

LIBRARY *Life*

TE RAU ORA

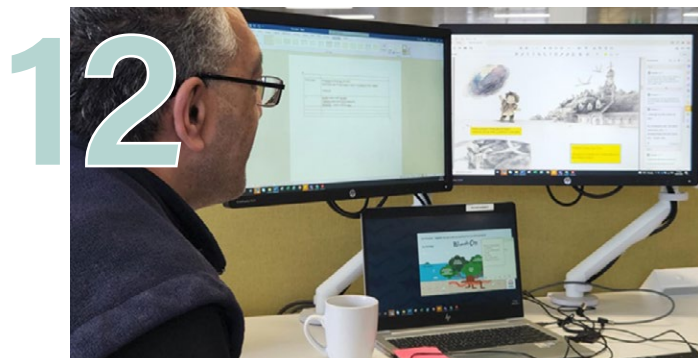


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Auckland Libraries' staff with Te Reo Māori
VOX books. Image supplied.

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LIANZA

Library and Information Association of New Zealand
Te Rau Herenga O Aotearoa



FROM THE EDITOR NĀ TE KAITĀTARI

ANGELA CAIRNCROSS

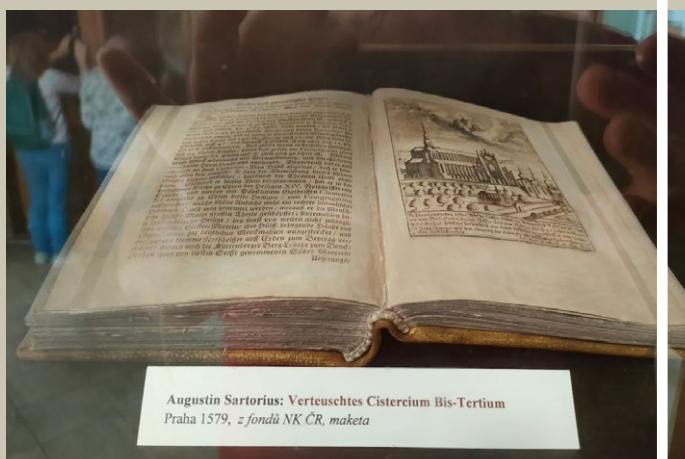
Here we are, the last issue of *Te Rau Ora* for 2024. I'm looking forward to what 2025 will bring. A new executive director, a refreshed website, LIANZA2025 Conference and the LIANZA roadshows. It's going to be an exciting year. But let's finish this year first!

It's a full issue of *Library Life Te Rau Ora* as we report on the Pūtoi Rito Community of Readers project. Marlies Zyp Van der Laan reports on MEXINFO and we learn about the latest Aotearoa UNESCO Memory of the World inscriptions. Te Pouhuaki Rachel Esson tells us about her visit to Canada and the US, and we hear about the research on past Open Polytechnic LIS students.

We announce this year's professional recognition awards and look at some of the data and success stories from the LIANZA SLANZA Tertiary Grants project. Siren Deluxe talks about her library mahi and we learn about the NZCA Centennial Library. Tal Rogoff explores the historical relationship between LIANZA and Te Rōpū Whakahau. Plus we have book reviews, columns and more – happy reading.

Angie Cairncross

LIANZA Communications Advisor



Augustin Sartorius: Vertheushtes Cistercium Bis-Tertium
Praha 1579, z fondů NK ČR, maketa

FROM THE PRESIDENT

NĀ TE TUMUAKI



IVY GUO
LIANZA PRESIDENT-ELECT

Kia ora koutou, 大家好!

As we step into the holiday season, I trust that many celebrations have been planned to cheer for 2024, not only for the successes but for the challenges, the opportunities, and even the losses that made us stronger.

It's hard to believe that the year has gone so quickly. Many things have happened since the last issue of Te Rau Ora. There are three highlights I want to share that are a great wrap-up for 2024.

First and foremost, to formally introduce our new Executive Director, Laura Marshall, who joins LIANZA at the end of November. I am excited to see the fresh energy Laura can bring to our organisation and the wider sector. While Laura's appointment was made based on a strong alignment with our vision and strategic priorities, I would like to express our gratitude to all candidates in this last round of recruitment. It was overwhelmingly encouraging to

have conversations with many experienced, talented, and passionate leaders who believe in the profession's future and are enthusiastic about the positive impact LIANZA can make for our members and our communities.

Speaking of positive impact, I want to recognise the great work leading up to the exception change in the Privacy Act Amendment Bill that LIANZA and PLNZ sought in our recent submission. I want to acknowledge Mark Crookston, LIANZA President-elect, for his oral submission of the bill and Richy Misilei, LIANZA's immediate Past President, for his part in preparing the submission. I feel fortunate to work with great colleagues whose dedication to

Ivy and Richie at the IFLA Information Futures Summit



making a positive impact within our sector is inspiring.

You can read the exception relating to archiving in the public interest for gallery, library, archives, and [the museum sector here](#).

One personal highlight for the last couple of months was attending the IFLA Information Futures Summit in Brisbane. Richy and I were there with a group of New Zealand colleagues from the National Library, Te Rōpū Whakahau, Auckland Council Libraries, Victoria University of Wellington Library, and other organisations. The diversity of library initiatives, creative ideas, and insight into trending topics such as Artificial

Intelligence was exciting. It was my first IFLA international event and I have many takeaways from it that you will be able to read about in the next Kōrero.

I would like to finish this column with a note of encouragement to you all to join us at this year's AGM. It will be informative and engaging, and an opportunity to meet Laura Marshall. [You can still register here for the December 3 event](#).

And now, for an uneventful December, a restful holiday break, and a brighter 2025.

和光同尘，与时舒卷

As lights blend with dust, we change with time.

Ngā mihi nui,

Ivy Guo
President, Te Rau Herenga o
Aotearoa LIANZA

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PŪTOI RITO: BUILDING COMMUNITIES OF READERS



Clutching the book tightly to his chest, the boy asked, “Can I keep this?” the librarian on the stand replied with a resounding “Absolutely!”. He and his siblings had selected books from a display of Pūtoi Rito Communities of Readers books at Kaipara Libraries stand at the Northland Field Days in Dargaville. The Pūtoi Rito project in Dargaville, a National Library-led partnership project with Kaipara libraries and schools, was one of six partnership projects that aimed to provide children and young people in communities across Aotearoa New Zealand with opportunities and support to develop a love of reading.

National Library launched the Pūtoi Rito Communities of Readers initiative in 2019 with funding from Te Puna Foundation in response to a decline in the number of children and young people reading for pleasure, disparity of access to support for reading for pleasure, and declining literacy. There were also gaps in research on reading for pleasure in the Aotearoa New Zealand context, so the National Library commissioned AUT, Point Research, and the New Zealand Council of Educational Research (NZCER) to research the projects.

Research¹ shows that reading for pleasure plays a significant role in young people's literacy

development, knowledge, sense of belonging, connection with whānau, empathy and imagination. It also shows that reading to children is a ‘protective factor’, counteracting the negative effects of cumulative stress in the first years of a child's life.

“...even if the conditions that keep children in socioeconomic disadvantage are difficult and slow to change, if parents and caregiver read to their children, a multitude of their developmental outcomes can be improved — Alex Woodley²

The first co-designed project initiated in 2019 was in South Dunedin. Over the next five years, other projects followed in Huntly, West Auckland, Canterbury, Tauwhare (in the Waikato), and Dargaville with partners including schools, Kāhui Ako, libraries, iwi, social services and government agencies.

Each project varied in size, context, age group and location, but all wove together community support to raise awareness of the importance of reading for pleasure at home and school. The projects provided opportunities for teachers and families to learn about their influence as role models and strategies

1. *Reading for pleasure — a door to success | Services to Schools* (natlib.govt.nz)

2. *South Dunedin Communities of Readers Project report* (natlib.govt.nz) (Alex Woodley, 2024)

David Riley talking to teachers from West Auckland Pūtoi Rito schools at Te Manawa Library. Image credit Jo Buchan.



about their influence as role models and strategies to support and engage young people with reading, including developing their reading choices and identity. The projects were strengths-based to build positive associations with reading.

Providing access to diverse and appealing books, including in te reo Māori and other languages reflecting communities' home languages and cultures, is fundamental to engaging young readers and was at the heart of all projects. The South Dunedin and Dargaville projects involved library, school and community partners. In these projects, high-quality books that reflected the ages and home languages of the project's community were distributed via events, little libraries, programme partners, schools, ECEs, kura, marae, local businesses and agencies. When the South Dunedin project ended late in 2024, around 150 local organisations, businesses, libraries, schools and ECE centres had become involved in championing reading for pleasure.

"The (bilingual) books in both English and te reo Māori are the most popular. The parents like to be able to share their identity and language with their pepe even if they are not that confident or fluent themselves. There is pride – affirmation – in who they are, and they are able to learn together." — Interviewee, Canterbury project

Pūtoi Rito Research showed a high uptake of books in te reo Māori and other languages, particularly bilingual books. In the Canterbury project where 7,800 books were delivered to children in care and on the edge of care, books were also being used therapeutically, and there is evidence of layered and intergenerational impacts.

"I was surprised at the extent of the impact the stories and books are having on wellbeing and the way the books are being used. We always expected that books could provide windows and mirrors. Windows into kind and more hopeful, wonderful lives. And mirrors so they didn't feel so isolated. They saw that other children and young people also go through tough times. The books we beautifully curated so there were often stories of hopefulness and hope." — Alex Woodley

Partner and associate schools supplemented their collections with programme and reading engagement loans from the National library and public libraries. This increase in books and associated activity and support for reading had an impact on student reading engagement. Many school staff also reported a renewed enthusiasm for reading and reading aloud to students.

As well as increasing access to appealing books, projects provided shelving – some built locally – information sessions and collateral around reading for pleasure. National Library also provided professional learning, frameworks and tools to support the development of reading communities for teachers and library staff.

"Access to books matters, but it is everything around those books that is so important. It is the parents, the teachers, the community coming together, being role models, showing enthusiasm, building on the strengths of parenting. It is about adding to what families are doing in a really positive way." — Partner, Dunedin Project

Left, A Communities of Readers community hui in South Dunedin. Image credit Jo Buchan.

Right, Molly Molving-Lilo, Katarina Allely, Daisy Foster (Kaipara Libraries) Anne Dickson from National Library at Northland Field Days, image used with permission.

Public libraries in the projects reported strengthened community connections, including schools and ECEs. Events for the staff in the West Auckland schools were held at Te Manawa library. The Dunedin City Council and Dunedin Public Library continue supporting the South Dunedin Library until the new library is built in 2025. This includes using the mobile library services, such as book buses, to extend community reach, especially to members who might find it challenging to access the central or South Dunedin Library.

In Dargaville, the project strengthened collaboration between Dargaville library, schools, marae and the wider community. An existing strong relationship between the public library and National Library, and a library manager committed to supporting schools and a library network contributed to the project's success. Project funding enabled the recruitment of a project coordinator based at Dargaville Library. Several project participants, researcher Sue McDowell interviewed, mentioned how important it had been to have someone in the role who had connections and knowledge of the community as well as great ideas and energy.

"Having that young and vibrant person to be able to take it and run with the footy... Choose wisely. Choose a people person that's able to walk in a multitude of spaces, because it's that multitude of spaces that you need to be able to truly access your community..." — School staff

Pūtoi Rito demonstrated that:

- Given the right conditions and opportunities, all young people can enjoy reading and gain the benefits of reading for pleasure — across different settings, diversity and cultural factors, ages and abilities.
- Building a culture of reading works best when it is a collaborative effort between schools, libraries, families and communities and makes the most of the national and local resources and connections available.

Pūtoi Rito is part of the National Library's ongoing strategic priority to grow a nation of readers.

