Reading is both an individual passion and a social activity that can be influenced, inspired and actively enabled by others. Whānau, peers, teachers, librarians, and community have huge influence as role models and facilitators, through talking about books they have read, telling stories, sharing their own interest and joy in reading, reading aloud with their whānau of all ages, providing access to great books and being seen reading themselves.*

*We know there are many factors that can affect reading engagement but the more that communities surrounding tamariki and rangatahi understand their influence in creating young readers and the potential impact of reading for pleasure, the more effective they are in encouraging and supporting reading.*

This is the central finding from phase 1 of the National Library's **Pūtoi Rito Communities of Readers** initiative and reinforces proven good practice and research findings from across the world. While there is an

extensive body of international research on the value of reading for pleasure and wellbeing, there is much less that is based within Aotearoa New Zealand settings. With this programme we are generating local research and insights and exploring how to build reading engagement effectively and sustainably in a New Zealand context.

## **GROWING A NATION OF READERS IN AOTEAROA NEW ZEALAND**

"A love of reading can be more important for a child's educational success than their family's socio-economic background" (Dept Education UK, 2012, p 3 sourced from Kirsch et al, 2002).

Voluntary engagement with reading – reading for pleasure, relaxation, and enjoyment – has proven lifelong benefits. These include improving literacy, knowledge, academic attainment, and cultural understanding. Reading for pleasure provides a foundation for developing other literacy

skills including digital and critical literacies, crucial for participation in today's complex information landscape. Reading also supports identity, personal and social development, empathy, and wellbeing.

However, young people's levels of literacy and reading for pleasure are in steady decline (Hood & Hughson, 2022; McNaughton, 2020) and as COVID constraints ease, the impact of the last two years is expected to show deepening inequities for young people. The Ministry of Education launched the Literacy and Maths Communications Strategy in March 2022 including an action focus area to consolidate a partnership with National Library Te Puna Mātauranga o Aotearoa to extend literacy engagement opportunities. Across the education and related sectors, there is increasing recognition of the role of reading for pleasure in supporting literacy development and wellbeing.

Reading – growing a nation of readers – is one of three themes in the National Library's Turning



Louise Waho and Jan Swarbrick with books from the Canterbury project at the shared Oranga Tamariki and Work and Income office in Rangiora. Image supplied.



Students from Huntly College browsing books at the Festival of Stories. Image supplied.

Knowledge into Value, Strategic Directions to 2030. Alongside Pūtoi Rito, National Library and partners have established Te Awhi Rito Reading Ambassador initiative to inspire powerful and positive reading experiences for tamariki, rangatahi, whānau, and communities. Ben Brown, writer and storyteller, is the first Te Awhi Rito and a national advocate and champion for reading.

## LOCAL AND NATIONAL COLLABORATIONS

Pūtoi Rito is a series of collective impact partnership projects, led by National Library and funded by Te Puna Foundation, that aim to influence and strengthen the conditions that lead to the development of a culture of reading. Each project is in different school and community settings across Aotearoa, with local and national partners including schools, Mana Whenua, Ministry of Education, Oranga Tamariki and many

others. In every project, the National Library is collaborating with public libraries and/or school libraries, working together to have the greatest impact.

In Phase One, 2019-2021, there were two projects centred in schools (with five primary schools in a Kāhui Ako in West Auckland, and with Huntly Secondary College) and two community projects (with the South Dunedin community and supporting young people in care in the Canterbury region). Research by external professional researchers was a key part of each project, and the initiative included an international and national literature review, and the development of **resources, tools and frameworks** for teachers and librarians to support their professional practice. Phase One has also stimulated a growing interest and further research in this area.

## INSIGHTS FOR LIBRARIES

The insights from Phase One have been brought together in the **Pūtoi Rito Communities of Readers Phase One Summary** and Insights report, incorporating the research findings and additional feedback and reflections from partners, collaborators, and staff.

There are insights that relate directly to creating a culture of reading in schools and others that are about engaging with a wider community, such as developing community champions and making reading visible for whānau in many places outside the library and the classroom. There are some conditions, however, that encourage tamariki and rangatahi to read for pleasure in any setting and many of these are directly within the influence of libraries.

As well as the central finding about the huge importance of

the community surrounding tamariki and rangatahi as role models and enablers, Pūtoi Rito Phase One demonstrated:

- The deepest engagement with stories and reading often occurs with books in home languages and 'heart languages'. There is high demand for books that connect to place, culture and identity, particularly books in Te Reo Māori or with a Te Ao Māori context, and in the diverse languages of Aotearoa.
- Tamariki and rangatahi need choice in what they read and the freedom and support to pursue their own interests. They need opportunities to grow their understanding of others as well as themselves. They need 'windows and mirrors' that reflect their own identity and open doors to other worlds and possibilities.
- Books should be plentiful, high-quality, visible in many places, and easily

accessible. The combination of high appeal, good quality, variety, and accessibility without barriers, leads to the books being valued and appreciated.

- Expert selection, consultation, curation, and reading suggestions based on a wide knowledge of the literature for tamariki and rangatahi, and the people in the community, are highly valued and appreciated.
- Leadership and shared purpose are required in a local context to bring communities together to create an environment where reading for pleasure is supported, celebrated, prioritised and encouraged. Engagement with reading cannot be left to chance. Libraries, as trusted places of equity and community connections, can contribute to leading and building this shared purpose.

In Phase Two of Pūtoi Rito, the community projects in

Dunedin and Canterbury are continuing. We are deepening the engagement with these communities, focusing on sustainability and extending the research components. We are also exploring options for new projects to be initiated later in 2022.

Throughout Pūtoi Rito, we are aiming for the engagement with communities to be collaborative, generous and joyful, creating good associations with reading and encouraging a strengths-based approach.

"Wouldn't it be wonderful to see all the adults in their lives support this ambition, with their school, homes, aunts, caregivers, whānau – all the adults in their lives – supporting a love of reading and providing access to books." Pūtoi Rito Community Project Partner



**Elizabeth Jones**, Director Literacy and Learning, National Library of New Zealand Te Puna Mātauranga o Aotearoa

**Kate Irvine**, Programme Manager, National Reading Initiatives, National Library of New Zealand Te Puna Mātauranga o Aotearoa



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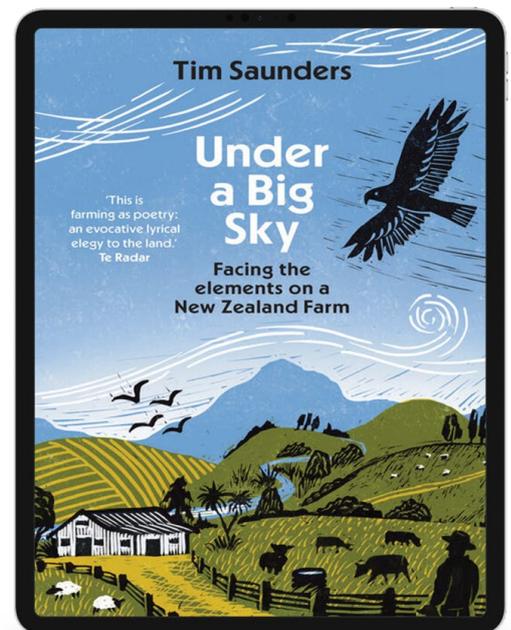
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# PROMOTING LITERACY IN OUR LIBRARIES



Image credit: Auckland Libraries

We want our people, our communities, to reach their full potential, to live their best lives. It is well-evidenced that having good literacy is important to achieve this, especially in New Zealand. We also know that the current state of literacy skills in our country is not where it needs to be. This is a complex problem which will take time and focus to get us back on track. In the meantime, there are actions we can take within library and information services to help support those who need assistance.

“In New Zealand, even more so than in other OECD countries, higher proficiency in literacy and numeracy has a positive impact on labour force participation and wages” (OECD, 2016, p.1). By helping increase literacy skills, libraries help people to achieve more in their employment, improve their

hauora, fitness, health and well-being, and support families and communities to grow in strength and resilience.

The International Federation of Library Associations and Institutions (IFLA) states that low levels of literacy are associated with other factors linked with disadvantage or marginalisation. This “exclusion can lead to less access to education, and so fewer opportunities to gain literacy skills,” (IFLA, 2021, p.2). Poverty begets poverty, so we need strong interventions to break the cycle. Without these, public libraries are constructing a piecemeal approach to what is an institutional and educational system issue.

IFLA goes on to state that libraries can make a marked contribution to the success of the most marginalised groups by providing materials and

literacy activities and promoting literacy widely. However, they acknowledge that to achieve this, “it is important to **empower** libraries properly – with collections that are relevant to communities and their needs, with staff who are skilled and motivated to support literacy for all, with facilities that allow them to welcome everyone, and with laws that permit them to build relationships and partnerships” (IFLA, 2021, p.11).

We do see people with low literacy levels in libraries. But they don’t necessarily come in for the books. They typically come in because the library is a safe and welcoming space, free of judgement, and a comfortable environment to spend time in. As librarians, recognising the reasons why customers use your library and service is vital. People may be using the free wifi, preparing a job application,



*Image credit: Auckland Libraries*

photocopying documents for the JP to witness, or just a chance to jump on a computer and see what is up on Facebook or in the news. It is essential that libraries have ongoing conversations with users and non-users, engage in evaluation, and question the usage and viability of the space, services offered, and partnerships.

As leading child development experts (Cusick et al 2013) say the first 1000 days of a child's life are crucial for optimising neurodevelopmental potential. Early experiences of language and communication, and positive experiences between children and adults, grow strong capable individuals with strongly developed literacy skills and a higher likelihood of success in the modern world.

Benseman and Sutton (OECD, 2005, p.82) identified the following features of an effective family literacy programme: a clear focus on literacy and numeracy development, parental commitment, separate and combined teaching sessions for parents and children, home visits and programme services, staff whose skills match the unique challenges of family literacy, and progression routes

for parents to further learning opportunities. They state that special teacher training is needed as appropriate teaching methods for children and adults are not the same. This means that libraries should embed literacy within the programmes they already provide as this is an opportunity to communicate key messages to parents. Helping parents understand how to support their child through positive interactions, through reading and talking every day is an important role for libraries. Children need songs and rhymes because these repetitive ditties help to develop and grow the important regions of the brain for cognitive skills such as listening, reasoning, and thinking, in whatever language you speak in your home. At this stage, it's not so much about the content but about the storytelling and time spent with the child. As librarians, our role is to model these interactions and to support our parents to do this.

So, what happens once students leave high school? For some teenagers suffering through the intellectual educational minefield, they leave compulsory schooling with low literacy and little to no qualifications. And once someone is an adult,

learning becomes a choice, you decide what you want to do to improve your skills.