Through a focus on reading during the last five years supporting local, regional and national collaborations and partnerships and multiple research initiatives, National Library's work has been a catalyst and a centre of expertise in increasing the collective engagement across the country with the importance of reading for young people.

Lifting literacy achievement is a key government priority and we know that the efforts to address the literacy gap and ensure all children learn to read proficiently will be enhanced and strengthened by also building cultures of reading.

"Having the skill to read is much more powerful when it is paired with the motivation to read. We need to work together across the library and education sectors, and with communities, to effectively embed the strategies shown to be successful in Pūtoi Rito. We recognised from the outset that addressing the challenges of declining literacy and reading for enjoyment, along with stark disparity of access to the supports and opportunities that would make the biggest difference, required a collective impact approach. The insights and partnerships established through Pūtoi Rito and extended through ongoing research and cross-sector hui are starting to build a foundation for sustainable and national collaboration to grow a nation of readers." —Elizabeth Jones, Director Literacy and Learning, National Library of New Zealand

The Pūtoi Rito Impact **Summary Report** presents the research findings and demonstrates the impact of the Pūtoi Rito programme across all the projects.

You can find more information about the projects along with some of the tools, reading frameworks and information on developing readers on the **National Library Services to Schools website**.



Jo Buchan is Senior Specialist, Literacy and Learning, National Library. Jo was seconded to the National Reading Initiatives team, which includes Pūtoi Rito Communities of Readers, as Programme Delivery Lead for the National Library of New Zealand Te Puna Mātauranga o Aotearoa. Jo has taught secondary English, ESOL and media studies and worked as a coach, content specialist, and communications consultant. She has travelled widely, studying and working in the UK, teaching in Japan, and in local secondary schools in Hong Kong where her children were born.

LIANZA PROFESSIONAL RECOGNITION AWARDS 2024

Every year LIANZA recognises the contributions made to the library and information profession by celebrating achievements through the LIANZA Professional Recognition Awards. These awards have celebrated the success of hard-working library and information professionals in Aotearoa since 1955.

This year's awards include the LIANZA Professional Excellence Award to Sana Saleem, an Associateship award to Hana Whaanga and the Joint Letter of Recognition for Bicultural Development to Auckland Libraries and Te Waka Kerewai.



SANA SALEEM PROFESSIONAL EXCELLENCE AWARD

Sana Saleem receives the LIANZA Award of Professional Excellence. The award is presented in recognition and celebration of Sana's long-standing commitment to Pacific communities and students at Unitec.

Sana exemplifies outstanding leadership in her representative role with the LIANZA Pasifika Information Management Network (PIMN) and has worked with the PIMN leadership to review strategic goals and vision, as part of her wider engagement with Pacific communities.

Sana has also made an inspiring commitment to her own outreach and engagement activities, making herself available to support all Pacific learners at Unitec, at times places and ways that best complement learner needs. Her ability to forge

and nurture ongoing relationships is commendable, and deeply appreciated by the students and staff with whom she partners and connects.

Sana's efforts to raise the profile of librarianship and library services for Pacific peoples are also noteworthy. She is featured on the Careers NZ website, on a career pathway interview with LIANZA, and in a promotional video to raise awareness about the LIANZA SLANZA Tertiary Grants initiative for library and information study.

Sana is always ready to step up to any challenge, and share back for the benefit of all, when opportunities come her way. Her dedication, service and commitment are significant, valued and appreciated.



**HANA
WHAANGA**
LIANZA
ASSOCIATESHIP



**AUCKLAND LIBRARIES AND
TE WAKA KEREWAI**
JOINT LETTER OF RECOGNITION FOR
BICULTURAL DEVELOPMENT

Hana's career to date has encompassed special, university and public libraries. She has been and is an ongoing contributing member of LIANZA.

Hana has researched, partnered with others, published and presented papers to the library community. She has been the editor of *Library Life* magazine developing it into vibrant monthly pānui, publishing content that was appealing and useful to the whole library sector.

She holds and supports professional registration demonstrating commitment to currency of relevant bodies of knowledge related to her career to date.

Hana successfully undertook the Kōtuku Emerging Leader's programme. 'Get things done' and 'see it through' are identified leadership skills that Hana demonstrates.

In her current role, as Learning and Discovery Librarian at Hastings District Libraries, she undertakes collection management, and plans, develops and delivers programming and events for under 5-year-olds and their whānau.

A notable success has been establishing the international StoryWalk© programme in Hastings and sharing the concept with colleagues in Aotearoa. Story books are installed outdoors in parks and along walkways engaging whānau in movement and literacy development and involves partnering with publishers and other local government teams. Hana undertakes the design, planning and delivery of these activities which have become a regularly funded activity with ongoing positive literacy outcomes.

Hana has recently been elected to LIANZA's national council, demonstrating her future commitment to make significant contributions to the organisation and her regional community.

LIANZA and Te Rōpū Whakahau are pleased to present the Joint Letter of Recognition for Bicultural Development to Auckland Libraries and Te Waka Kerewai. The award is presented for the development and introduction of bilingual VOX books in Te Reo Māori and English.

The Credentials Committee was impressed by this example of libraries thinking internationally to meet the needs of the community, and the level of staff input and wider team involvement.

There are significant complexities working with an international publisher and managing ongoing engagement. This required the project team to exercise influence, negotiation skills, and relationship building.

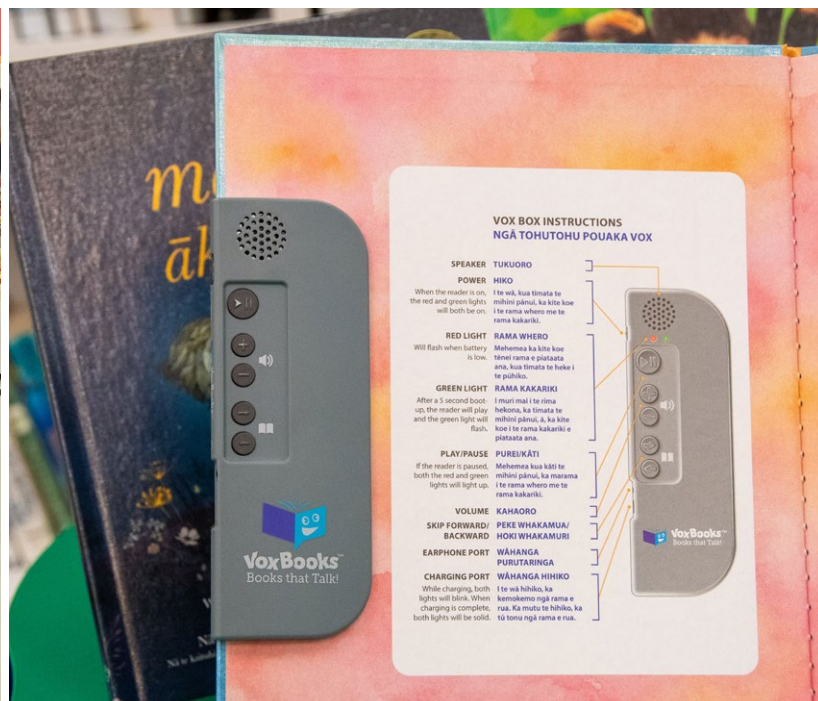
The Committee noted the work involved developing a translation into language suitable for children and the uniqueness of having a physical book in Te Reo Māori and English with Te Reo also immediately available to listen to.

Bilingual VOX books is a 'world first.' This was highlighted through an excellent interview with Raniera Kingi on the VOX Books project, which was **screened on Te Ao Māori News**. This showcased the project, and also promoted the wider role of public libraries.

Congratulations to Auckland Council Libraries for continuing to develop ways to meet the diverse needs of their community and responding to literacy opportunities. You can read more about these books in the following article.

The six bilingual VOX books. Image supplied.

AUCKLAND LIBRARIES' BILINGUAL TE REO MĀORI VOX BOOKS PUBLISHING COLLABORATION



Louise Harper, Senior Collection Development Librarian at Auckland libraries, shares her experiences contributing to the creation of six bilingual VOX Books in te reo Māori and English. LIANZA and Te Rōpū Whakahau awarded the Joint Letter of Recognition for Bicultural Development to Auckland Libraries and Te Waka Kerewai for this project.

Auckland Libraries launched the new bilingual te reo Māori VOX Books in a small staff gathering at Central City Library in April. This project had been a long time in the making. Led by Teri Ta'ala, who has since left Auckland Council, and Louise Harper (Library and Learning Services) with essential mahi by Raniera Kingi, Maureen Ned and others at Te Waka Kerewai, the Māori Outcomes unit at Auckland Council.

Content creation in its many forms has become an important part of our work at Auckland Council Libraries. Our publishing programme aims to fill gaps in our library collections and create content for and with our local communities, focusing on Māori, Pasifika, literacy and our collections. A

specialist publishing team works with internal partners, local community and publishing partners to create and publish content.

Back in 2021, we had a large and growing children's VOX Books collection – and we still do! – including some bilingual Chinese and English VOX books. We thought it would be wonderful if we could offer VOX Books in te reo Māori. And there was the possibility of some DIA funding under [the New Zealand Libraries Partnership Programme](#).

If you're not familiar, VOX books are picture books with an attached audio reader so children can listen and read along. No batteries required, and no screens! VOX Books are narrated as the words appear on the page. And VOX Books are only available at libraries!

We emailed Library Ideas and asked if they wanted to collaborate with us on some VOX Books in te reo Māori. And they said yes immediately! We arranged a video meeting with Kyle Wiseman, our main contact at Library Ideas, and the CEO of Library Ideas, Brian Downing. This was a new venture for

Left, Image supplied.

Right, The standard VOX books instructions were also provided in te reo Māori. Image supplied.



us all, and I recall the way Brian pronounced 'Māori' on our first video call. Let's just say we all had a lot to learn!

Library Ideas would cover the cost of producing the books, with the understanding that Auckland Libraries would buy a certain number of copies.

They sent us a list of the titles that they held the publishing rights for. These were books that they could translate, record, and redesign with two languages on each page. We had several different title options, and there was some back and forth about which books to choose. We really wanted quality stories that kids and their whānau would enjoy. There are many wonderful children's books being published now in Aotearoa and we wanted ours to look at home next to the best.

We chose stories that didn't use rhyme as we thought this would be more straightforward to translate. We wanted themes that were in harmony with Te Ao Māori, and stories that reflected the interests of tamariki.

The project group included Māori staff and te reo speakers who helped select six titles and were on board to review the translations and narration. It was important to us that Auckland Libraries had oversight regarding the language – we had to be sure that the reo was right.

Library Ideas found a translator for our books: Kanapu Rangitaura, who has worked with Huia

Publishers. Raniera reviewed the translation and provide feedback. The first translation was more adult- level and Raniera and the team made sure it was suitable for the intended young audience. Raniera not only provided extensive feedback, but he also provided some original translation for the instructions page, he translated a page of missing text, and he generally kept track of each word and each sentence, in both languages, on the page of every book. Raniera's deep knowledge, and the patience and aroha that he brought to this project was vital.

And there were challenges. The project took three years to complete, partly due to te reo speakers, translators, and bilingual voice actors being in such huge demand.

A big challenge in working with an American company was that they really didn't know much about the Māori language or culture. They didn't 'get' that te reo Māori is a taonga. We found this out when they sent us the first recordings of the books by an actor who was neither Māori nor a reo speaker! Perhaps the actor misrepresented herself, or maybe Library Ideas hadn't done enough research, but we provided feedback and Library Ideas corrected the mistake by finding two wonderful reo speakers to read the stories: award-winning actor Miriama McDowell and well-known local actor and TV presenter Kimo Houltham.

Library Ideas is a business that makes products for libraries, but they took a chance on us with

Raniera Kingi, Poukokiri Rangahau Māori, working on making the translation suitable to young readers. Image supplied.



this project. They did not expect to make a profit on these books, but they wanted to grow their collection for the New Zealand and Australian library markets. This project was also an opportunity for Library Ideas to test the waters for publishing VOX Books in other indigenous languages.

We were stoked to bring these unique children's books to Tāmaki Makaurau, and other libraries around Aotearoa have bought them too from Library Ideas for their collections. We are in discussions about creating more books with Library Ideas so watch this space!

The books have been in the collection for six months now and they've had turnover of 4.15 so far (600 items and 2492 checkouts at 30/10/2024). They have been moving around the region, getting checked out by kids from Wellsford to Waiuku. Raniera was interviewed for [a news story on Te Ao Māori News](#) in May. The books were featured on the [NZ Herald during Te Wiki o te Reo Māori](#). Te Taura Whiri i te Reo Māori featured the books in their June newsletter.

There is a real demand from people to hear, see, and read te reo in Tāmaki Makaurau. We were so fortunate to have all these talented, skilled, knowledgeable people working with us. And we

now have the finished product of their collective mahi. Ka rawe!

Our six titles:

Four fiction picture books:

- **Maybe** by Kobi Yamada, illus. Gabriella Barouch – a story about children's possibilities and potential
- **What do you do with a problem?** by Kobi Yamada, illus. Mae Besom - a story for anyone who has ever had a problem that they wished would go away!
- **Seree's story** by Irma Gold & Wayne Harris – about Seree, an elephant who longs for her mum and her whānau. Bring the tissues when you read that one! It's a heart wrencher.
- **Show us where you live, humpback** by Beryl Young, illus. Sakika Kikuchi – a story about a baby whale and a human baby, and the connection with the environment and living things.

And two nonfiction picture books:

- **Octopuses** by Ann Herriges
- **Tarantulas** by Kari Schuetz

The six bilingual VOX books. Image supplied.

TERTIARY GRANTS LEAD TO NEW PROMOTIONS AND GREAT OUTCOMES



Over 2022 and 2023, three LIANZA SLANZA Tertiary Grants funding rounds were provided. These rounds resulted in the commitment of funding which will see students undertaking LIS qualifications into 2028. This article looks at these grants and the feedback from four grant recipients: Layne Winiata (Ngāi Tahu, Ngāti Mutanga), Jocelyn Woodward-Candy, Mere Honeycombe (Ngāi Tūhoe, Ngāti Haka-Patuheuheu) and Alan Dingley.

Funded by the New Zealand Libraries Partnership Project the aim of these grants was to:

- upskill the current workforce with library and information tertiary qualifications
- attract new people to achieve tertiary qualifications and gain employment in the library and information sector
- ensure the workforce is qualified and future-ready to demonstrate the value and impact of library and information services.

In these rounds 139 grants were approved. While many grant recipients continue with their studies others who have completed or are close to completion, report receiving promotions, taking on new roles with increased responsibilities, or having the theoretical framework and tools to develop new initiatives. They have increased confidence in their chosen career and are making the most of the new opportunities their qualification and learning has provided. Most recipients reported that they would not have pursued a LIS qualification without the financial assistance of the Tertiary Grant.

"It is now almost three years since our first tertiary grant recipients started their LIS qualifications, and it is wonderful to start receiving outcomes stories. The improved confidence, skills and career prospects are exactly why the grants scheme was created. It will be a few years yet before the final graduations, but we are already working on evaluation to help demonstrate the value of library and information qualifications." — Chair of the LIANZA SLANZA Tertiary Grants Project, Philp Miles.

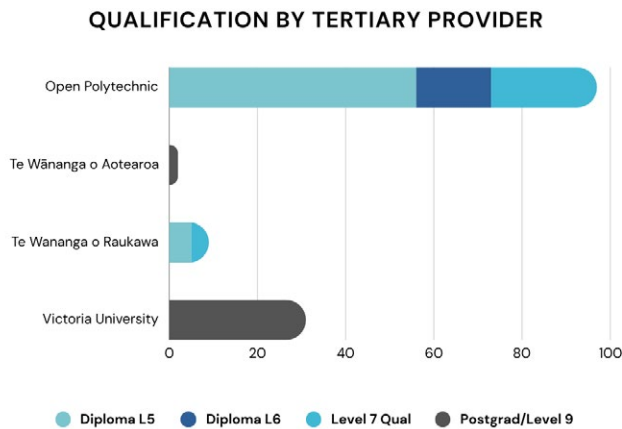
Assisted by a Perpetual Guardian, the Project Advisory Group has responded when grant recipients have needed to alter their study plans. In a few instances, recipients have had to withdraw from the scheme. Perpetual Guardian advises that the numbers are well within what is to be expected for a grants scheme of this size.

A LOOK AT THE DATA FROM THE GRANT ROUNDS

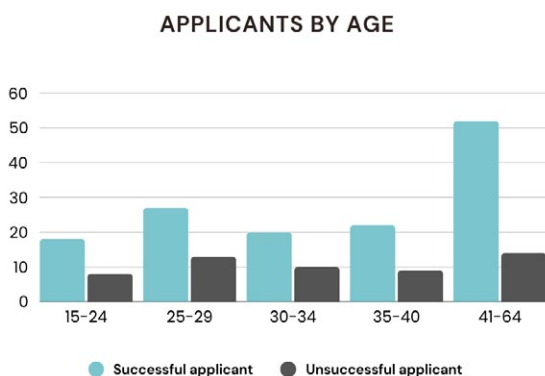
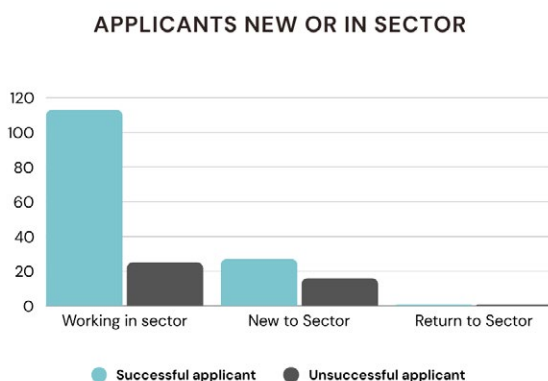
This section looks at a breakdown of tertiary grant applicants and qualifications.

Graph 1 shows that a large group of successful applicants elected to attend Open Polytechnic (70%), with the Diploma in Library and Information Studies (level 5) proving the most popular qualification (36%). Overall, there was a range of 12 different qualifications across level 5 to level 9 and post-graduate study that successful applicants chose to study.

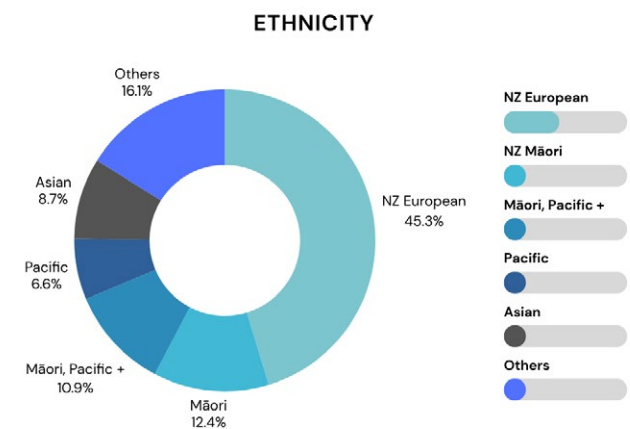
Image credit Auckland Libraries.

Graph 1: Qualification by Tertiary Provider

Graph 2 shows that over 31% of recipients were under 30 and 47% were under 35. While 19% were new to the sector, the vast majority were already working in the sector. While attracting young people was an aim of the grants, the Project Advisory Group were pleased to see applicants from all ages.

Graph 2: All applicants by age**Graph 3: Applicants new or in sector**

Graph 3 shows that the majority of successful applicants were already working in the sector. As graph 4 shows, there was a cross-section of ethnicity demographics amongst the successful applicants, but the biggest group was New Zealand European.

Graph 4: Ethnicity of successful applicants

RECIPIENTS TALK ABOUT THE GRANTS

Four recipients talk about what getting these grants has meant to them. They are Layne Winiata (Ngāi Tahu, Ngāti Mutanga), Jocelyn Woodward-Candy, Mere Honeycombe (Ngāi Tūhoe, Ngāti Haka- Patuheuheu) and Alan Dingley.



LAYNE WINIATA
(NGĀI TAHU, NGĀTI MUTANGA)

Layne Winiata (Ngāi Tahu, Ngāti Mutanga) began working at the South Taranaki District Libraries five years ago. She's 26 years old and, having left school to study radiography, realised she didn't want a career in this.

"I loved the science behind it but realized that was not where I wanted to be. I thought about what I enjoyed, and books kept popping up. I saw a job for a casual position at the library I grew up attending and I jumped on it. I haven't looked back since."

When Layne began working at Waverley LibraryPlus, she took every opportunity she could.

"I have been involved in so many things that only build on my desire to make libraries my career. The first month I was here we were running the summer reading program. I quickly realised how incredible it is to have a job where children come in, bursting

with excitement to tell you about the books they've read and fun things they've done."

Layne was in the first cohort of Tertiary Grant recipients. She began the NZ Diploma in Library and Information Studies L5 in 2022 and finished it earlier this year.

"I was studying at nights and weekends and over the summer. I found what worked for me – doing a few papers at a time while working to get the diploma finished."

"I was worried at the start about how I would fit everything in – but it worked out perfectly.

"I was planning to study anyway when this opportunity popped up. It's been a big thing for me personally to finish the diploma. I've started things before but not completed them. But I looked at this as something I really wanted to do – it's incredibly valuable to me.

"The qualification has built my knowledge base and given me the library science framework. I understand the why behind what we're doing, I feel I've learned so much"

"I don't think people realise how much goes into what we do in libraries. The qualification has given me more opportunities and opened up the whole world of libraries to me.

"When I started this job, I was just doing a job – but now I really feel like I know where I am going – I can make a career out of this.

"I'm now full-time and have been given more responsibilities because I have the qualification. And I'm considering doing the children and teens qualification.

"I wish I could inspire more people to come into the library profession. I don't think people realise how broad it is and how many different directions you can go if you want to, or the things we do. I love it.

"I can't thank my managers enough, for how they've supported me and encouraged me on this journey. I feel I've been incredibly lucky, and I'd like to thank LIANZA and SLANZA for this opportunity. It's given me a pathway for my future, and I'd encourage others to take up a qualification in library and information studies like I did.



JOCELYN WOODWARD-CANDY

Jocelyn Woodward-Candy works in public libraries in Palmerston North. Her role in libraries has changed as her life has changed with children getting older and being able to work more.

However, she would not have been able to get her new role as the Roslyn Community Librarian without having completed the NZ Diploma in Library and Information Studies L5 at Open Polytechnic. This was funded through a LIANZA SLANZA Tertiary Grant.

Finance was a barrier to doing the library diploma, but Jocelyn realised she needed a qualification to be considered for more senior roles.

I used to be in a support role in community libraries and realised I wanted the librarian role. I'd apply – as I had the experience- but was told I did not get it as I didn't have a qualification.

"Gaining a library qualification has helped add value to my job and helped me be accepted as a professional in my chosen career path. Without this grant, I would not have been able to get this job.

"I've been in libraries for 18 years. When I started, it fitted my lifestyle, but within a few months, I realised it was where I wanted to be working.

"I had a role through the NZLPP fund and was able to do several stand-alone papers through that. Then the tertiary grants were offered, and I was able to complete the diploma.

Roslyn Community Library is a small, well-used suburban library full of children and older people. "There's lots of retirement villages around here and many of our library users ask us for digital help, so we're very busy."