The role that libraries can play at this stage has been well articulated by IFLA (IFLA, 2019, p.1). Libraries can support the UN's 2030 Agenda by supplying access: to knowledge, technology, education, and learning. Libraries have a variety of tools to use to do this work including the online web-based learning tool Pathways Awarua ([www.pathwaysawarua.com](http://www.pathwaysawarua.com)), and collaborating with adult literacy partners to offer classes. This is by no means a complete answer, but it helps to fill the very distinct gap in the adult learning space, which is providing access to the people that need the most help. Auckland Council libraries are supporting this through the recent launch of Learn at Libraries, a long-term campaign to support the adult improvement of literacy and numeracy. The Learn at Libraries messaging will also help promote other services such as face-to-face classes, workshops, and events that our libraries run across the region to help adults connect, build confidence, and learn new skills.

Auckland Council libraries work collaboratively with adult literacy providers to provide in-library learning with a tutor. Adult learning funding is managed by the Tertiary Education Commission (TEC) and there are many different providers of literacy learning in New Zealand. Libraries in Auckland also support literacy providers by providing space and promotion to the community. We offer access to classes that include different types of foundational learning embedded in topical subjects, such as driver education and job-hunting skills. Our ongoing goals are to reach more communities and offer more relevant and engaging programmes of learning. It's not quite the concept that the Americans popularised with 'Night School' however it is growing in popularity, especially in key skill areas.

It is paramount that library staff develop relational expertise, moving away from the transactional model of issuing books to recognising the value of time spent building a partnership and relationship with the customer, understanding what their needs are and creating a sense of belonging and caring for everyone within the community.

What library staff can do now is work to understand the community they serve. Not just the customers coming through the doors and not just demographics, although this can be a good place to start building a picture. Go to resident meetings, attend church services, and connect with various groups in your area. Ask them questions, find barriers and needs, and tell them about current library services, also talk

about what you could offer in partnership with others, such as classes and online learning. Do they have family overseas, and how do they connect with them? Do they enjoy reading or movies, what sort of work do they do, and what do they want to do?

Libraries have spaces and places. We know what the issues are. We know what needs to happen. Through quality community engagement, staff development, and partnership with deliverers, libraries can have an impact, not just on individuals but on communities. By teaching one person how to learn and improve their knowledge you truly help to build a community of critical thinkers.



**Kirsten Kane** moved into libraries after having a family following an initial career in information technology. She currently works as the literacy lead for Auckland Libraries.

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# A SCHOOL LIBRARIAN'S PERSPECTIVE ON LITERACY



Top of South Reader's Cup. Image credit: Colleen Shipley



Before school reading. Image credit: Colleen Shipley

*"I don't like reading."*

*"I can read – I just don't want to."*

*"I've got a book at home – I can't remember what it is called."*

**When it comes to teens and reading, I've heard all these excuses. In March 2022, the Education Hub released a report, and the headline - 'the perilous state of literacy in Aotearoa New Zealand' didn't come as any surprise to school librarians.**

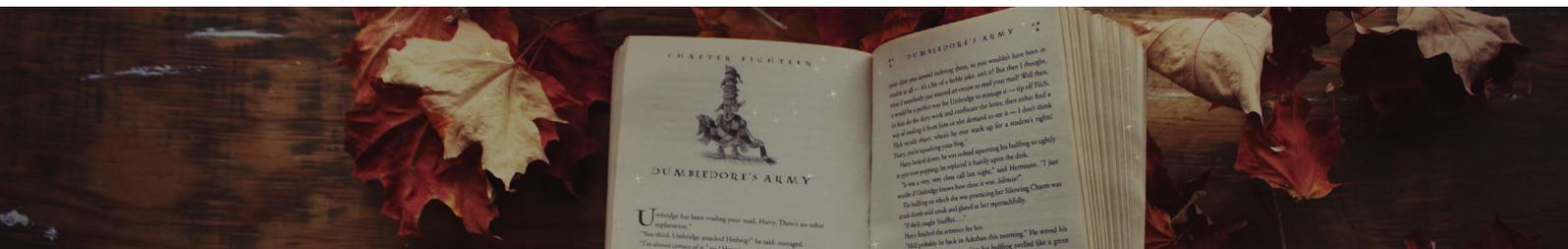
The report found that "currently, only 60% of 15-year-olds in New Zealand are achieving above the most basic level of reading, meaning a staggering 40% are struggling to read and write." (Hood N., 2022). The disparities are more shocking when we add in differences in socioeconomic and ethnic backgrounds. The report offers a long list of explanations for

the poor performance but down at number 15 is the reason that concerns librarians – "A decline in reading for pleasure is likely impacting children's literacy development." (Hughson, T. & Hood, N., 2022).

I began my school library career 20 years ago after previous jobs in tertiary and special libraries. During those early years, I revelled in annual rises in borrowing statistics but when the school progressively worked towards devices for all, the statistics dropped. At first, it didn't cause alarm. But as the loans fell so did the reading levels of students. I don't blame devices – they have their uses in education – especially when students had the necessity of learning from home. But devices including phones, hold entertainment that competes with reading for pleasure.

While the report acknowledges the effect of a reduction in reading for pleasure, the recommendations for change to improve literacy don't touch on this. There is one factor missing and an area that needs more exploration – the effect of a well-funded and staffed school library. The Ministry of Education and SLANZA recently released a report titled '[Great school libraries in Aotearoa: a qualitative study](#)'. The report highlights the work a well-functioning school library and librarian can do, but we have yet to produce New Zealand research data linking successful libraries with educational achievement in literacy.

From a school librarian's perspective, the situation is dire but what can we do to help? I see a role for librarians in developing reading for pleasure. We have students in our schools



that have never had a story read to them and have never visited a public library. I know this because I spoke to one earlier this year. The student wasn't interested in reading for enjoyment so thought she didn't need to. Her parents didn't read, and she had never known the joy of curling up on the couch, with a parent and a book. She had never been to a public library – for story time or craft activities or to borrow books. If I can encourage this student to read and love it, maybe we can break a cycle.

School librarians have advantages in this mission. We have the time to create a connection with students, develop a relationship with them to delve into their interests and find a book to match. I feel like it's some secret superpower we have - matching the reader to the right book, at the right time. Unlike the busy teacher, we can devote chunks of undivided

attention to our patrons, but we need the teachers to bring the students to the library. This is the only way we get to target the non-readers - the students that won't come in their break times and don't use the public libraries.

I often say to students that reading is like learning to swim or driving a car. You may be able to swim across the pool or have your licence but that doesn't mean you are going to like it or be good at it. You need to work at the skill until it becomes second nature and then you can begin to like it. When students tell me they 'don't like reading' or 'reading is boring,' I think perhaps they have never got past the skill learning stage. If they have parents who read and encourage them, they will move into the comfort stage much easier.

I also often hear the comment – "I don't have time." Why is reading at the bottom of your

list of things to do – and how much time is spent on social media? Reading is to the mind what exercise is to the body, so just like you make time to have a shower or go for a run – make time to read – just ten minutes a day.

So, while we can upskill our teachers and provide interventions throughout the school years, we are not going to break the non-reading cycles unless we also help our students love reading for pleasure. If schools prioritise their libraries and librarians, they can build on the work of early-year teachers and if teachers value class visits to their library and read to their students we may turn the tide.

While we still have readers amongst our young people, the number of non-readers is growing rapidly.



**Colleen Shipley** is the librarian at Marlborough Girls' College in Blenheim, a job she fell into 20 years ago after working in tertiary and special libraries. Her passion is encouraging teens to read. She is lucky to work in a school where library visits are currently valued.

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# LIBRARIES MAKE READING A WALK IN THE PARK

**THREE LIBRARIANS SHARE THEIR RECENT STORYWALK®  
EXPERIENCE, THE BENEFITS, AND SOME HOT TIPS ON  
RUNNING STORYWALKS IN YOUR COMMUNITY**



*Image supplied.*



*Image supplied.*

## WHAT IS A STORYWALK®?

**StoryWalk® is an international initiative that, because of COVID-19, over the last two years has become popular worldwide. This includes 11 new StoryWalks by libraries in Aotearoa.**

StoryWalks inspire reading in a creative way – building youngsters' literacy skills without them even knowing! The walk also encourages time with friends and whānau in a free outdoor space, where everyone is welcome.

Pages of a children's book are displayed on boards, secured to posts along a path, usually

through a park. StoryWalk® is a registered service trademark owned by creator Anne Ferguson of Vermont, USA in collaboration with the Kellogg-Hubbard Library. Acknowledgements should be made to Anne Ferguson, the book publisher, author and illustrator at the beginning or end of any StoryWalk® produced.

## WHAT ARE THE BENEFITS OF PROVIDING A STORYWALK?

StoryWalks support literacy development as well as physical and social wellbeing, especially for children and families/whānau. They also

provide a brilliant opportunity for community building and engagement outside the library walls.

### Promoting reading

A StoryWalk® is enticing for kids who have plenty of energy or are not usually keen on reading. The appearance of a new book on the StoryWalk® can encourage whānau to develop literacy rituals by exploring each story together. They are a novel way of presenting gorgeous books to not-yet-library-users outside the library walls and are ideal for highlighting our New Zealand authors and illustrators.

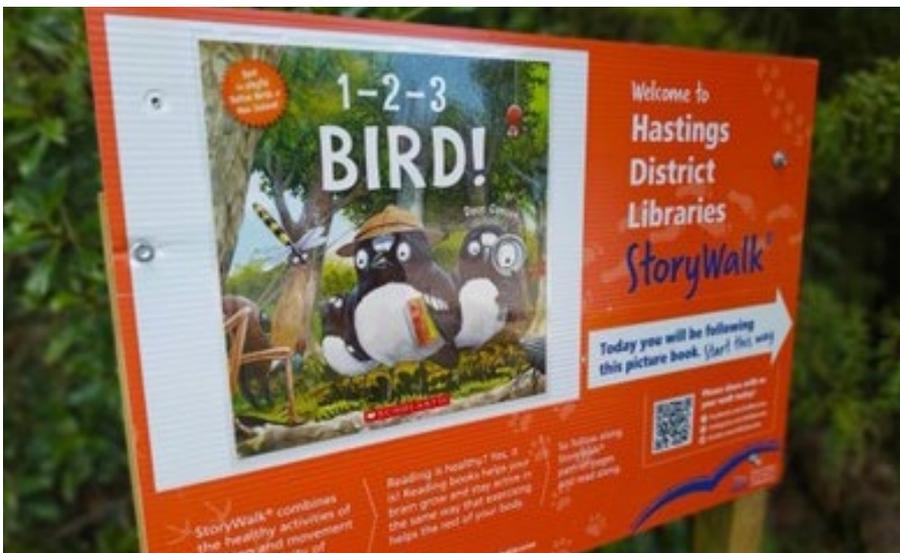


Image supplied.



Image supplied.