Management supported her to do this study and other staff have seen the benefits a qualification has had for Jocelyn.

The Open Polytechnic study fitted with her work-life balance as it was hard managing work, family and study almost continuously over two years.

"I even took my study with me when I went to Europe for two months."

Now she's on a learning journey. "I'm professionally curious, so I will have a break and then start looking at what study I can do next."

"When I finished the diploma, I emailed to say thank you to LIANZA. Because without this grant, I would not have been able to study or progress in my career as I have."



MERE HONEYCOMBE
(NGĀI TŪHOE, NGĀTI HAKA-PATUHEUHEU)

Mere Honeycombe (Ngāi Tūhoe, Ngāti Haka-Patuheuheu) was born and bred in the small settlement of Murupara where she works in the

Murupara Library and Service Centre, part of the Whakatane District Council.

"There are three of us here in the library/service centre. I'm part-time, there is another part-time position and one full-time.

The library is unique in its coverage of the small rural population, which also operates as a council service centre where people can pay rates, get their dog registered and more. While it's a small population of 1800 people in Murupara they also cover Waiōhau, Galatea, Ruatāhuna, Minginui and Te Whāiti.

Kaiangaroa Forest is right next door.

"We're struggling in the area right now as a number of people have lost their jobs at the Forestry Mill. So, as well as being a library and service centre we are helping those people do up their CVs and sending them out.

There are four Marae in this area of Ngāti Manawa: Moewhare, Painoiho, Rangitahi and Tipapa.

In 1989 when Murupara Council amalgamated under the Whakatāne District Council, they inherited the Murupara Council building. "There's a lot of archival information contained here, and we've seen a lot of things happen over the years in this community."

Mere has almost completed the He Waka Hirianga - Master of Applied Indigenous Knowledge L9 at Te Wānanga o Aotearoa for which she received her LIANZA SLANZA Tertiary Grant.

"The reason I did the master's programme was seeing the limited number of local materials here about our area and local stories from an Indigenous perspective. Another part of what I'm doing is featured in a book that is being published telling the story of my hapū Ngāti Haka- Patuheuheu and our environment. There's also going to be a web series documentary.

"I'm very happy with the way the research has come out, basing it on our tipuna and kaitiaki from our history to give inspiration to our rangathi today. We want them to see what being a kaitiaki looks like – the story of Te Raepango and how he protected the waterways of our area.

"I was grateful to Dr Hohepa Tamehana and Silvia Hiriwa Tapuke who wrote the letters to support my application – I didn't think I'd get it - but they pushed me to do it." Mere was accepted in the first round of grants in 2022 and is soon to complete her master's.

"Through this journey, I've discovered something I want to leave behind. I want to create an oral history library for Murupara where key local people can talk about how they saw our community 20 or 30 years ago. That's my next project.

"What helped me get through the study was basing everything I worked on around key values and principles. Receiving this grant and going through this learning journey, I've learned we can do this sort of research, collect data, showcase our community, and share these stories – it's built my confidence to do all this."



ALAN DINGLEY

Alan Dingley is a school librarian at Freyburg High School in Palmerston North, a student in the Open Polytechnic's Certificate in Library and Information Services for Children and Teens. And the current Te Awhi Rito NZ Reading Ambassador – oh and

he provides a podcast with fellow school librarians Sasha Eastwood and Chris Auer.

It can be difficult juggling everything at once Alan says. "It can be pretty full on. I won't deny it."

"This Open Polytechnic qualification is so easy to navigate and to do online though and the course coordinator's communication is great. I don't think I'd manage the struggle of work, family, study and my extra role as Te Awhi Rito without that (and the support of my podcast buddies Sasha and Chris, who are studying with me)."

"I knew coming into this it was going to be a struggle." Friends and fellow Manawatū school librarians Chris and Sasha are supporting.

"They're studying with me, and we're kind of helping each other out, cheerleading more than anything. But yeah, being able to just be able to drop in and out of the course online, take a semester out, and Open Polytech being good with extensions. That all helps."

"I'm just stoked that I'm doing it. I wouldn't have been able to afford it without the LIANZA SLANZA Tertiary Grant. So, it was the perfect storm for me to jump back into study. Because it's a daunting thing, contemplating study as you get older.

They all started the qualification at the beginning of 2024 and are now about to do assessment three. Alan will probably take a break and jump back in at the start of next year because team four is so busy in the school library.

"That's the cool thing about the course, you know, we've got the two years to complete it, but we can just complete it in whatever time frame we need within that."

"It's super interesting. I've been in libraries for 20 years, in different ways, shapes and forms. You find this invaluable stuff and some of it you realise you've been doing all along. The study is solidifying what I already know and what I'm doing."

This is Alan's first library qualification. "I said it at the conference in my keynote (SLANZA 2024 conference). I'm the most qualified, unqualified librarian in the country. It's a wee joke."

"But a passionate, experienced librarian and qualifications on top of that is a great thing to have. You get into a kind of imposter syndrome so to have that piece of paper - it validates what I'm doing."



"But a passionate, experienced librarian and qualifications on top of that is a great thing to have. You get into a kind of imposter syndrome so to have that piece of paper - it validates what I'm doing."

Alan has worked in public and school libraries but feels his niche is schools, "because working with kids is my passion and what I love to do".

He hadn't worked in a high school library before Freyburg and has applied his assignments to his new work environment. "I had to work on a business plan for a project that I wanted to work on, so applied it to our teen parenting unit that's attached to the school. My plan was a kind of a non-traditional book club for them."

"They'd be able to take books away, choose their own text, get families involved, record picture books for their kids as well, but packaged as a book club. Because that's what grown-ups do. It helps them to feel like adults with their own book group."

"I take down boxes of books to the unit weekly now. The teacher there is really switched on around the reading process, so the book club and connecting it to their families was invaluable."

"Study as you get older can be hard, and life can get in the way, but they make it as inclusive and easy as possible to do the qualification at Open Polytechnic."

"I've never seen myself as a manager before. Structures and policies aren't really my thing, but I think this qualification is giving me great insight into the world of management. It's helping me understand the structures that I don't usually deal with and filling in gaps in my skill set. It will help me step into a manager's role and its adding to my other strengths."

"I think school librarians really have to take the opportunity to upskill themselves. Anything we can do to make ourselves more appealing and seen as professionals to our principals and boards is ammunition to show our worth to them."

These grants embolden people to take up these qualifications they might never have done otherwise. More than anything else, they are an opportunity to show that people believe what they do is valuable and for them to grow. It is an important thing.

So, yes, I think these grants are invaluable."

THE TŌTARA TREE

A FITTING METAPHOR FOR WORKFORCE CAPABILITY



The tōtara tree is not the only metaphor we could use to show growth and to capture the depth and diversity of what it takes to be a library and information professional or kaimahi – but it's doing the job well!

The tōtara, found throughout Aotearoa, is described as one of our most extraordinary trees. Tōtara wood is very durable, seen in paddocks holding up number 8 wire as fencing posts. Māori use tōtara for waka construction, art and architecture, and the older tōtara have anti-microbial properties. Coming from a range of habitats, shapes and sizes – just like us – it's a good metaphor for the LIS workforce capability framework.

Leaders from across the sector got together in Wellington this year to endorse the framework. They believe it provides the generic values, ethics and capabilities needed for working as a library and information kaimahi. Bernie Hawke, PLNZ Executive Director has this to say about the framework:

"Public Libraries New Zealand strongly endorses the Te Tōtara Workforce Capability Framework as an elegant and multifaceted tool for libraries to evaluate the competency and confidence of their staff, using a Te Ao Māori-based framework, as well as for

planning the professional development pathways for individuals and teams.

At last, Aotearoa now has a well-grounded and flexible framework which can support the diversity of libraries and individuals in their professional development journey. Public Libraries New Zealand congratulates LIANZA for investing in the library profession and supporting this invaluable work on the Te Tōtara Workforce Capability Framework."

You'll find the Te Tōtara Workforce Capability framework (June 2022) along with resources on how to apply it to your professional development, and your teams, [on the LIANZA website](#).

When it comes to professional development, we often pull our professional goals out of the air – sometimes just before our performance reviews! The framework supports us to focus and plan, whether as a personal self-assessment process or as a team analysis. It's about developing a growth mindset:

- what are my strengths?
- where do I need some focused development?
- what professional development should we be doing as a team?



Project Manager Annemarie Thomas has worked with early adopters of the framework to refine and share the best tools for this process. The original workbook has been slimmed down and is now digitised, so you can download and personalise it: Taku Tōtara (Your Te Tōtara Workbook). Or as a quick reference tool, there is also an interactive worksheet, Pātōtara, to choose an area or areas for development, and set some goals. By the way, the pātōtara is a dwarf tōtara, only 15cm high, with edible berries.

Developed by the sector for the sector, this is the first time we've had an indigenous capability framework for the sector. The capability 'branches' are intended to be customised to fit your context, whether that be schools, public libraries, tertiary or special libraries. It can also be used as a capability reference tool across the GLAMMIR sector.

Teams are referring to the tool for creating job descriptions, induction checklists, and for enriching their personal development processes. Some are finding that they can build on the framework by identifying particular competence requirements for their team, or describing the specialist capabilities required in their context. These contextualised frameworks are also useful when advocating for their library and information service to the wider organisation.

Understanding the 'roots' is what makes this framework uniquely New Zealand's. It helps us show what values we each bring to our role and a kaupapa for delivering services in Aotearoa. It shows how we respectfully learn and share knowledge, including mātauranga Māori, not just as individuals, but as teams and as institutions.

The framework supports us to analyse our capabilities using reflective questions, the 'fallen leaves.' If you are a gardener, you will get the

picture! Reflection suggestions include questions such as: 'What do I do well?', 'What could I improve in this area?', 'Have I had the opportunity to observe excellent performance in this area?', 'Who are potential role-models?' and more.

Thinking back to being new in your job, what do you wish you knew? How would you like to have been supported in your development? Or, if you are well-established in your role, what can you share with others? If your team has specialist capabilities, have you thought about your succession plan or how you might engage and recruit from your communities? The framework will help guide you through this important planning that we don't always get to do.

As the sector starts to experiment with Te Tōtara, some early adopters have been sharing how they are applying the framework through webinars and through the Te Tōtara Community of Practice monthly online meetings. Look for these on the Te Tōtara Workforce Capability webpage under professional development or on LIANZA Connect.

'Experiment' is a keyword here. Te Tōtara is a resource that can be adapted, built on, and picked over to suit your needs. And not everyone sticks with the tōtara metaphor. The beauty of the framework is that you can shape it for your context and use it in your way.

Te Tōtara was developed as part of the valuable NZLPP programme of work to assist us in building a strong and diverse sector now and into the future. Make the most of these resources developed for you!

Introducing Te Tōtara

Te pou tarāwaho āheitanga

Capability framework to strengthen the Aotearoa library workforce

Te Tōtara is a capability framework for our Aotearoa library and information sector

It's a list of skills, behaviours and attitudes needed to do our jobs well, now and in the future.

This framework includes most of the capabilities needed for a variety of libraries, based on best-practice current and future competencies.

Te Tōtara helps identify the areas where we need to grow and develop in our roles

The global information environment is changing rapidly with new information technologies. In Aotearoa, the nature and roles of libraries is shifting too, due to the pandemic, socio-economic changes and different demands from our patrons.

For long-term sustainability, we need a knowledgeable, flexible and diverse workforce to continue to support inclusive, resilient and thriving communities.

Using a capability framework can give clarity about the areas where we as individuals, teams or leaders need or want to grow.