### Getting kids active

StoryWalks also encourage tamariki and their whānau to spend time outdoors together, walking, biking or running from post to post as they follow the story. It gives a purpose to “going for a walk” and a helpful distraction for those unenthused about the value of fresh air and exercise. The development of cognitive skills, such as language learning, reading, predicting, and detail observation, go “hand-in-hand” with the gross motor skills used in physical activity. Simply put, when we move our body, our brain works better!

### Building community

The flow on effect of people getting outdoors and reading together has a positive impact, not only on individuals and families/whānau, but on the wider community. StoryWalks allow libraries to connect with the community where they are, when in-person visits may be limited or unavailable.

The positive messages upheld in books chosen for the StoryWalk® are themselves significant in contributing to societal and cultural transformation. Connections can also be made between the stories and local

or national celebrations such as Matariki, Conservation Week, Te wiki o te reo Māori, and Christmas.

### Extending the library's reach

The StoryWalk® boards can be a way to advertise events and resources at the library related to the story that the community may not be aware of. It is also a great way of linking in with events that are currently running, for example reading challenges, school holiday programmes, and wider council events and activities.

There is much potential to work with community groups such as Scouts or land care cooperatives who enjoy this free activity. StoryWalks also provide an opportunity for positive across-organisation collaboration with council staff members in a project that benefits community wellbeing.

## WHAT DID WE LEARN IN THE PROCESS OF PROVIDING STORYWALKS?

### Factor in damage

Inevitably, there will be damage or vandalism. Have backups of

your books and hard materials to replace any damaged ones as keeping on top of this is important to the image of the library. Alternatively, with publisher permission, copying the pages onto synthetic waterproof paper cuts down preparation time and costs, and means the pages are fine in any weather and are reusable.

### Involve the community

After experiencing vandalism in one location, one library resolved to involve their community in the next StoryWalk®. Children from the neighbouring school to the StoryWalk® location were invited to help in selecting a story and securing the pages of the book to the boards, thus becoming invested in the StoryWalk's success.

### The books have to be exciting

The most successful stories so far have been those with a strong, often adventurous storyline, eye-catching illustrations, seek and find objects hidden in the pictures, positive messaging, and even a well-known tune in the story text.

## Communities genuinely love them

We only ever hear positive feedback from the community about our StoryWalks.

"Thank you so much to the librarians and assistants who have taken the time to come up with suitably illustrated short stories to engage young & old alike. Please keep up the good work."

"The story was really good and a great bonus that it ended at the playground" - Parent of four

"I love this SO much!!! It's such a brilliant idea, and I wish I could come down and do the StoryWalk® myself! I'm so happy you chose our book. Thanks so much for your dedication to children's literature - not to mention fitness and the community! It's inspiring. All I can say is: the world needs more librarians!" - Author

"It looks great! Thanks so much for sending these pictures through - it's lovely to see the story in situ." - Publisher

## Capitalise on marketing and promotion

Having a search and find, quiz questions to answer, activity packs or colouring pages associated with the StoryWalk® book provide a reason for children to come to the library after reading the story. It also opens opportunities for many valuable outcomes, including gathering feedback on the StoryWalk®, new or renewed membership, data collection for reporting on, promotion of libraries as a space for all, new resources, and upcoming events.

Think wider than your usual marketing avenues for promotion: a short video with local councillors and their children or grandchildren, newspaper articles, radio interviews, and an e-newsletter with details of the new StoryWalk® to local primary schools and ECE centres are some.

## WANT TO GET STARTED ON ONE? HERE'S HOW:

- Write up a proposal for your team lead or library manager.
- Include all possible costs: installation labour, cost per board, marketing.
- Get the community involved as much as possible.
- Ask any of us for help or further information.

## A CAVEAT

We are three librarians who have set up StoryWalks in our communities, many others have also done this around Aotearoa. This article was produced as a follow-up to a presentation by the authors to a LIANZA Children and Youth Service Network online meetup in March 2022.



**Teresa Blackbeard** has been working at Gore District Libraries through the NZLPP focusing on community engagement, reading for wellbeing and digital inclusion. Unsurprisingly, she enjoys the outdoors, tramping, good stories, and time with her family. You can contact her at [tblackbeard@goredc.govt.nz](mailto:tblackbeard@goredc.govt.nz).



**Hana Whaanga** RLIANZA is a life-long learner and employed as the Learning & Discovery Librarian with Hastings District Libraries. Born in Wellington and now living in Hawke's Bay, she enjoys deep and meaningful conversations, thinking big, and connecting people to information and ideas. You can contact her at [hanaw@hdc.govt.nz](mailto:hanaw@hdc.govt.nz).



**Kate Powis** has been part of the Community Engagement Team as a children's librarian for Napier Libraries since August 2020. Kate is very passionate about delivering fun and exciting opportunities for the tamariki of Ahuriri. In her spare time, she studies Te Reo Māori L4, is a screenwriter, and enjoys hanging out with friends, family, and of course the dogs. You can contact her at [kate.powis@napierlibrary.co.nz](mailto:kate.powis@napierlibrary.co.nz).

# JUNIOR LIBRARIAN SCHOOL HOLIDAY PROGRAMME



Image credit: Auckland Central Library



Image credit: Auckland Central Library

**Sammy Yu is a youth librarian at Auckland Central City Library. He tells us about his Junior Librarian Programme for youth aged 9-13 years.**

After planning several events at the library for the school holidays, several years ago, I was left with the impression that the events were fun but lacked depth and focus. I led a stop-motion movie workshop using green screens and iPads with mixed results. I realised that a creative project like this would be better served over multiple days. This was the germ of inspiration for the Junior Librarian Programme, a paid school holiday offering operating out of Auckland Central City Library. This camp is a chance for kids aged 9-13 years to make the library and the greater CBD their holiday playground. We ran one programme with 17

participants in July 2021 and will be bringing the programme back this October.

## THE JUNIOR LIBRARIAN PROGRAMME

I wanted to create experiences that a young person wouldn't find anywhere else and give them agency over a complex creative project. I reflected on all the unique stuff that my library could deliver and was able to quickly provide some special activities and field trips. We have a maker space, a two-floor basement to explore, a book preservation lab, and our Special Collections team has lots of interesting taonga. Most libraries do not have these same facilities, but this is the type of programme that is successful and what our community could provide. Partnering with groups

that make the community vibrant is what creates success.

With my experience in the science classroom, the library, and at summer camps in California, I knew I could make a special programme. I imagined what I would want to see as a kid exploring the library. All in all, we were able to create a really rewarding experience for all participants. Some of the things we did over four days:

- Bookbinding workshop
- Basement scavenger hunt in the dark
- Design and 3D print bookmarks
- Old manuscripts presentation from Special Collections team
- A behind-the-scenes tour of the Auckland Civic Theatre



Image credit: Auckland Central Library

- Spoken Word workshop with Action Education
- Paid trip to the arcade
- Programming the Edison robots to sumo wrestle
- Photo mission in the park
- Storyboarding workshop
- Making and editing a green screen movie
- Tour of the Auckland Art Gallery

## COSTING THE PROGRAMME

I was initially sceptical about charging a fee for a programme like this, but the scope of the vision demanded a cost input above a simple koha. I realised that I could charge less than the average school holiday programme, \$30 per day, and also provide some 'scholarships' to subsidise the cost for three children to attend that would

be unable to otherwise. I would like to expand this scholarship opportunity in the next round and ideally support all attendees.

## HOW DID THE JUNIOR LIBRARIAN PROGRAMME WORK OUT?

I was surprised by how smoothly this programme went. We had to design and order teeshirts, build a website, do promotions, handle cash intakes and payments, and set it to fit into the tight schedule, in addition to the logistics of supervising 17 tweens. I was originally going to debut in April 2021, but the central library building ended up closing to fix the roof days before we were set to start. As a result, I had to issue numerous refunds.

The programme was able to run over July last year, though many of the kids didn't get to finish their stop motion films. The biggest disaster was probably

the Whānau Showcase. Here we invited whānau to see their kid's movies, share some kai, and give out awards. The movies wouldn't render in time, so I had to stream 17 successive iPads to the projector. All lessons learned and not that bad in retrospect.

As we move forward, I want to develop some modules with different themes. Last July's theme was movie making, but I could just as easily do one focused on art and design, photography, architecture, and urban mapmaking. This programme takes a huge amount of development time and does require staff to be around kids all day. If you can devote the resources to something like this, the payoffs are awesome. The feedback from the kids was that the programme was spectacular despite the random hiccups. I look forward to making this an ongoing and sustainable offering at the Central City Library.



**Sammy Yu** is the Youth Librarian at Auckland Central City Library. He was born and raised in San Francisco and has spent the past five years around NZ with his partner and three children. An educator and food scientist in a past life, he strives to bring science and serendipity into the library.

# IN MEMORIAM - SABINE WEBER-BEARD



*Sabine with some of her Far-North libraries colleagues.*



**SABINE  
WEBER-BEARD**

It is with great sadness that we announce the death of Sabine Weber-Beard who passed away on July 25 from Motor neurone disease. She worked in the Far North District Libraries team for 21 years and was active in the LIANZA Hikuwai network and with IFLA. Chris Pigott, Far North District Libraries Manager, wrote this memoriam in remembrance of Sabine.

Sabine started at Far North District Libraries 21 years ago as a casual, working her way up into leadership positions, and culminating as Senior Librarian – Systems at Kaeo Library.

One of the most important things Sabine did was help pull the Far North District Library services into the future. She played an integral role in key projects, including the implementation of Horizon, and later the integration into Kotui. She was instrumental in our adoption of APNK wi-fi and hardware, the shift to self-check machines, our use of digital content and devices, and finally our creative technology, STEM and robotics programmes.

“We wouldn’t be where we are today – future-facing and excited about the challenges that lie ahead – without her tireless passion,” her colleague Nic

Smith says. “She’s done so much for our libraries, it’s hard to know where to start.”

Sabine was also the most connected member of the Far North team, with relationships and friendships across the district, out into the wider library world in New Zealand and across the world with IFLA. But it was locally that she made the most impact.

“Sabine was a superstar at so many community events,” colleague Roxanne Harrison says. “She had the best dress-ups, the biggest Teddy Bear picnic collection, interesting ideas and enough enthusiasm to keep the team – and the visitors – smiling the whole day through. Even if the day was windy, pouring with rain and you were stationed outside in a gazebo! She was always happy to help with set-up, pack-down



*Sabine, far right, at IFLA WLIC 2018.*

and everything in between. He mihi nui ki a koe Super Librarian Sabine.”

As her long-time manager and friend Jacine Warmington puts it, “Sabine loved people and being in the community. She was up for any event, particularly in Kaeo and Kaikohe, where the library could help. She was at market days, float parades, school events, Waitangi Day, doing what she loved best – meeting people and talking about the great work our libraries do.”