Te Tōtara is created for the library and information sector, by the sector

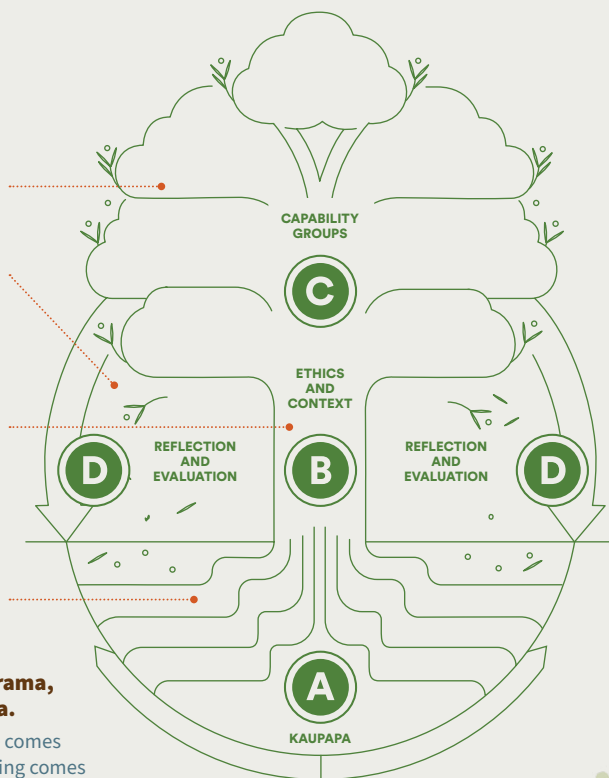
It was co-created with input from over 100 representatives in the Aotearoa library and information sector, as well as collaboration with the Aotearoa (LIANZA and Te Rōpū Whakahau), Australian (ALIA) and United Kingdom (CILIP) library associations.

The **branches** are the groups of capabilities needed to do our jobs well.

The **falling leaves** are the reflection and evaluation to help us continuously develop as well as share our learnings with others.

The **trunk** holds the ethics of librarianship and the wider/local context we build upon.

The **roots** contain the principles as a strong base for our mahi.



Mā te kōrero, ka mōhio, mā te mōhio ka mārama, mā te mārama ka mātau, mā te mātau ka ora.

With discussion comes knowledge, with knowledge comes light and understanding, with light and understanding comes wisdom, with wisdom comes wellness.

Te Tōtara resources

Te Tōtara is designed to help you think about your current level of knowledge, skills and behaviours and those of your team, and to identify areas for growth.

These are Te Tōtara supporting resources:

1. 'Taking learning into your own hands' (e-module)

- A 20-minute module to help guide you in learning with a purpose and make sense of Te Tōtara
- It has practical steps and strategies for individuals, team managers and teams



2. Te Tōtara (PDF of the capability framework)

- This framework is comprehensive: it includes most capabilities needed for an array of libraries
- Not all capabilities will apply to your library
- Choose which capabilities will suit your team or adapt your framework to make it fit. Simply use the Word document version and delete or add descriptions/rows



3. Taku Tōtara (PDF workbook)

- Use this together with the framework to self-assess your capabilities and create your learning and development plan



Which Te Tōtara resources do I use and when?

Using Te Tōtara might be different than your current process for growing people's capabilities or identifying learning and development. Changing to a new process can be daunting for everyone involved. So, take it easy and decide what works for you and your team.

The big picture is for people to grow their own capabilities to keep up with customer demand, changing technology and collective team capability and culture. Te Tōtara shows what those capabilities could look like and prompts you to think which areas you could change or improve in.

- Read introduction (this document)
- View e-module: 'Take learning into your own hands'

Manager/team leader/people leader

- Read Te Tōtara and Taku Tōtara
- Adapt Te Tōtara and Taku Tōtara if needed, depending on your type of library, size of your team, local context, collections or community

5. Organise some team exercises, facilitated by leadership team:

- The elements of Te Tōtara
- Getting clear on our kaupapa (principles, values, honouring Te Tiriti)
- Understanding our local context and community
- How do we work together

6. Self-assess using Taku Tōtara

- Staff and team leader kōrero about learning and development goals and plan (staff and team leader)

- Review progress of summary plan quarterly

- Review annually



As a leader, why would you adapt Te Tōtara?

Te Tōtara was developed as 'one framework that fits most' and is meant to be adaptable to diverse library and information-sector environments. This way, people can use the framework to suit their own situation and make it fit for purpose for their staff to use.

Here are a few tips for adapting the framework:



Create a diverse review group with a few people (either within your library or collaborate with others if you are a small library).



Check your organisation's existing values, strategic objectives, L&D strategy, personal development or other plans to see how Te Tōtara fits with these.



Read Te Tōtara and Taku Tōtara and keep notes on what to keep, delete, change or add for your version.



Hui with the review group about these notes and how you will use Te Tōtara, Taku Tōtara and what tikanga or kawa should be in place.



Adapt your version of Te Tōtara and Taku Tōtara in Word, then save as a PDF.



Communicate this with your wider team and adapt further when needed.



Meet Atamai

She is a School Library Manager

She wants to simplify the capability framework to suit a school library environment in order to identify the capabilities and learning needs of her small team.

She wants to use this framework with her manager to discuss professional development and support needs.

Meet George

He is a Public Library Manager

He wants to adapt the capability framework to make it fit for purpose for the local community so that they can build authentic engagement and provide inclusive services.



Meet Alex

They are a Tertiary Library Manager/Team leader

They want to use the capability framework to ensure the team has the right skills to stay on top of the latest technologies and the changing needs of their student audience.

This way they can help students find, and have access to, information and resources that are impartial, honest and robust.

Reaching your full potential

The expectation of your capability level depends on your role, department or the organisation you work in. Remember, the goal is not to be an expert in every capability identified in this framework but to recognise growth areas in your particular role. Use the framework to help you reach your full potential at work and find fulfilment from your ongoing development in your role.

Whakaaro

Go through the framework and ask yourself the following questions:

How am I achieving the accountabilities in my role?

What is working well in my role, and what isn't? What can I do differently to make it better?

How can I best work together with my team and my manager?

What opportunities are available to further develop my capabilities?

What is blocking my learning? How can I overcome this block? Who can I talk to?

Whaowhia te kete mātauranga

Fill the basket of knowledge

Whether you are a library staff member, team leader or a manager, we all have a responsibility to take learning into our own hands. When we learn and grow as individuals, we become stronger together and help build a bright future for our libraries and the communities we serve. Ultimately, our individual growth will flow over into the future generations of Aotearoa.

To get started, check out the e-Module 'Take learning into your own hands' or check out Te Tōtara and Taku Tōtara, before sharing your ideas with your colleagues and manager.

TE POUHUAKI NATIONAL LIBRARIAN VISITS CANADA AND USA



In early September, Te Pouhuaki National Librarian Rachel Esson travelled to Canada and the USA as part of the mandated role of the National Library to work collaboratively with international institutions. Rachel tells us about this visit here.

In September, I travelled with Poumanaaki Chief Archivist Anahera Morehu to the Library and Archives Canada in Ottawa and then to the American Library of Congress and National Archives in Washington. Marie-Louise Ayres, Director-General of the National Library Australia and Simon Froude, Director of Archives Australia, joined us.

The visit allowed the four nations to share knowledge and build collaborative opportunities around issues common to our libraries and archival repositories. Although there are differences in scale – we learnt that the Library of Congress had acquired an eye-watering 13 and a half-million print items since 2019 – we are also facing many shared challenges.

Conversations around Artificial Intelligence (AI) and cybersecurity were hot topics. We also had

much to discuss regarding digitisation, engagement with indigenous communities, privacy, access to information, and much more.

While in Washington, Library of Congress hosted an event for us they described as “probably unprecedented” – a conversation in their Great Hall among the national librarians of the United States, Canada, Australia and New Zealand, who are currently all women. Carla Hayden, 14th Librarian of Congress, led the discussion. Carla is both the first African American and the first woman to hold this post. Being invited to be part of this panel was an absolute career highlight for me and I was very proud to represent Aotearoa on this international stage.

The conversation touched on how artificial intelligence has emerged as a major concern for anyone in the information business. Marie-Louise Ayres noted, “There are very real risks working with AI, especially with First Nations populations,” which historically have not enjoyed the same access to information and knowledge as other populations.

Talk of technology, its benefits and its perils led to a discussion about the October 2023 hacking of the

Panel from left: Dr Hayden, Library of Congress, Dr. Marie Louise Ayres National Library of Australia, Leslie Weir Librarian and Archivist of Canada and Rachel Esson. Image supplied.



computer systems at the British Library, which we all agreed was a warning to our libraries to be better prepared for a similar attack. Our seven institutions, across four countries, have signed a formal agreement to work together more closely and develop a work programme to share insights about improving cybersecurity, working with AI tools and engaging with First Nations People in our national libraries and archives.

When talking about taonga in our collections, I was proud to share the work of our *Books In Māori* programme that has been working to digitise material printed in te reo and listed in a bibliography compiled by the Turnbull Library in 2004. There's a huge variety of material in addition to books. Along with more than 300 Māori language newspapers and magazines, there are 1,565 items listed of varying lengths.

Leslie Weir, National Librarian of Canada, explained that her institution has done "a lot of introspection [concerning] the treatment of First Nations. We think access creates understanding... we now talk about the histories of Canada," she said. The library has made a special effort to connect and is moving from descriptions of "unknown" origin to "once known".

Marie-Louise Ayres said that, for Australia, the mantra is "collaborate, collaborate" with First Nations populations to serve "our rich multicultural populations, which I think we've ignored" in the past.

While in Canada, we were very privileged to have a hard-hat tour of the new Ādisōke building the partnership between Ottawa Public Library and Library Archives Canada. It was fascinating to compare the building and its design process to the new archival building on the heritage campus we will share with Archives New Zealand Te Rua Mahara o te Kāwanatanga in Wellington from mid-2025.

All in all, I found this trip and the connections I made inspiring and reassuring. Although we are a small country, our scale gives us more scope for change and opportunities to be fast followers.

Many aspects make Aotearoa unique. Te Tiriti o Waitangi provides an opportunity for us to lead on the global stage by formally recognising Māori as tāngata whenua. We will continue to build our Mātauranga Māori capability at Te Puna Mātauranga o Aotearoa. The future is ours to embrace.



Rachel Esson, Te Pouhuaki National Librarian, leads all National Library services in New Zealand. Rachel has held senior and strategic roles in academic and research libraries for many years and is a past LIANZA President and the current Chair of National and State Libraries Australasia (NSLA).

Left to right Anahera Morehu Chief Archivist, Simon Froude, Director Archives Australia, Leslie Weir Librarian and Archivist Canada, Dr Carla Hayden Librarian of Congress, Marie Louise Ayres Director National Library of Australia, Rachel Esson.

UNESCO MEMORY OF THE WORLD 2024 INSCRIPTION



TANGATA WHENUA The People of the Land

Four new documentary heritage inscriptions from five national and regional institutions have been added to the Memory of the World Register. Two of New Zealand's literary giants, a 50-year-old television series with wide impact, and a local photographer's record of colonial cultures meeting join over 50 other inscriptions as a record of how our stories are recorded on paper, glass, cellulose and videotape.

THE FOUR INSCRIPTIONS FOR 2024

Tangata Whenua: The People of the Land was broadcast as a documentary series on

television fifty years ago in 1974. When it screened, it reached a remarkable audience of one million viewers in a population of just three million. The kaumatua and kuia interview in this landmark series can still be heard today thanks to preservation work by Ngā Taonga Sound and Vision and the TVNZ+ platform. Their kōrero, directed by Barry Barclay, is vivid and historically poignant in 2024.

The Janet Frame: Literary and Personal Papers inscription is timely in 2024. It is one hundred years since Janet Paterson Frame's birth in Dunedin. The papers archived at Hocken Collections Uare Taoka o Hākena, University of Otago

include original manuscripts, correspondence and household documentation.