Originally from Germany, Sabine arrived in New Zealand in the 1990s as a backpacker, settling initially with her husband, on a large piece of land out the back of Kaeo. They loved the space, the freedom to raise chickens, cats, dogs, bees and grow every kind of plant and vegetable. As John got older, they shifted to a smaller section in Kaikohe, and grew to love that town too, still growing all kinds of vegetables and learning the perils of keeping animals on the main road.

Sabine regarded New Zealand as home, but she loved travelling the world. She loved libraries and IFLA and the ability to connect with other librarians around the world, who loved what they did just as much as she did. She loved getting out of bed at 3 am, to go to a library meeting beaming out of the Hague.

Our Museum Curator and one-time librarian Whina Te Whiu, who knew Sabine early on says that, “Sabine was a challenger, challenging libraries and librarians to think outside of the traditional to become inspirational. She was a champion for literacy and digital literacy - and a big Star Wars nerd. If I had to choose a quote that Sabine epitomised and lived by it is: ‘Do or do not, there is no try,’ vintage Yoda.

And at the heart of it, she loved doing things because she understood just about more than anyone else the value of libraries and the absolutely vital role they play at the heart of healthy communities. The digital stuff was fun. But a town with a

library is a town with a heart and hope.

Sabine gave my team hope, too, and helped show us the way to the future. As a colleague and a person, we loved her. As a team our hearts are broken. Gone too young, taken too soon. This time last year she found out she had Motor neurone Disease. A year later, she is gone.

But we are grateful for the times we had with her and thankful for the work she did. I'll miss her enormously, the team and the people of the north do too – but let's celebrate the good times and give a good old LIANZA Conference-style shout-out to Sabine for all the amazing work done in what she always said to me was the greatest job in the world.

**Please go to this page on our blog to read the many wonderful tributes people have sent to LIANZA about Sabine. If you would like your tribute added please email [comms@lianza.org.nz](mailto:comms@lianza.org.nz).**

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# HEALTHY HOME TOOLBOX FINDS A PLACE IN LIBRARIES



Image credit: Rebecca Ryan.

**Waitaki District Libraries recently launched a Healthy Homes Toolbox which can be borrowed — just like a book — from any of the Waitaki District Libraries. They joined forces with Network Waitaki to help residents save money and make their homes warmer and drier.**

Jenny Bean, Waitaki District Libraries Manager, says, “I was up late one night listening to Radio NZ. Someone was being interviewed from Masterton Library and they were talking about how they had developed a healthy home tool kit. I thought this was something we could

do too. We have a lot of older homes that are not up to healthy homes standards because they are cold and damp. It also fits with the Waitaki Council’s housing strategy.”

“I thought about who we could work with and thought of Network Waitaki. Network Waitaki was keen to come on board and we started working with them last October (2021) to bring this about. Network Waitaki did a huge amount of work to develop and test the kits. Engineers and members of their team were very involved in supporting this.”

“It’s a community partnership and the community love it. There is a waiting list that we’ve had from the start (there are six kits) and due to customer demand Network Waitaki have added two more.”

The toolbox includes equipment to assess dampness, energy efficiency, and other environmental factors and includes:

- a thermometer for measuring water temperature
- thermometer hygrometer for measuring air temperature and moisture levels



Image credit: Waitaki District Libraries

- infrared thermometer for finding hot/cold spots and air leaks
- a stopwatch for checking the shower flow rate
- a power meter for checking energy use and running costs for major appliances
- moisture meter for measuring moisture levels in wood
- user-guides and where to go to get assistance for healthy homes.

Waitaki District Libraries and the Wairarapa Library Service are not the only library services to be involved in lending toolboxes. Dunedin Public Libraries have also made healthy homes assessment toolkits available to their communities.

You might ask why libraries are involved in this type of work. Jenny Bean says, "I would argue that this is a very typical area for libraries to be involved. Across New Zealand libraries are very much part of the strategic well-beings for local government.

So, we're very focused on meeting the community and economic well-being to make our communities a better place. Libraries are community hubs and very central to meeting local government outcomes."

"This is a very exciting initiative for our community. Working with Network Waitaki has been fantastic, extending what we can do to help our community become more safe, healthy, and save money at a time when power bills continue to increase."



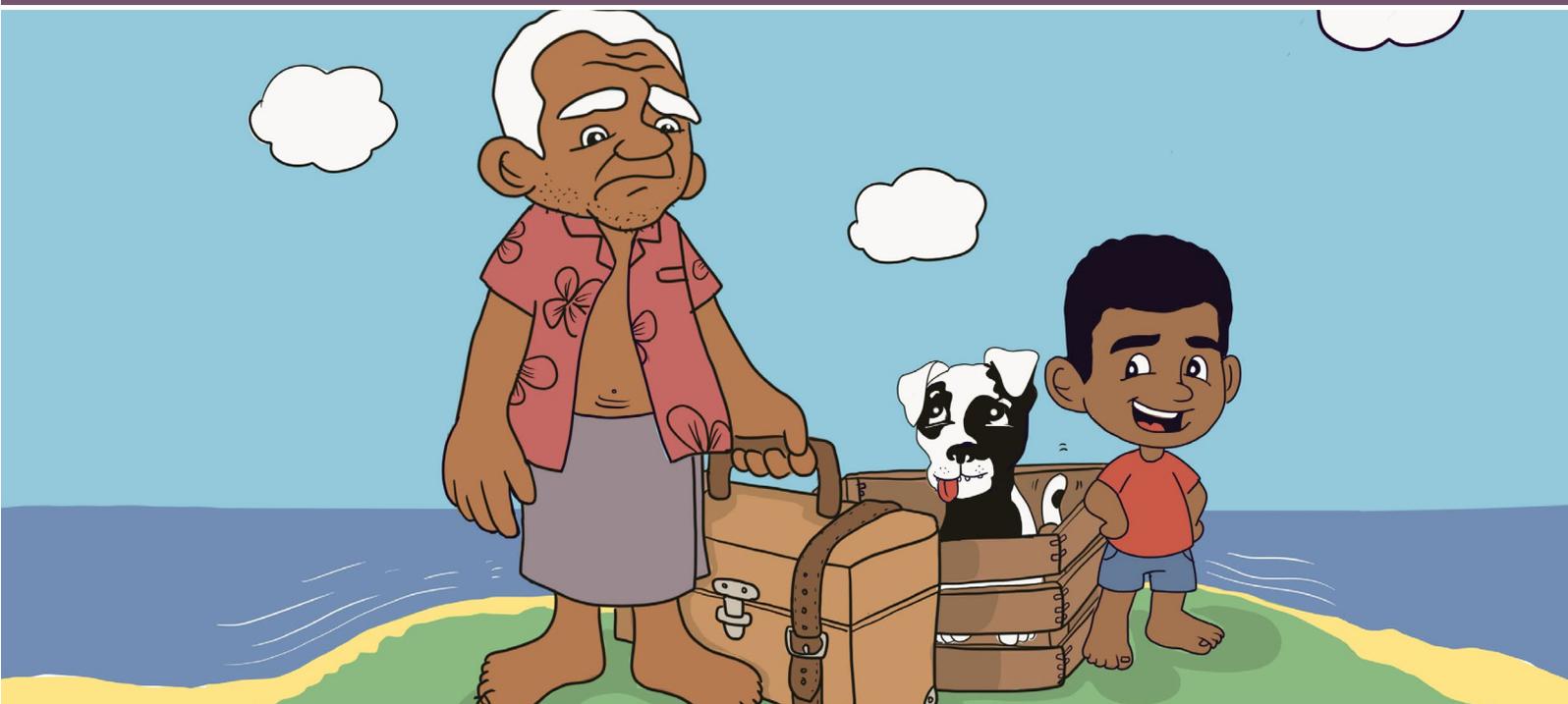
Image credit: Waitaki District Libraries



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PEOPLE & COMMUNITIES CONNECTED & EMPOWERED BY INFORMATION

# NEW CHILDREN'S BOOKS FOCUS ON CLIMATE CHANGE IN FIJI



*Sea Change* front cover. Image credit: Asia Foundation

**The Asia Foundation is behind an innovative book collection for Fijian children on oceans and inclusive climate action, translated into Fiji's three main languages: iTaukei, Fiji Hindi and English.**

Although English is Fiji's official language due to the country's colonial past, the two main ethnic groups in Fiji speak their own languages and Fiji struggles to incorporate these into the country's education system. Literacy rates have also been on the decline in recent years. One goal of this project is to reverse this trend.

Developed during a BookLab held in Fiji, six writers and four illustrators collaborated to write and illustrate the 10 new storybooks geared toward six to nine-year-olds. The authors gave thought to their prospective readers: how to make a child laugh, what words to use and

how to use them, and the importance of illustrations.

The books encourage the children to act on climate change and to be curious about marine life and environments.

The main characters in the books range from a disposable mask (in reference to COVID times) and its adventures in the ocean, illustrating how trash travels; to a young boy encouraging his grandfather to move to a new house to escape sea-level rise, in a story called *Sea Change*.

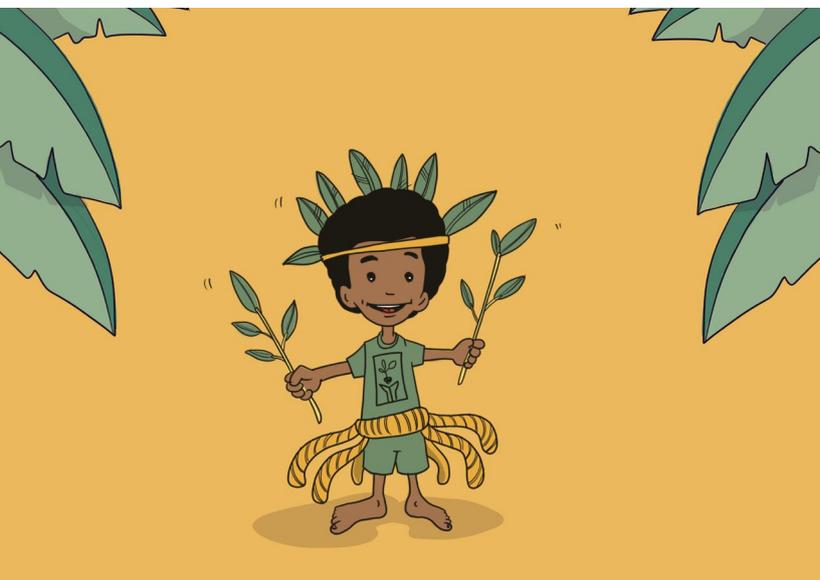
*Sea Change* is writer Jo Vasailagi's personal tribute to her late father-in-law. Her young son inspired Maku, the main character in *Sea Change*, and the grandfather, Tutu is drawn from her father-in-law. One of the things the author most vividly recalls about her father-in-law, she said, was his big hands.

"Maku reached out and gently took Tutu's big hand," reads the tale.

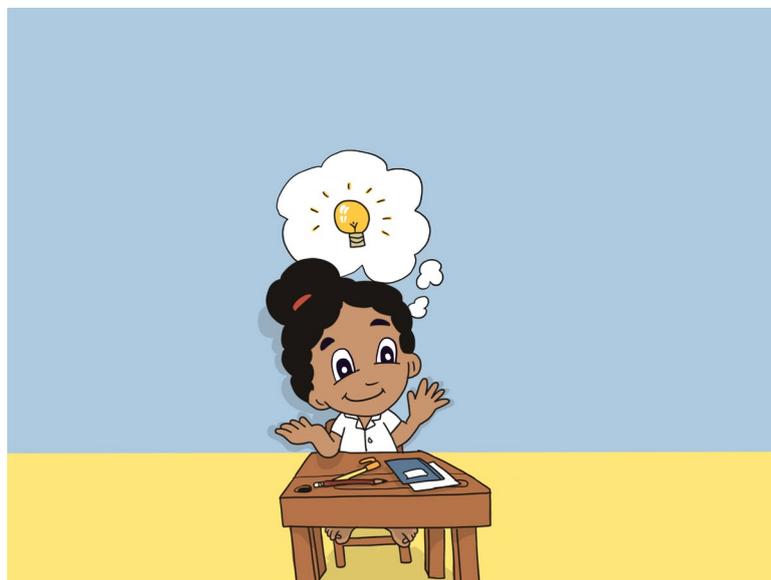
Another story, *The Great Council of Fish*, explores upwelling in the sea and the consequences of warm ocean currents. The title will resonate with Fijian readers and readers Pacific-wide who are familiar with traditional leadership bodies. In the story, *The Great Council of Fish* convenes to discuss the problem of food shortage in the ocean.

Ropate Kama, a wedding photographer, served as the project's art director. He says,

"Illustrating children's books that are 'Fiji specific' has been a lifelong dream of mine, so when I was asked by the Foundation if I would be interested in illustrating four books and taking on the role of art director, I was all in from the start. So far, it has met all my expectations and more."



*Superhero Day front cover. Image credit: Asia Foundation*



*'Show and Tell' front cover. Image credit: Asia Foundation*

One of the writers, Susie Elliott, who grew up in Fiji but lived in New Zealand for many years before deciding to return home, reflected, "I took up the challenge to write because I love picture books and because there is an awful need in our country to fill this niche in our literature. But most importantly for myself, I want to write for the child in me, who came from this place, but whose early reading experiences in 1960s Fiji were books that spoke about a world in which I was nowhere present. In writing for the child in me, I hope to reflect something about self and place and a particular worldview."

The Asia Foundation is interested in stimulating children's literacy ecosystem to encourage children's reading, engage publishers by providing licenses to sell specific books, and give creatives a platform where they have not had that opportunity before. By writing relatable characters, themes, and settings that reflect and affirm children's lives in the Pacific, where many kids can't see themselves in the books they are reading, they hope more Fijian children will experience the joy of reading.

"The new books both celebrate this oceanic world and warn of the threat posed by severe climate events, like powerful storms and flooding which Fijians are increasingly familiar with," says Milika Sobey the Asia Foundation's programme manager in the Pacific.

"To see their own lives reflected in these books and to read them in their mother tongues is part of being culturally visible in a world where people from small island states often feel invisible. All of us in the BookLab hope that these 10 original stories, in the three main languages of Fiji, will awaken a passion for reading in primary school children and perhaps give birth to a new generation of writers and illustrators who will tell their nation's tales."

The books were printed and launched in July and distributed to the 700-odd primary schools and libraries in Fiji. The Oceans and Climate Action book collection is also **available to download and print**.

More recently, The Asia Foundation has finished a second book creation exercise, focused on human rights and people with disabilities.

These five books normalize the representation of children of varying abilities and emphasize their capabilities. Written with guidance from people with disabilities, the books will also be translated into Pacific languages and published in Fiji.

All these are part of The Asia Foundation's Let's Read initiative which helps children of all backgrounds develop the reading and critical thinking skills needed to reach their full potential, setting them up for better employment opportunities in a rapidly changing economy and preparing them to play a positive role in their communities and countries. Let's Read encourages families to embrace reading with impactful, community-based reading opportunities and *thousands* of free, high-quality storybooks, available on their Let's Read digital library at [www.letsreadasia.org](http://www.letsreadasia.org).

Contact [info@letsreadasia.org](mailto:info@letsreadasia.org) for more publishing and printing information.

# UNDERCOVER: LIBRARIES, PENCILS, PEOPLE



**This article was written by John Cochrane after reaching out to librarians on NZ-libs for examples of people writing comments or altering library books. This article was first published in March 2022 by Newsroom.**

It started with Richard Ford. I like modern American fiction (modern New Zealand too) and have been rereading some of the names that shaped the genre. So - Ford's 'Let me be Frank with you', borrowed from the library, opened to the title page, and there it is. A neat hand, in pencil, with a warning. "If you are depressed and want to be that way, read this."

Here's a mini novel in itself: Someone so moved that he or she issues a warning. Angry? sad? or, well, depressed? But stuff added to books is nothing new. I buy a few books, but read a lot, hence borrowing from libraries. Fiction, some biography (musicians mainly), some observational (please come back Joan Didion), a bit of poetry, and a bit of history. But you do get lots of extras in what you check out. Those people who mark that certain page to show this has been read already.

Those people who become outraged at spelling - especially American, even when the book was published in the USA, or the sentence structure, even when their alternative would get a fail.

Both fiction and non-fiction get participants. Alternative views of history and politics are freely offered, even if not invited. Or accepted. Unless a similar soul gets excited and joins in with a complementary or alternative theory that runs over the next pages. Public librarians report that the usual hot topics - politics, gender identity, religion - cause particular excitement.

All libraries experience vandalism and theft, as do bookshops. Public libraries are hit particularly hard, with some truly remarkable behaviours. Not all of this has been regarded as shameful.

In 1962 the British writer and playwright Joe Orton and his lover Michael Halliwell embarked on a guerilla action against middle-class conformism. The pair stole books from Islington Public Library and altered their jackets, replacing the original appearance with images of their own, often sexual. They

sneaked the books back onto the shelves, and lurked nearby, to watch reactions. They also cut art images from volumes, which they used for home decorations. After a prolonged effort to catch them, the pair got six months in jail each, plus hefty fines. Halliwell was to bash Orton to death in 1967, then suicide. Years later, 41 surviving books defaced by the pair were placed in a special Orton collection and celebrated as a remnant of a brilliant, if turbulent, life.

There are aspects of 'participation' that public librarians in New Zealand agree on, based on an informal survey via the NZ-Libs listserv:

- Marking a book as read already - take your pick on any page under 40. Often a squiggle, or a ring around the page number. Harmless. Found more in large print books favoured by older readers.
- Not so harmless - cutting bits out. Even when libraries offer free photocopies of a few pages, cutting wins on points. Menus, photos, interior decoration hints - all game to some.

- Fairly harmless - ESOL books coming back with their word quizzes filled out. Easily erased out by staff, and a job well done by the book.
- Systematic confusion: Changing chapter headings, messing with the index, renumbering pages, gluing in new images. Despite Joe Orton, not appreciated.
- Censoring language, of the earthy sort. Scribble over the naughty word, and in some cases, write redemptive passages from scripture in the margins. More extreme examples such as the one that took place in a metro New Zealand city and lasted some years. A clearly disturbed individual was obsessed with the word 'blood' and would black it out when they saw it in print. They would turn anything with a woman's image on the cover to face inwards. They would produce newsletters of their own warning of Nazi spirits invading the city, on the need to repent and slip them between pages. When asked to discuss what they did, they became so angry that some staff hid behind locked doors. Then, one day, they just never came back. Luckily, such examples are rare, but most public libraries have visitors who are 'different' and they do a fantastic job of extending dignity and respect to all.
- The predictable and very human ways material is damaged on loan: Dogs, water, coffee. (The prize goes to the regional library that had a fellow who would take a book to milking. Yep - a cow did what a cow will do). And if not damaged - enhanced. Cookbooks that come back in an odiferous state with splashes and smears from the kitchen.
- As for aspects of 'participation' those academic librarians agree on:
  - Leaving post-it's in a book. This seems to have replaced an earlier fashion for highlighter underlinings. Hours go into peeling them out - but less troublesome than the highlighters for the next reader.
  - Students who create their own wee collections of books buried out of sequence, so they have easy access to macroeconomics hiding in botany. Or hide them under, or on top of, the stacks.
  - The academics who feel free to annotate others' work who publish in 'their' field. Vigorously. Sometimes viscerously.
- Those who contribute considerably - popping their bit on a piece of their own paper, slipped between the pages. My favourite is a medical librarian (ok, University of Otago) who opened a bound volume and a note fell out stating,
 

'If you are reading this, you have no life.' Kafka could not have done better. Disillusioned student? Burnt out registrar? I have seen a photo - again, tidy hand, no apparent despair, but what a statement.

Research libraries have their own stories, and I can do no better than refer to blog entries by Martin Lewis, Te Aka Matua Research Library on Te Papa Tongarewa's website on Te Papa's website.

What does all this add up to? Nothing bad. Libraries circulate stock and understand that in real life - things happen. Libraries throw their doors open and understand that where people are involved - things happen. Libraries strive to be human, democratic, Te Tiriti aware, and multi-cultural. And part of that is understanding that humanity presents in various forms, and each of these forms matter - even if some manifestations present challenges. This is deeply important to a society in which everyone has their part, and their haven space, where they are welcome.

What about Richard Ford? He may make you smile. He may make you squirm. He may make you cross, but he won't make you depressed - unless you want to be.



**John Cochrane** worked in many libraries in New Zealand, for many years. He is retired to the Kāpiti Coast, with his wife and dog.

# TE POU MURAMURA: LIGHTING A SPARK FOR READING



Isobel Joy Te Aho-White at Rangikura School. Image supplied.



James Russell at East Taieri school. Image supplied.

“Reading has to have meaning for a child. Confidence in reading comes from empowerment and pleasure, and humour is a great tool. Children aren’t tense when they’re laughing” (Cowley J, 2018, p 14).

These are the words of author Joy Cowley, talking about the importance of enjoyment and story in the pursuit of literacy. As a small organisation devoted to growing a nation of readers, Read NZ greatly value the work of librarians all around Aotearoa and know we’re not alone in our mahi.

Read NZ is careful to distinguish ourselves from other excellent Aotearoa organisations focusing on teaching literacy. We are

an arts organisation, and the promotion of reading for pleasure is at the heart of what we do. Perhaps unsurprisingly, reading for pleasure is strongly associated with achievement in literacy skills.

A UK study (Clark, 2014) showed that students who had more positive attitudes towards reading were more likely to read at or above the expected level for their age. In 2015 another study showed that in addition to improving literacy, reading for pleasure correlates with better social and emotional outcomes, such as building empathy and improving relationships with others and feeling connected to one’s identity and community (The Reading Agency, 2015)).