The William James Harding Collection of Whanganui-Rangitikei photographs and negatives is the first inscription for a collection held across three institutions. The people and places through the 1850s-1890s documented by William Harding are from the Alexander Turnbull Library in Wellington, the Whanganui Regional Museum and the Alexander Heritage and Research Library Te Rerenga Mai o te Kāuru in the Whanganui District Library. This collection of more than 6,500 images gives remarkable insights into the people, the region and the Whanganui River.



The Frank Sargeson Collection comprises literary drafts, correspondence and photographs held at the Alexander Turnbull Library in Wellington. Frank was a friend and mentor to many New Zealand writers, including Janet Frame and Karl Stead. Takapuna-based Sargeson published short stories and novels in a new New Zealand voice.

INSCRIPTION EVENTS HELD OVER THE COUNTRY

Inscription events were held in Dunedin, Wellington and Whanganui. Memory of the World chair Jane Wild congratulated the five institutions recognised by the 2024 inscriptions for their efforts.

"To be inscribed on the Memory of the World register we require the marriage of unique documentary heritage content and a research environment with capability to preserve the collections and make them

available. This is an interesting professional dynamic that these four collections demonstrate ranging from manuscript drafts to shopping lists, through recorded interviews and glass plate negatives of 19th century Whanganui."

On opening the Wellington event Te Pouhuaki Rachel Esson reflected on the extreme weather events previously experienced by the country and the role of our sector in keeping memories alive and safe, "This is legacy work that will outlive us for a long, long time."

It was fascinating to learn that Harding did not retouch his images as was the custom at the time he took them. It means now that we have an accurate record of Whanganui and Rangitikei in Harding's vast collection of images.

Hocken Library's Anna Blackman pointed out that despite being offered vast amounts of money, Janet Frame wanted her literary and personal papers to stay in Dunedin,

the site of her hometown and where the Hocken Library is based. Creating value for future researchers, archivists and writers by doing this.

And importantly, this year is the 30th anniversary of the creation of *Tangata Whenua People of the Land* seen by a third of the country when it was aired in 1974. Director Barry Barclay's whānau were at the event to celebrate this important taonga. Nga Taonga Sound and Vision's Paul Meredith was eloquent in his comments about the documentary, "Every New Zealand student, every student of New Zealand history and mātauranga Māori should watch this." It's there for us all to see – on TVNZ On Demand.

Expressions of interest for the 2025 inscriptions close on March 1 and [can be made here](#). This is a two-part process with final applications for those selected in the EOI process closing May 25, 2025.

Left, Inscription event Wellington UNESCO Memory of the World 2024. Image credit Angie Cairncross.

Right, Bruce Ralston, UNESCO Memory of the World committee, Jane Wild chair with Louise Garrett, Alexander Turnbull Library at the Wellington inscription event. Image credit Angie Cairncross.

IAN THWAITES TALKS ABOUT HIS EXPERIENCES BRINGING THE HARDING PLATES TO WELLINGTON

In the discussion around William Harding, Jane Wild contacted retired librarian Ian Thwaites about his role in bringing the glass plates (some 6,500 in the Alexander Turnbull Library) from Whanganui to Wellington. Jane has included this account in full as it gives insights into current issues, including storage and retrieval and library legends from the last century. Ian's career went on to include years as the librarian at the Auckland War Memorial Museum. He is still publishing. His latest book 'Bookplate miscellany' was launched in September on the occasion of the 93rd anniversary of the Auckland Ex Libris Society.

"Here is something about my rather unusual but memorable introduction to library work.

It was 25 February 1958. My first day at work, my first job, in fact, starting as a junior assistant

at the Alexander Turnbull Library in the original building, Alexander's former home.

After finishing at Wellington College in December 1957, I was undecided as to what career path to pursue. All my family, father, brother, uncles, grandfathers were or had been school teachers. But I

wasn't sure. My father, who was Headmaster at Karori Normal School at the time, said, 'Well, Ian, you always have your head in a book, so what not try library work?

Dad and Clyde Taylor, the Turnbull Librarian knew each other from university days and so my father rang up Clyde and asked whether there might be a vacancy for me. Amongst other things, Clyde asked 'Is he strong!' And my father answered in the affirmative, to which

Clyde answered, 'Well, he can start on Monday! So that was my introduction to library work.

From memory, I enjoyed one day's grace and then it all happened. Off I went in a Postal & Telegraph van, sitting on a board between our cheerful Indian driver and Anthony Audrey St Clair Murray Murray-Oliver, otherwise known as Tony Murray-Oliver, the Pictorial Research Officer.

Our destination was Whanganui, on a mission to bring back W.J. Harding glass plate negatives from the Harding-Denton Collection. At that time, they were housed in Tesla Studios, run by Geoffrey Brent. It was a very large collection, and this was the first of two trips.

We stayed for a couple of nights at the home of a wonderful host, Maxwell Smart, Curator of the Whanganui Museum. What an eye-opener that was. In two

days, I learnt so much about Māori lore and traditions, the highlight being driving up the road alongside the Whanganui River.

On the second trip, we were accompanied by a young student assistant, Bede Rundle, formerly from St Patrick's College, Wellington, who later enjoyed a long career at Oxford University as a philosopher.

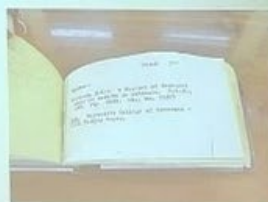
At that time the Turnbull Photograph Collection was in a separate building, Bowen House, right next to the library. As there was little or no storage space, I recall that this collection of whole plate glass negatives was housed on a lower floor in the Ford Building in Courtenay Place – The 6th floor contained a vast collection of books and periodicals, including the Library of the Polynesian Society. I got to know the Ford Building very well, as one of my allotted tasks was to travel by tram and bring back books requested by readers.

So that was my introduction to library work, starting as a junior library assistant in the Reference Department. But what a joy it was being, probably the youngest, member of a staff of 24, so many fascinating, encouraging and talented personalities – with morning and afternoon teas which seemed not to have time limits!"

MEXINFO

The Silences and Absences in the Botswana's archives: Cross-examining Colonial Legacy

By
Dr Tshepo Mosweu
University of Botswana
Symposium on Indigenous Matters
Mexico City, Mexico 7 August 2024



Auckland Council Libraries' Marlies Zyp - van der Laan received the final Paul Reynolds "No Numpties" grant from LIANZA to attend the MexINFO Global Forum in Mexico City this year. Marlies reports back on this event in this article.

The MexINFO Global Forum

took place August 6 to 8 at the National Autonomous University of Mexico (UNAM) in Mexico City. It was organised by the university's Library and Information Research Institute (IIBI) in collaboration with the IFLA Advisory Committee on Freedom of Access to Information and Freedom of Expression (FAIFE). The event was divided into **four symposiums and seminars** led by the IFLA Latin American and Caribbean Regional Division Committee, the Artificial Intelligence and

LGBTQ+ Users Special Interest Groups, the Indigenous Matters and Management of Library Associations Sections, and the Advisory Committee on Copyright and other Legal Matters. The collaboration aspect made this a special event. Attendees had interest or expertise in these unique areas from all around the world, connected with the overarching theme of intellectual freedom. It was a great demonstration of what collaboration between different groups can achieve.

The conference was smaller than I was used to at our LIANZA conference which made my experience very social and personable. You saw the same people throughout, and by the end, I felt like I'd spoken to most people. I would highly recommend attending a smaller subject-specific conference! The opportunity to network

and form lasting connections with colleagues was rich and rewarding.

At the forum, I attended the International Symposium on Libraries and Censorship, *"Unshelving voices: Empowering Libraries Against Censorship"*, where I was invited to host a two-hour workshop in collaboration with the American Library Association (ALA) on practical tools and advocacy strategies for libraries experiencing challenges towards books or other offerings, like events or displays.

It was a true privilege to present with Kent Oliver, Senior Fellow at the ALA's Public Policy and Advocacy Office and Nashville local, a true expert in the field who'd worked in the freedom-to-read advocacy space for years. As an experienced advocate, Kent was a total natural at

Cecilia Lizama Salvatore from the Dominican University, Illinois, shares her research on colonial subjugation of Indigenous knowledge stewardship in Botswana's documentary heritage institutions.



presenting and effortlessly took on the keynote spot when the original presenter pulled out.

The focus of Kent and my workshop was how library associations can create toolkits and resources to inform library staff with information, guidance, and practical tools for managing censorship challenges. Kent ran through the broad suite of what ALA contributes in this space: the Office of Intellectual Freedom's resources, Report Censorship database, Unite Against Book Bans, Freedom to Read Foundation, Merritt Fund, to name a few, and honed in on the advocacy component.

I focused on practical tools and strategies for library staff to manage challenges, including pre-emptive measures so we are prepared to handle the challenges that occur. The toolkit was well received by an engaged audience who had lots of questions, particularly about the role of our Chief Censor! To a predominantly North American audience, this job title was very shocking, as was the fact we have 1313 officially banned

books in Aotearoa, deemed "objectionable" by Te Mana Whakaatu (data current as of December 2023).

It was enlightening and encouraging to speak to librarians from around the world who were experiencing the same issues we have with censorship challenges towards books and events in libraries. The impact of a globally connected world was reported by all, particularly with the creep of conservative far-right American ideology influencing groups in other countries. The importance of paying attention to overseas trends and preparing ourselves adequately was unanimously emphasised.

The most valuable part of the conference was hearing about censorship challenges in different contexts around the world. My focus in this work has been largely in countries similar to Aotearoa New Zealand, hegemonically western Anglo democratic countries with colonial history and Indigenous peoples, like America, Canada, and Australia. Our predominant

censorship issues are community-led, with groups protesting or complaining to pressure libraries into censoring certain topics.

The presenters from Central and South America described censorship issues which were more top-down, with attempted and actual censorship coming from official authorities. For example, we heard from the journalist and author Gabriela Selser, forced into exile from her home of Nicaragua for writing about her country's repressive government. Indigenous author Manuel Bolom Pale, from the Chiapas region of Mexico, talked about more hidden forms of censorship with Indigenous authors struggling to get their work published, particularly in their Indigenous languages. And Hugo Setzer Lesche from the International Publishers Association discussed the role of publishers in the freedom of expression and freedom of access to information, and how their various priorities might impact their publishing choice inadvertently leading to forms of censorship. It was inspiring

Left, Marlies with Kent Oliver, Senior Fellow at the ALA's Public Policy and Advocacy Office preparing for our workshop. Image supplied.

Right, Free conference tote bags are always gratefully received. Image supplied.



to be reminded that publishers, booksellers, and authors are our allies in the principles of freedom to read and freedom of expression.

A recurring theme throughout the conference on censorship was fear. Authors and publishers may not want to write or publish works due to fear of recrimination. Libraries may not want to host certain events out of fear of backlash from vocal community groups. Governments or organisations may want to censor certain content for fear that the idea might topple their power or cause harm to society. We discussed the antidote to this persistent issue being tolerance, an acceptance of a diversity of opinion and a free marketplace of ideas, which honours our rights of expression and freedom from discrimination whilst recognising this is an uneven playing field and discussions are not always in good faith. It's a difficult balancing act and hard to get it right when the goalposts are constantly shifting. Libraries need to remember our role as inherently democratic institutions whose existence and purpose are underpinned by the principle of freedom of access to information. There is an opportunity for promotion and advocacy both upwards and outwards to champion these principles and our role in upholding them.

ABOUT THE PAUL REYNOLDS GRANT

In 2010 a scholarship was established in memory of Paul Reynolds from funds contributed by the National Library of New Zealand, Internet New Zealand, and friends of Paul. Since receiving the grant, I have loved hearing from people who knew Paul about his enthusiasm and excitement about the rise of internet technology in the 1990s and 2000s and his passion for making sure our sector was engaged and informed. He was a very early adopter and genuine enthusiast in the face of great technological change, pre-empting a lot of the common uses of technology in our library services today. These stories of Paul have inspired me to reflect on our current milieu of fast-changing AI technologies, the hype and fears that surround that, and how I can take a Paul Reynolds-style attitude to what's coming our way.

Past recipients have been:

- **2022 Mike Dickison** attended the Wikimedia Summit in Berlin and met with GLAM Institutions in Europe.
- **2019 Gareth Seymour** visited the Canadian Broadcasting Corporation, Northwest Territories and Saskatchewan Indigenous Cultural Centre, Saskatchewan, Canada
- **2015 Adam Moriarty** attended the British Museum, Victoria and Albert Museum, British Library, Science Museum and Wellcome Trust in London, UK
- **2013 Virginia Gow** attended the Smithsonian Design Museum in New York, USA
- **2011 Paul Hayton** attended the Powerhouse Museum Sydney, Australia

THE DAY WE LOOKED AT THE PAST, THE PRESENT AND THE FUTURE



On October 30, LIANZA Te Upoko o te Ika a Māui committee joined forces with LIANZA Special Libraries and Information Services (SLIS) to deliver an inspired regional hui at Te Puna Mātauranga o Aotearoa National Library of New Zealand. Lynn Pham tells us about the day.

We welcomed over 70 colleagues from public, academic, and special libraries in the wider Wellington Region. The theme 'the past, the present, and the future' waved through the different presentations even with a diverse group of presenters.

Thinking about challenges and opportunities brought about by the development of technologies, Richard Foy, the President of the Archives and Records

Association NZ, presented his view on digital transformations and the importance of archives with a great sense of humour. Richard's talk covered the concept of the digital world and its evolution into a complicated, two-sided ecosystem, including its black side. Richard suggests that maintaining the core values of our services is crucial in this digital world.

Richard's talk paralleled Marcus Harvey's presentation later in the day. Marcus is the Academic Engagement team manager at Victoria University of Wellington Library. He discussed the impact of Artificial Intelligence in libraries and showed us a high-level view of the current status and the potential opportunities for adopting AI in libraries. It was great to see the interactive

responses from our attendees eager to debate and learn about the libraries' fate in the rapidly changing digital world.

Freedom to read is another topic attracting attention. It reminds us how critical the legal framework is to navigate this area alongside library policies and understanding censorship in Aotearoa. Louise LaHatte, chair of the LIANZA Freedom of Information Committee, joined Deborah Gordon, Collections Lead at Kāpiti Coast District Libraries, to host an open conversation about how to provide library services to our communities while acknowledging that challenging the old norms is, and will continue to be a controversial topic.

Left, Marcus Harvey presenting at the hui. Image credit Ivy Guo.

Right, Te Tōtara Workforce Capability workshop. Image credit Angie Cairncross



Attendees enjoyed the interactive workshop led by Annemarie Thomas and worked together to navigate their path through the Te Tōtara Workforce Capability Framework. Annemarie emphasized that the framework was a compass for anyone searching for direction on professional development. While this focus needed more time than we could arrange during the hui, **the online resources are available on the LIANZA website.**

Considered by many of us to be 'my library', Jane Brooker – Service Manager from Wellington City Libraries, told us about the work going into the Wellington Central Library building project. We were excited

to learn that Te Matapihi, the new Wellington Central Library, will reopen in early 2026, and appreciated the inside view of the development and the vision for the library. It will become the home of many core services in the city.

This was also a day for making connections and I believe each person had something to bring home from the hui.

Respondents to the evaluation survey reported that they enjoyed learning from other library professionals (87%), the range of presentations (80%) and meeting others in the sector (60%). Participants recommended attending similar events and said:

"Definitely take the time out for a day-long event."

"All the speakers were of high quality."

"Really value keeping up with current trends in libraries."

"Every talk felt highly relevant for the most part. I loved how it really felt aimed at me as an early-career librarian who knows the field a bit already but still has a lot to learn, explore and develop."



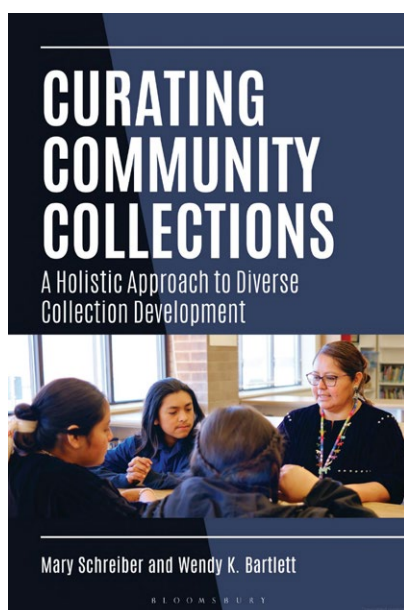
Lynn Pham is a member of the LIANZA Te Upoko o te Ika a Māui Committee. Lynn is a customer service librarian for Wellington City Libraries.

Left, From left Tal Rogoff, Veronica Libunao, Mirjam DeOude and Tracey Kearns. Image credit Angie Cairncross.

Right, Porirua and Victoria University library staff. Image credit Angie Cairncross

BOOK REVIEW

CURATING COMMUNITY COLLECTIONS - A HOLISTIC APPROACH TO DIVERSE COLLECTION DEVELOPMENT (2024)



By Mary Schreiber and Wendy K. Bartlett

ISBN 9781440880988

Published by Bloomsbury

Libraries are only as diverse as their collections. This book aims to assist librarians in curating collection experiences for the community from community input, thereby developing culturally and linguistically diverse collections and services.

The main driver for this book is to support librarians in creating collections that are representative of their communities. While we may personally and or professionally approach collections with the aim to be inclusive, the authors assert that we come to this from a position of privilege.

The text is divided into three parts. Part one is focused on the development of collections. Part two outlines approaches to the development of community collections and part three focuses on a community collection approach. Divided into 10 chapters, each ends with perspectives from the field through interviews with librarians from various sector libraries, including public, school, special and academic. There are also toolkits, websites and other resources related to the chapter contents. The chapters cover selection, audits, deselection, ways to connect with the community, sharing success

with stakeholders, and helping staff to be culturally competent. There is also a detailed appendix with websites, worksheets and templates.

The aim of a diverse collection and the challenge of its achievement is not a new one for librarians. In an early diversity attempt the Carnegie Foundation granted funds specifically for 'coloured branches.' This was an attempt to meet the needs of populations in America who could not easily get to or, more likely, were not welcome in, the library branches in predominately white neighbourhoods. Diversity in collections should redress historical wrongs related to Indigenous Knowledge, encouraging differing abilities and physical, cognitive and emotional diversities. We are reminded to seek out books on suppressed histories, and the importance of providing window and mirror books for communities.



BLOOMSBURY

The book provides practical advice for finding ways to make our collections more reflective of our communities. Diversity audits allow libraries to gauge the current status of their collections. Moving forward and developing the collection, it is important to identify who is telling the story and what the story says about a group of people, remembering that no group of people think or acts as a whole. We need to be aware of the single narrative. There is also the challenge of ensuring collections reflect the joyful occasions in the history and current culture. The authors use the example of Jewish books focusing on the Holocaust and immigration stories rather than other parts of history and daily life. For librarians in Aotearoa, our challenge is to ensure that the celebrations and positive stories are included in our collections, balancing the proliferation of the history of war and migration, which dominates the most recent publishing trends as we move towards a better understanding of our history.

Based on the observations that those with access to Wi-Fi and devices are more likely to place holds than those in less privileged communities, the authors argue against floating collections. They argue that floating collections favour the privileged, where those borrowers place holds and

bring items from other libraries that then remain. They suggest that rebalancing collections to take this type of movement into account is difficult, if not impossible, from a diversity perspective.

Presented case studies enable readers to pick practical solutions to apply to their settings. There are numerous programming examples that can be used to promote diverse titles and topics within collections. While there is an American focus, the perspectives from the field and practical advice regarding budgeting, signage and transportation of satellite collections are useful checklists. Sharing your success is important and there are case studies of how to achieve this.

The final section focuses on considerations beyond collection development. We need to recognise that our work to develop collections that make our communities feel welcomed, celebrated and empowered is a goal that is never completely reached. As our communities change so do the goalposts. Keeping the plan simple, connecting staff to the collection and recognising that it is a work in progress is important. Strategies to achieve this are included.

As self-publishing increases, librarians need a professional basis to assist decisions on

what is included or not, in our collections. In increasing the diversity of our collections, the fallback position that "my library has something to offend everyone" needs to become a more active search for the publications and stories of the unprivileged that just might offend (or enlighten) the privileged. The book has a chapter devoted to assisting school librarians in the defence of their communities' right to read.

This book is very detailed and is of a tertiary text level in its details. It provides reminders and reflections for those already involved in collection management alongside information that makes it a useful resource for those starting out in this area. While diversity is a main focus of the book the removal of that layer still presents information that is valid and applicable to all areas of collection management and across all sectors. It is a book that you can dip into according to the topics or challenges you are facing in your collection areas.

This review was compiled by Justine Lester who is the Collections Services Librarian at Tasman District Libraries. Thanks to Bloomsbury Publishing for the book.

WHERE ARE THEY NOW?

A SURVEY OF LIBRARY AND INFORMATION STUDIES (LIS) UNDERGRADUATE ALUMNI



It has been more than 25 years since the Open Polytechnic began offering *Library and Information Studies (LIS)* programmes. We wanted to know what came next for our students, and in June and July 2024, we invited over 3700 past students to participate in a survey. We were delighted by the response. Of the 552 participants, there were 171 librarians, 117 school librarians, 177 library assistants, and 133 in other roles. In this article, authors Jan Irvine and Pam Bidwell give a brief overview of the results of this survey, with more analysis underway.

CURRENT EMPLOYMENT IN THE LIBRARY AND INFORMATION PROFESSIONS OR OUTSIDE THE PROFESSION

As expected, the majority 69% (337/488) of past students

are working in libraries. A smaller proportion (10%) work in archives, records or an information management role. 29% are working in public libraries, 17% in school libraries, and 16% in tertiary and special libraries. 20.7% (101/488) are now in other roles and 16.8% of those are now retired (17/101). Other category roles ranged from administration and customer services roles to social work, journalism and teaching.

AGE OF PARTICIPANTS

We know the sector has been trying to attract younger people. Of the participants, the majority (89%) were between 31 and 70 years old. This breaks down as:

- 20% - 31 to 40 years
- 21% - 41 to 50 years
- 30% - 51 to 60 age bracket
- 18% - 61 to 70 age bracket
- 17% were retired.

Only 1% of participants were under 25 and 5% were 26 to 30. However, it is possible that these results are skewed by younger professionals not seeing the survey invitation on the platforms used to share the survey. We did not invite current students to participate but will be running some age comparisons as part of our analysis.

Data for our renewed LIS programme shows a gradual increase in younger people enrolling in the Level 5 Diploma and the BLIS since 2017.

WE ASKED ABOUT THE IMPORTANT SKILLS AND KNOWLEDGE FOR OUR CURRICULUM

The responses were very diverse. For libraries, the most common were: libraries as safe places for everyone/safety and behaviour management/

de-escalating aggressive behaviour, conflict resolution, mental health awareness and skills, empathy, and people skills. One participant wrote: *'Social welfare. Many customers are homeless, ex jail, gang members etc.'* Some gaps mentioned have already been incorporated into the current programmes. These include cultural competency, Te ao Māori, mātauranga Māori, tikanga, and mihimihi/pepeha, event management, marketing and promotion, and copyright.