In 2019, the New Zealand Book Council changed its name to Read NZ Te Pou Muramura. This special name expresses the concept of moving from darkness into light, as told in the Māori creation story. This metaphor can also be used to describe what happens during the process of reading.

Muramura is a glowing ember, flame, or blaze and pou is an upright supporting post or pole. Te Pou Muramura, then, speaks to the sustenance of a blaze, in the way that reading can spark a glow or light in our minds.

Read NZ promotes reading for pleasure through a range of programmes in communities across Aotearoa.

## WRITERS IN SCHOOLS

Many teachers and school librarians will know our **Writers in Schools** programme, which has been at the core of our work for nearly fifty years. One of its strengths is the ability to tailor a visit to the needs of an individual class, whether that is arranging a journalist to visit media studies students, or a picture book author to inspire new entrants.

A teacher in Timaru described the programme as a way to make books come alive for her students.

"It's about introducing students and teachers to the real person behind the books or illustrations and for them to enjoy the experience of being up close, listening to and talking with a local author or illustrator. It makes the books real. Even the non-readers benefit from the experience of listening to someone who is passionate about books and writing."

Research by the UK's National Literacy Trust reported reading enjoyment among students was markedly higher among those who said that they had a writer visit their school (68.2%) compared with both the sample (53.0%) and those who hadn't had a visit (47.4%) (Clark et al, 2019; p3).

## THE SCHOOL LIBRARY

Who better to ask about children's books than school librarians? That's exactly what our **School Library programme** is about. We send regular e-newsletters to subscribers with the latest batch of children's books, honestly reviewed by school librarians and teachers of Aotearoa.

## READING CHALLENGES AND REVIEWING

Our annual summer reading challenges are aimed at children aged five and up. Children register for free on a custom-built online platform and choose a team to 'play' for, by logging the books they read over the summer with a star rating and short review. A 'readerboard' keeps track of the reading teams as they move up and down the rankings accordingly, with bookish spot prizes in their sights.

Hooked on NZ Books is a reading and reviewing club by young people for young people. Readers aged 12-19 years are matched with NZ young adult books, which they then read and review. Their pieces are edited and published online, connections are made between authors and reviewers, affirming

their voice and the profile of NZ published YA books is raised.

Literacy is a fundamental human right and foundation for lifelong learning (UNESCO 2016). Literary experiences like discussing, reading, and writing books help us explore our own identity and link us to our wider culture. Our programmes are a vehicle through which people, especially children and young people, can fall in love with books and reading and help create a reading habit for life

## FIND OUT MORE

- Read NZ Te Pou Muramura: [www.read-nz.org](http://www.read-nz.org)
- School Library programme: [www.read-nz.org/schools/school-library](http://www.read-nz.org/schools/school-library)
- Hooked on NZ Books: [www.hookedonnzbooks.org.nz](http://www.hookedonnzbooks.org.nz)

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UNESCO Facebook page: *Literacy in the World*, Retrieved September 9, 2016 from [bit.ly/3ILwrgl](https://bit.ly/3ILwrgl)

# SIX HOT PICKS



SIX HOT PICKS AS CHOSEN BY NEDA ZDRAVKOVIC

## 1 FAMOUS LIBRARIAN

**Jorge Luis Borges (1899 – 1986)**

An Argentinian librarian and a world-famous writer who changed the course of post-modern world literature. In 1955, Borges was appointed Director of the National Library in Argentina and professor of English Literature at the University of Buenos Aires. He became completely blind by the age of 55.



## 2 FAVOURITE LIBRARY? MUSEUM? GALLERY?

**Belgrade University Library Svetozar Markovic**

In the midst of a Yugoslav civil war in 1990s, the main reading room of this library was a peaceful and safe haven for an undergraduate student seeking refuge and a quiet place to relax and study. Its design is spectacular and the library holds original manuscripts and first editions essential for the European cultural and intellectual heritage.

## 3 LIANZA MOMENT

Joining the LIANZA TEL SIG committee. The team are a constant source of inspiration and have been a driving force behind a series of popular webinars and events that are taking place this year. **You can find a blog about us here.**



## 4 GENRE

**Poetry: Judy Haswell**

Judy Haswell is a world traveler, poet, historian, researcher, and retired librarian with a career spanning over 34 years from 1985 at the University of Auckland Library. Judy published more than 12 books of poetry and historical commentaries all of which are held in the University of Auckland library collection.

## 5 PLACE IN NZ

**Pātea, South Taranaki**

Home of Ngāti Ruanui and Kāi Iwi, Pātea Māori Club and Poi E, Pātea also has one of the most prominent historical collections in the region housed in the Museum of South Taranaki. Apart from the SS Waitangi shipwreck at Pātea Beach, Port of Pātea and its Freezing Works are a fascinating monument in New Zealand's history. Sunsets from the Pātea Beach lookout are unforgettable.

## 6 UNWINDING ACTIVITY

Sailing. I am a long-standing member of the Richmond Yacht Club and racing crew member, currently sailing with the winter series crew. I enjoy the excitement and team spirit. Ah – and the wind in my hair— **you can find our sailing photos here.**



**Neda Zdravkovic** is an Auckland Institute of Studies librarian, LIANZA TEL SIG Committee co-chair and LIANZA Council Member. She was born in Yugoslavia and immigrated to New Zealand in 2000. Neda specialises in developing EdTech training programmes, learning design, UX and online course design.

# LIBRARY STUDIES



## WHERE ARE THEY NOW? OPEN POLYTECHNIC KAIMAHI TO RESEARCH ALUMNI LEARNERS



*Open Polytechnic Academic staff members from left Jan Irvine and Pam Bidwell.*

**Open Polytechnic academic staff, Jan Irvine and Pam Bidwell, are planning an exciting study of the career paths and graduate perceptions of Open Polytechnic library and information graduates since they entered the workforce.**

“This will be the first research to explore the career paths, knowledge and skills of library and information studies alumni from the Open Polytechnic, over a 20-year period,” says Jan.

“We hope to find out the most useful skills for information professionals and use this knowledge to future-proof the curriculum,” says Pam. “We

also expect to find out answers to related questions such as the professional development needs of library and information professionals, and their thoughts on building skills through micro-credentialing.” Micro-credentials certify achievement of a coherent set of skills and knowledge and are smaller than a qualification.

The researchers hope to learn more about the occupations and roles that alumni are currently employed in – inside or outside the library and information profession, and to establish which knowledge and skills gained from study have been most useful. This includes how transferable those skills

proved to be and how they have been used outside library and information workplaces.

Other areas to be explored include whether learners develop a sense of whanaungatanga (relationships or kinship), as they moved through their qualifications, and if they have maintained and extended any relationships and networks after graduating from Open Polytechnic.

The research will be standing on the shoulders of giants, drawing on existing research including Lynley Stone’s 2013 in-depth career survey of library and information professionals in New Zealand. As part of

the development of the Open Polytechnic Bachelor of Library and Information Studies and associated diplomas, Stone also conducted two major in-depth research studies on library and information education in New Zealand in 2016.

“We will also use the work of Open Polytechnic Research Development Leader, Amanda Cossham. As part of her role as lead facilitator for the Mandatory Review of Qualifications, she explored the current and future workforce needs for information management and services. In other related research, Senior Lecturer Brenda Chawner reviewed the challenges of library and information studies and curriculum changes

at Victoria University of Wellington. More recently, in 2021 Amanda and Jan reflected on the challenges involved in participatory design and development of the Bachelor of Library and Information Studies (BLIS) degree, offered since 2017.

One outcome the researchers hope to find out is whether a kāhui ākonga onamata alumni association of Open Polytechnic LIS graduates would be useful for learners.

“We hope that our alumni may also be interested in supporting professional development in different ways, such as through mentoring current learners, or as advisors on our stakeholder

advisory committee, and that’s something we’ll be exploring in this research,” says Jan.

It is expected that the research will begin during 2023.

**If you are interested in finding out more about Open Polytechnic Library and Information Studies qualifications, you can find out more here:**

<https://bit.ly/3zSgy2z>

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NZ Diploma in Library & Information Studies (Level 5)



NZ Diploma in Records & Information Management (Level 6)



Bachelor of Library & Information Studies



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[www.openpolytechnic.ac.nz](http://www.openpolytechnic.ac.nz)

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Te Pūkenga

# CAREER PATHWAYS



**HANNAH RUSSELL**

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**Hannah Russell: Library Manager at National Institute of Water & Atmospheric Research (NIWA)**

Originally from Taihape, Hannah Russell has lived in a number of places in Aotearoa, and also in Singapore, the United Kingdom, and the United States. She has been NIWA's library manager since 2015, but Hannah began work at NIWA in 2006 as a reference and document supply librarian. She had multiple position titles over the years, in similar roles until her jump into library management. Before working at NIWA she worked in law and university libraries and has a part-time job in a school library while studying.

**WHAT DOES A TYPICAL DAY LOOK LIKE IN YOUR ROLE?**

We are a team of three full-time librarians at NIWA, with a casual part-timer currently employed to work on some digitisation. The library team is based at NIWA's Wellington site but looks after around 700 NIWA staff in locations around the country, from Ruakaka in the north to

Dunedin in the south. We have a fairly large collection, both in print and online, covering subjects including aquatic resources and environments, oceans, freshwater and marine fisheries, aquaculture, climate, atmosphere and weather hazards, and aquatic biodiversity and biosecurity.

For me, no two days are quite the same. I might have one or two meetings. I might do a little bit of book purchasing. I might download and examine some usage statistics. I might renew (or cancel) some individual journal subscriptions, journal package, or a database. I might run an EndNote or a library introduction session (mostly done via Teams these days). I might write a piece to promote library services and resources, or a report for senior management. I might attend a webinar. I might do some weeding from our physical collection.

**WE ALL HAD AN IDEA OF WHAT A LIBRARIAN IS OR DOES WHEN WE WERE YOUNGER, WHAT WAS YOURS?**

My concept of a librarian when I was younger was a school librarian or a public librarian. It wasn't until I started working towards a library qualification that special libraries entered my consciousness, and once I knew that such things existed, I was keen to work in one.

**DID YOU EVER THINK YOU WOULD BECOME**

**A LIBRARIAN?**

I think it was always a vague possibility in the back of my head. I wanted to be a student librarian when I was in high school, but my friends talked me out of it. Peer pressure! I had a shortish first career in childcare, and it was when I started to get a bit bored with that, that I began to consider librarianship seriously.

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

One obvious career highlight was being appointed to my current role back in 2015. Even just a couple of years earlier it wouldn't even have been something I imagined. But circumstances can change quickly sometimes! I've been to some good conferences over the years, both in Aotearoa and further afield, where I've been exposed to new ideas, and made lasting connections.

Career highlights would also have to include groups and committees I've been involved with. I was on LIANZA's SLIS (Special Libraries & Information Services) committee for about ten years, with a few years as the co-convenor. This committee helped me stretch skills I hadn't used in many years - public speaking for one. It gave me lasting associations and friendships with a lot of the people I served with. And I would say the same for IAMS LIC (International Association of Aquatic and Marine Science Libraries and Information Centers). I have



Hannah with one of her team members, Anna Demchy. Image supplied.



Stack 6 is our stack collection (about half of our journal collection) being packed up in May to go to off-site storage with TIMG. Image supplied.

been an IAMS LIC member for many years and served as the Pacific, and later Asia-Pacific, representative to the executive board from 2016-2021. Late last year I was elected as IAMS LIC's junior president-elect and so will serve as president for the 2023-2024 financial year.

Being a member of IAMS LIC has given me links all around the world, and although I've only been to one in-person event so far, we have great conferences every year in **fabulous locations** – until the advent of the pandemic put everything to hold for a while of course. I also really enjoy working with the other library and information managers from the other six crown research institutes. We work fairly closely together, operating as a loose consortium, learning from each other's work where we can.

## DO YOU HAVE ANY ADVICE FOR THOSE WHO ARE CURRENTLY FINISHING THEIR LIS QUALIFICATION?

Don't pigeonhole yourself too early – look for work in different types of libraries, and in different types of roles. Sometimes it pays to get in touch directly with libraries that you're interested to work in. You just never know. They might have a small

project about to crop up that could be a step in the door and lead to other things. And don't be afraid to put your hand up for committees and the like, where you can make valuable connections. They're not just for people in senior roles - it's good to get some new blood in every now and then.

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

Probably the biggest influences on my career have been other people. I've had some great managers over the years. At the University of Auckland's Philson Library, Linda Thomas and then Marianne Forbes were my first two direct managers as a new library assistant, and at NIWA my first managers were Kerrie Firth and Kath O'Shaughnessy, and then Charlotte Clements. I learned a lot about libraries and librarianship from them all, and from many others along the way too.

## IF YOU COULD RECOMMEND ONLY ONE BOOK (SITE OR RESOURCE) TO SOMEONE, WHAT

## WOULD IT BE?

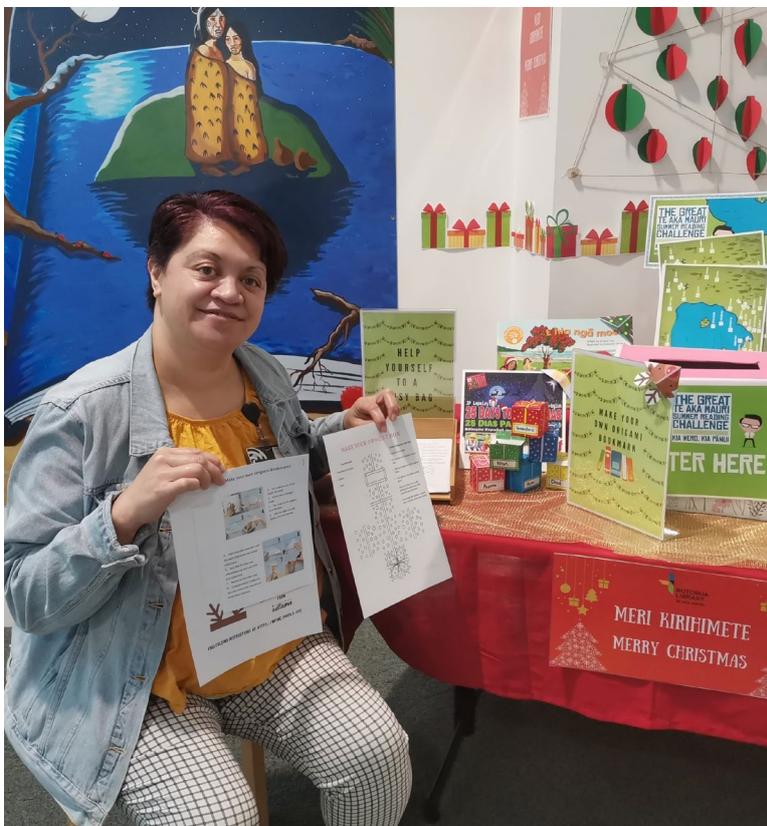
I'm not even going to attempt to recommend one book – I would have to spend so long agonising over it! So instead, I'll mention – while noting that a lot of people are feeling a certain amount of 'Zoom fatigue' at present – that I've really been appreciating all the good webinars that are springing up now. In particular, I think LIANZA and National Library have been doing a great job with these. LIANZA has a series going with Tom Smith from Blind Low Vision NZ at present, and I learned so much from the **Creating Accessible Resources** session. And a recent one from National Library that I got a lot out of was the launch of the **Are we there yet?** series, with Rachel Esson, Honiana Love and Courtney Johnston.

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

I would very happily settle for libraries and information services to be well-funded and well-staffed in the future. Plus supporting their community of users – whatever that community might be – to the very best of their abilities and being supported by their community in return.

# LIBRARY OF THE ISSUE

## ROTORUA LIBRARY - TE AKA MAURI



T.A. Rangi, Youth & Early Learning Specialist holding some Busy Bag instruction sheets. Image supplied.



Abigail Wharne, Heritage and Research Lead with some community archives. Image supplied.

**“This place saved my life over the last three years!”** Words like these confirm we are making a difference to the wellbeing of the Rotorua community. They were spoken by a young migrant woman whose husband and young son were still in India. She lived in a hostel room while studying for a degree and Te Aka Mauri provided a sense of home during their three-year separation. She spoke the above words to a woman in her late 60s who had brought her husband to participate in his weekly Dementia Reading Group. These two women built a friendship in Te Aka Mauri, one that helped them both with the loneliness

**and isolation that comes from having your nearest and dearest overseas or in a declining state of health.**

### ONE-STOP-SHOP FOR CHILDREN'S HEALTH

With Rotorua Lakes Council and Lakes DHB both seeking vibrant and innovative solutions for a new library and one-stop-shop for children's health in 2015, the decision was made to pool resources and create a venue that was safe, welcoming, and central. The outcome of that decision was Te Aka Mauri – the community hub that is now home to Rotorua Library and the Children's Health Hub.

Our name and design reflect the shared vision to create a facility of excellence to advance community wellbeing. Te Aka Mauri sits on land gifted by Ngāti Whakaue when the city of Rotorua was built.

Whānau enter the building and walk through the children's library to attend their appointments. The child will often see their clinician and receive a wellness check such as dental or hearing at the same appointment, saving parents and caregivers from having to visit several times. Wellness continues to be a strong driver in all we deliver at Te Aka Mauri, based on our shared goal of creating a space of wellbeing



*Piles of Big Busy Boxes ready to go to isolating families.  
Image supplied.*

and learning for our community, breaking down barriers, and empowering people to prioritise their health.

## RESPONDING TO THE COVID ENVIRONMENT

Following the first COVID lockdown in 2020 our Youth and Early Learning team identified that families still wanted to be involved in activities with the library even if they couldn't attend in person. The team began developing takeaway craft activities that provided instructions and all the craft supplies needed. These were immensely popular, but we learned that not everyone had the stationary supplies to complete the projects. The team sought funding to create a **Big Busy Bag** that had multiple activities, craft supplies and stationary needed. It was a Library Holiday Programme in a bag. These were delivered

to every child in emergency housing over the 2020/21 summer holidays and delivered again during the latest COVID outbreaks to families who were isolating. Feedback from the community groups we partnered with to deliver these kits has been extremely positive. One group commented that these boxes and bags brought smiles to everyone in the homes visited and parents appreciated people thinking about them in difficult times.

## HERITAGE AND RESEARCH COLLECTIONS REFLECT ROTORUA'S UNIQUENESS

Our Heritage and Research Collections reflect all that is unique to Rotorua. The rich history of our region is visible through the celebrated resources in the Don Stafford Room and in our community archive, comprising material donated by

local groups and individuals. Of particular significance are the difficult-to-find items containing the history of Te Arawa: Don Stafford's research notes, the Te Arawa collection of books, our map and rare-book collections, and copies of Māori Land Court minute books. Researchers from around New Zealand access these resources to gather the information they cannot find elsewhere.

Our vision is to offer the same level of service to our online learners. We are already making great strides in this area, with the library recently becoming the custodian of **Great Te Arawa Stories (GTAS) website**. GTAS contains a collection of stories about people, places, and events that are applicable to Rotorua and to the people of Te Arawa. It was developed by Ngā Pūmanawa e Waru Education Trust to introduce learners to Te Arawa stories, to encourage user education



People queuing for skin checks at the Melanoma NZ van during Rā Hauora.  
Image supplied.

skills, support inquiry learning, and inspire the exploration of existing resources. With this aim in mind, the Heritage and Research Team have engaged with local teachers to learn how to further develop the site to meet their needs. During one feedback session, a teacher explained how they had been searching for a resource like this for years: high-quality narratives from a trusted local source. In the coming years, we hope to receive similar feedback about the new heritage platform, which is being developed to showcase digitised items from the heritage collections, and the **Many Answers** pages being created to support the Aotearoa New Zealand's histories curriculum.

## DIGITAL SKILLS FOR PEOPLE WITH DEMENTIA

After long COVID-related delays, we are about to launch a collaborative project that will inform those researching dementia and caring for those

impacted by it. In partnership with the University of Auckland's Faculty of Medical and Health Sciences and Dementia Lakes, our team of digital mentors will be visiting adults with a diagnosis of dementia in their homes to lead them on a journey to gain basic digital skills – perhaps learning how to borrow and read eBooks and watch YouTube videos. The aim is for our learners to be able to make or receive a Zoom call so they can participate in cognitive stimulation therapy at home. We hope to provide Digital Inclusion Alliance Aotearoa (DIAA) with a package of teaching materials that can be added to the Stepping Up platform and be freely used by libraries across the motu.

## RĀ HAUORA COMMUNITY WELLBEING

Other initiatives our adult learning, programmes and promotions team are proud of include **Rā Hauora** community

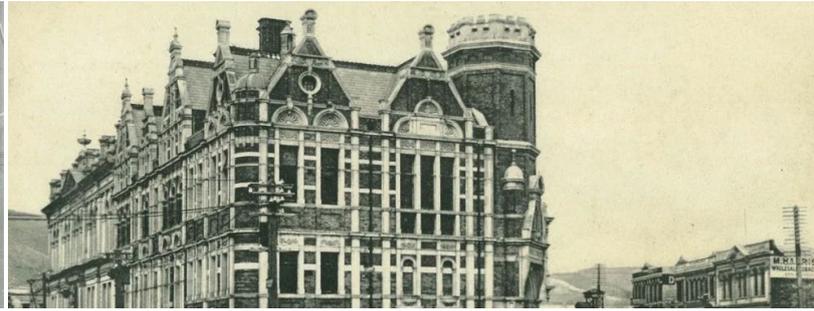
wellbeing day with free health checks from Melanoma NZ, Heart Foundation and Diabetes New Zealand, monthly multicultural lunches celebrating a different culture each month and a death literacy series called **Cultural Conversations about Death** - so far we've learned how death is viewed, prepared for, and celebrated by Hindi and Muslim communities and coming next will be Sikh, Filipino and traditional Māori.

We don't know how many lives are transformed in Te Aka Mauri, by child psychologists or digital mentors, through holiday programmes in a bag or the connection made through discovering whakapapa. But with strong partnerships, and capable members of our wider Te Aka Mauri whānau, we strive to look beyond traditional library services to enhance lives and give hope to our wider community.

# HISTORY CORNER



## LITERACY IN EARLY 19TH CENTURY AOTEAROA



*Wellington Municipal Library c.1900. Wellington City Libraries, Ref: 50007-1-54*

Prior to the introduction of the Education Act in 1877, literacy rates in New Zealand were spotty. Māori recognised the value of literacy early on and became highly literate in both te reo Māori and English within a short span of time. While Pākehā colonists placed a high value on reading and writing, literacy among new settlers was low and the cost of attending schools kept many out of education.

Education and literacy were key tools used by the Church Missionary Society (CMS) in establishing Christianity in New Zealand - a literate population could read and understand the Bible. The Reverend Samuel Marsden opened the first mission school for Māori in 1816, in the Bay of Islands. Several schools operated by the CMS, the Wesleyan Church, and the Catholic Church sprang up before the signing of the Treaty of Waitangi in 1840.

Literacy was an exciting new concept that Māori enthusiastically took up. Printing presses brought to the southern

hemisphere by missionaries produced some of New Zealand's first early readers, with Thomas Kendall's phrase book *A Korao no New Zealand*, or the *New Zealander's First Book* published in 1815. This was the first published attempt to record Māori speech in the Latin alphabet.

In the 1820s missionaries reported that Māori all over the country were teaching each other to read and write in both te reo Māori and English. The *Oxford History of New Zealand* estimates that by 1845, around half of adult Māori could read a little in te reo Māori.

Pākehā colonists brought English books out from Britain to establish the first libraries, including the Port Nicholson Exchange and Public Library in Wellington in 1841. In Britain, before the first ships left for the new New Zealand Company settlement, a committee had been established to 'make provision for the Literary, Scientific and Philanthropic Institutions of the new Colony!'

These first settlers arrived with donations of books. Although the Port Nicholson Exchange and Public Library had closed by 1842, the donated books went on to form the collection of what is now Wellington City Libraries.

Schools continued to be run privately, and for profit, into the 1850s. Secondary schooling remained out of reach for most families. Around 14% of Pākehā adults couldn't write but could read a little, and another 25% couldn't read or write at all. Provincial councils took on responsibility for Pākehā education in 1852.

The Native Schools Act 1867 created a national system of free day schools for Māori children, with a central focus on teaching English. Use of te reo Māori was effectively forbidden in these schools. In 1877, the Education Act made primary school education free and compulsory, standardised the teaching of reading to European children. Formal education was made compulsory for both Māori and European children in 1901.



**Nicole Thorburn** RLIANZA (@nicole\_thorburn) is a library assistant and heritage geek at Thames-Coromandel District Libraries. She studied history at the University of Waikato, and worked in both museums and archives before moving into libraries.

# PROF REG



## MANAGING YOUR THREE-YEAR REVALIDATION JOURNAL



Nothing is more daunting than a deadline looming. When your deadline is for your revalidation journal, and you must have 18 entries over three years it can seem overwhelming. The good news is that writing a revalidation journal over such a long period of time is possible if you keep at it.

Here are a few ideas – some I do myself and some are ideas I have gathered from colleagues.

### TRY TO FIND A REGULAR TIME TO WRITE YOUR JOURNAL

That time may coincide with regular aspects of your professional or personal life. Do you have to write a monthly report? What elements from that relate to your journal? Do you have to drop children at an early morning sports practice? Could you arrange to have a lunchtime journal writing session with colleagues once a semester or term? By finding a way to make your journal writing part of your

regular schedule your entries will build up over time rather than having to be written all at once from memory. Use your calendar to prompt you. By creating a plan and scheduling time to do this work you will feel more in control, see your work growing steadily, and avoid leaving it all to the last minute.

### TAKE NOTICE OF WHAT AREAS ARE LACKING

A colleague of mine puts all her entries directly into her journal. She always has too many by the time her journal is due and then she edits them down to the best ones. This method also helps her to clearly see the Bodies of Knowledge (BoKs) and Domains of Practice she has covered. I try to keep track on a Google doc and organise my entries by BoK and Domains. By creating entries regularly, I was able to reflect on what I had learned soon after the event. I followed a weekly plan to work on my journal so I could see over time where the gaps were and which BOKs I needed

to develop. I would then copy and paste my entries into the journal template.

### RESOURCES THAT WILL HELP

The LIANZA webpage about [revalidation](#) is very helpful. You could ask for a mentor if you want feedback or accountability in completing the journal - contact the LIANZA office for help with this or reach out on LIANZA Connect, where there is a new professional registrational community. I often recommend this blog post [LIANZA Professional Registration - Reflective Writing](#) published on the Libraries Aotearoa Kōrero blog.

My best advice is to work on your journal steadily over the three years.

*Tē tōia, tē haumatia*

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



**Amanda Bond** is a facilitator for National Capability Services to Schools with the National Library in Auckland. She has worked in school libraries here in New Zealand and at an International School in Istanbul. She recently joined the LIANZA Professional Registration Board. She has been a professionally registered librarian since 2008 and is currently working on her revalidation journal for a mid-2024 deadline.



# NEW LIANZA MEMBERS

*Welcome to all our new  
LIANZA members!*

Elizabeth Agaimalo	Erin Maessen
Kalehi Apete	Louana McCormack
Angela Armiger	Alexis McCullough
Kahu Banks	Melanie McVeigh
Courtney Black	Paula Mitchell
Emily Brain	Meika Neels
Jocelyn Candy	Emily Newman
Sarita Christensen	Wei Pang
Alice Conway	Jemma Philpott
Amanda Cooper	Iryna Robson
Marny Dickson	Melody Sei
Linzi Edwards	Renee Stowers
Gretta Escudeiro	Alicia Tamainu
Rogelio Guedea	Janice Tekii
Natasha Gulick	Byron Walker
Bethany Gwynne	Vickie Ward
Raffizah Ibrahim	Tania Webster
Hannah Jenkin	Derek Whaley
Mikayla Kelly	Debbie Williams
Johanna Lescure	Danqing Wu
Estella Li	Marlies Zyp -van der Laan
Abby Ludemann	



# LIANZA PROFESSIONAL REGISTRATION

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

<b>AORAKI</b> Elisabeth Marrow
<b>HIKUWAI</b> Sarah Choi Marlies Zyp - van der Laan Alexis McCullough Stephanie Cook Andrea Nixon
<b>IKAROA</b> Katherine Chisholm
<b>OVERSEAS</b> Eriwara Madhurage Yasodha- Chandapani Dharmawardhana Danqing Wu
<b>TE UPOKO O TE IKA A MAUI</b> Catherine Amey Ingrid Foster Deborah O'Connor
<b>TE WHAKAKITENGA AA KAIMAI</b> Melanie Chivers Chris Pigott Kay Greed Jenny Hooker Lisa Pritchard Kate Reynolds

# FREEDOM OF INFO



## ADDRESSING THE BARRIERS THAT NEED TO BE REMOVED TO DELIVER FREEDOM OF ACCESS TO INFORMATION EQUITABLY

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers” (Universal Declaration of Human Rights (1948) Article 19).

When librarians talk about our role in protecting these freedoms, we talk about the things we do inside our organisations. We resist attempts at censorship. We promote information literacy and protect the privacy of our users.

What about the people who never make it inside our doors or onto our online services, or who we

don't reach through outreach services? Or who struggle to use libraries when they try?

Why are they not using libraries? Is it because of the barrier's libraries have put in place that prevent them or put them off? How do we remove those barriers so everyone can access information and ideas freely?

There are many issues that we may need to address to strive for equitable access to information. These are some of them.

### AFFORDABILITY

- Are there fines or other charges that stop me using it?
- Do I need to pay a membership or pay to borrow books?
- Do I need proof of address or forms of ID I can't afford?

### ACCESSIBILITY

- Can I get to a library by public transport or walking?
- Is it designed for universal access (for physical and mental differences)?
- Is it open on days and at times when I can get there?
- Can I understand and navigate the library's policies?
- Am I able to leave my house?
- Is there enough space or desks or computers for everyone trying to use it?
- Are the online sites accessible?

### INCLUSIVITY

- Do the physical and online spaces reflect who I am and that I am welcome?
- Do I know that the service is available and what the range of services is?
- Does the arrangement and curation of content make sense to me with my worldview and perspective?
- Are there resources in my first language?
- Do I feel safe in the space?
- Are people like me reflected in the staff?
- Do events cater for my different needs?

### LITERACY

- Do I have the literacy skills needed to navigate the library?
- Do I have the digital skills to access what is available?
- Do I have the information literacy skills to find up-to-date and factual information?
- Is the layout intuitive or does it rely on signage?



While we cannot address everything at once there are some principles all libraries can apply in any service or space design, and in evaluating existing spaces, programmes, and services.

- Apply universal design principles: Universal design (UD) means that rather than designing your facility and services for the average user, you design them for people with a broad range of abilities, disabilities, and other characteristics—such as age, reading ability, learning style, language, culture, and others.
- Understand who is in your community and listen to their needs and aspirations to prioritise your steps of change.
- Ask people who don't use libraries why they do not.
- Train staff in recognising and responding to diversity.
- Evaluate everything you do by applying different lenses and viewpoints.
- Be aware of and apply diversity principles of your broader organisation.
- Apply inclusive language in your signage, forms, online spaces, documents, and events.

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## RESOURCES

LESNESKI, Traci Engel (2018) *Welcome to All: Design's Role in Creating an Inclusive, Safe, and Beloved Community Destination*. Paper presented at: **IFLA WLIC 2018 - Kuala Lumpur, Malaysia - Transform Libraries, Transform Societies** in Session 114 - Metropolitan Libraries.

FREEMAN, Mark (2018) *Universal Design in UK Libraries: Best practice in British public libraries*. Paper presented at: **IFLA WLIC 2018 - Kuala Lumpur, Malaysia - Transform Libraries, Transform Societies** in Session 94 - Library Service to People with Special Needs, Public Libraries and Library Services to Persons with Print Disabilities.

Universal design for libraries <https://www.washington.edu/doit/equal-access-universal-design-libraries>

Fines as a barrier <https://finefreeaotearoa.org.nz/>

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