WE ASKED IF STUDY GAVE A REALISTIC UNDERSTANDING AND PREPARATION FOR WORK IN THE LIBRARY FIELD

Some participants chose to study with the Open Polytechnic over other programmes, explaining that the courses seemed more practical rather than management oriented. Others felt that their study with us lacked practical skills, but as they were already employed, they were learning these things on the job. Since our programmes have always been fully online, they offer significant flexibility for those already working in the information professions. As such, they function as both initial qualifications as well as continuing professional development.

WE ASKED WHAT TECHNICAL SKILLS SHOULD BE INCLUDED IN OUR PROGRAMMES

For libraries, 65% deemed cataloguing and classification skills important for employment. *'These are essential skills of a librarian'* and the *'the bread*

and butter of Librarianship'. Other skills deemed necessary included: Instruction and Outreach skills, Reference and Research Skills, Marketing, Web and Social Media skills, and Collection Management and Circulation. There was a mixed response to specific technical skills – whilst deemed important for employment, the majority felt these could be learned on the job.

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WE ASKED: HAVE YOU ACHIEVED YOUR DREAM JOB?

There were 425 responses! Preliminary analysis indicates that overall, it's a Yes!

- *'Right now, I am in my dream job! However, these qualifications are opening up a lot more dream jobs for me!'*
- *'Yes! Working in a High School Library, my own boss (almost) with a decent budget, large space and staff*

that appreciate all the good a Library can offer!' *'Yes! I am now managing a fabulous team at a community library. Our library is supported by a great future focussed Libraries manager and Council.'*

- *'YES!!! I have actually achieved my dream job, even though I didn't even know a job like this existed.'*

Others had not achieved their dream job. Reasons included a realisation that library work wasn't for them, or being unable to get library employment in their geographical area.

These are some of the final comments:

- *'I really enjoyed completing my qualification and it has certainly been valuable for gaining employment in my industry.'*
- *'I think my qualifications gave me the confidence to apply for these jobs and successfully achieve any task I have been given. Without these basic qualifications I would not have been as successful as I am today.'*

Further analysis will explore all these questions in greater depth, and we will publish further articles in 2025 with more detail.

LIBRARY OF THE ISSUE

NZCA CENTENNIAL LIBRARY



The NZCA Centennial Library is the on-campus library of the New Zealand College of Chiropractic, based in Mt Wellington, Auckland. The name reflects the origin of the college as a project of the New Zealand Chiropractors' Association commemorating the centennial year 1995 of the first chiropractic adjustment by D.D. Palmer in the United States and the beginning of chiropractic as a profession.

The college opened its doors in 1994 (we have just celebrated our 30th anniversary) and the establishment of a library was considered a suitable way to memorialise the centennial milestone and in

keeping with other centennial commemorations around the world. Today, the college is a non-profit private training enterprise owned by The New Zealand Chiropractic Education Trust Board. It primarily runs a five-year bachelor's programme, the only chiropractic qualification available in the country. However, the library maintains links with the Association by providing service to its members, as well as other alumni situated all around the world, and our core users: faculty and the current student body of around 350 people.

The college moved to its current, purpose-built location in 2008, and the library was lucky enough

to score a 2nd-floor position with extensive windows, enabling a 270° view of Auckland. From the front desk we can see the Sky Tower around to Mangere Mountain - and some amazing sunsets. Dawn breaks around Mt Wellington on the building's other side. This creates a lovely atmosphere in the space, and one of our best-loved features is a giant bean bag, where students like to relax.

Our décor provides visible proof of our historical and professional genesis, consisting of various donated antique photographs, documents, X-ray machines, and adjusting tables. Of course, as an academic library, we also contain study carrels, group

Stephanie Bacon at the NZCA Centennial Library. Image credit Abhinandan Bharti.



discussion rooms, and a growing collection of student PCs. As the college is teaching a physical therapy modality, we have strict attendance criteria for students to attend classes on campus, and so these are all well-used.

Our collections are currently in an expansionist phase, as the college only started offering the initial basic sciences year in-house this year and is in the process of growing student numbers overall. We collect with the goal of supporting the College's teaching of vitalistic, evidence-based practice. Naturally, chiropractic-focused musculoskeletal and neurological health predominates, as well as chiropractic history and philosophy. We also collect on general medicine, wellness, business topics necessary for running a practice, and education.

Of chiropractic significance, especially for this part of the

world, is our Journal collection, in physical format, most of it donated, as much of the older literature remains un-digitalised, or is not easily available. We have a collection of other heritage materials and serve as a repository for local chiropractic organisations.

For students, however, our best-loved collection is that of our anatomical models – spines, vertebrae, joints, skulls, and brains are all available to be borrowed. We also have available a physical collection of radiographs for study, although this has become a digital discipline.

It has been helpful to us as a small, independent, chiropractic institution to join forces with the South Pacific College of Natural Medicine and the New Zealand College of Chinese Medicine, being of a similar ilk, to subscribe to electronic resources. We maintain links with other chiropractic college

libraries around the world, particularly in North America.

Apart from a break at Christmas time, the library is open year-round. Our hours vary according to the academic calendar – during semesters, we are open sixty hours a week over six days, but at other times, it is a shorter Monday-Friday. Permanent staffing consists of myself and a part-time library assistant. As well as the usual library activities, including reference services and document supply for alumni, we assist with information literacy, supervising examinations, and operate a proofreading service for students.

As the College only has one intake of students a year, our work year follows a seasonal rhythm – but as usual for a small library, an ongoing variety of tasks and an enthusiastic user group make for interesting times!

Image credit Abhinandan Bharti.

LIBRARY MAHI

SIREN DELUXE



Tena koutou katoa

Ko Te Kaiwhakahaere Ratonga
Whare Pukapuka me te Ahurea
te mahi

Ko Siren Deluxe toku ingoa.

I have a background in fine arts and museum practice, and am currently the Manager of Kāpiti Libraries, overseeing libraries in Paekākāriki, Paraparaumu, Waikanae and Ōtaki. All our libraries are different and beautiful, bespoke to their communities.

Walking to work today, deeply engrossed in thoughts about leading teams through change,

I found myself thinking about oysters. I'm sharing these thoughts with you in lieu of a traditional profile because they represent a couple of the things I value more than backgrounds and past professional achievements in both leaders and employees: reflective practice and sharing lessons learned.

Over the last four years working in Kāpiti Libraries, I have held three different roles, and I find myself swept along in the current of a third restructure. Restructures, reviews, realignments: whatever name they go by, are ever-present. Some are small and gentle, others are aggressive, but my professional experience is that there is always another one welling up. They are part of the ecosystem which renews, reshapes, and refreshes the environment.

Within this constant swelling and waning movement are the oysters I was reflecting on. I have no interest in slurping back

the silken aphrodisiacs, but recently I was reading wide-eyed about the method employed to create cultured pearls. It was this process, and the oyster's experience of this process, that I found myself pondering.

A problem is at the core of every pearl.

An oyster living a perfectly untroubled life would never produce a pearl. When grit gets under an oyster's shell the oyster is "implanted with a 'seed' or irritant", the oyster's immune response creates a 'pearl sack' around it, like a cyst. Over time that cyst secretes nacre, which evenly coats it and forms a pearl. After a few years, the oysters are opened and the pearls removed."²

In other words, the sublime beauty of a pearl starts in the first instance with trauma, essentially an infection isolated in iridescent secretions. A pearl begins when something unwelcome inflames the flesh of the oyster.

1. Aja Raden, *Stoned. Jewellery, Obsession And How Desire Shapes the world*, Pg 293

2. Pg 295



The production of cultured pearls has something to teach us about change leadership. A leader introduces the 'seed' of change and the institution contracts. It hurts. Change is an irritant, an unwelcome element injected into the soft, comfortable existence of an organisation. New ideas and different expectations inflame the status quo, and they respond in ways intended to lessen the pain.

Change leaders can be rejected along with the ideas they represent, and this, too, can be a painful and lonely experience. If you assume the mantle of leading change you need to set aside the desire to be liked. Inevitably you will be perceived as part of the problem by the oyster and responsible for the pain they are in. After all, the oyster just wants to be an oyster, and it does not hold the vision of a lovely pearl nor want to invest all its energy in making a pearl. To an oyster the pearl is just a

biprodukt of survival. You are the one who values the pearl. You know that in the fullness of time a valuable, admirable, enviable pearl (change) will be the result of this process. But the oyster doesn't necessarily see that outcome.

Time is key. Pearls cannot be rushed. Change cannot be rushed it doesn't happen in a matter of days, or a couple of months, it can take years to be fully realised... the process requires endurance, commitment and belief. "Change is a process not an event."³

Those of us fatigued by change, tired of turning up each day feeling uncomfortable, unliked (or worse), can fall into the trap of telling ourselves *everything will calm down* post a certain deadline, or after a magical number of months following a reshuffle, or the employment of a new person. Mollify yourself if you must, but I would suggest

the contemporary library leader accepts change in libraries is not going to lessen, it is going to increase. We serve communities hurtling into unknown technological, environmental, cultural, and political futures. It's an exciting time full of unknowns, and no matter how taxing the change process is, we must keep on changing, changing, and changing again to remain relevant.

People working in libraries need to be prepared for a future of unrelenting change. Our future is not one perfectly formed pearl, but a string of pearls.

"As a pearl is formed and its layers grow, a rich iridescence begins to glow. The oyster has taken what was at first an irritation and intrusion and uses it to enrich its value."

— Susan C. Young

3. Attributed to both Susan David and Cheryl James.

TERTIARY PROFILE

TWENTY-FIVE YEARS OF LIBRARY AND INFORMATION STUDIES BY DISTANCE AT OPEN POLYTECHNIC



The first Library and Information Studies (LIS) course started at Open Polytechnic in 1998. More than 25 years later, Open Polytechnic now offers a Bachelor of Library and Information Studies (BLIS), along with a range of diplomas and certificate programmes.

LIBRARY EDUCATION IN NEW ZEALAND

Undergraduate library education in New Zealand dates back to 1942 when library assistant certificate course content was mailed out to students under local supervision.

Later, the Wellington College of Education offered a two-year library certificate distance programme that included six-week lecture blocks. These blocks later reduced to two weeks and included tours of libraries and other information organisations.

OPEN POLYTECHNIC'S LIBRARY PROGRAMMES

In 1997, under the guidance of Alan Richardson and Rachel McCahon, who were both lecturers at the Wellington College of Education, the programme moved to the Open Polytechnic with plans for a suite of qualifications culminating in a bachelor's degree.

Rachel McCahon led these developments supported by a teaching team that included Pam Bidwell, Chris Todd, and later Gillian Oliver, who developed the records and archives courses. The first programme offered was the Level 5 Diploma in Information and Library Studies. There have been many changes over the years. At first, course materials were printed and sent by mail and tutor contact was mostly by telephone.

With the growth of the internet, courses have moved online. Communication channels centre more on course forums and

talk channels facilitated by the course leader, with email (and now private chat in the online learning management system) for individual contact.

A Level 6 undergraduate diploma was added to allow staircasing into a degree, and in 1998 the Information and Library Studies major within the Bachelor of Applied Science was approved.

This was followed by a Diploma in Records and Information Management, as well as single and double majors in the Bachelor of Arts in 2001. The Certificate in Cataloguing was launched in 2004, followed by the Certificate in Literature and Library Services for Children and Young People in 2005.

Between 2014-2016 all information and library studies sub-degree level qualifications were reviewed as part of a nationwide mandatory review of qualifications.

From left, Eric Boamah, Pam Bidwell, Jan Irvine and Amanda Crossham. Image supplied.

The new national qualification landscape consisted of three certificates and two diplomas. After extensive industry consultation, the Bachelor of Library and Information Studies (BLIS) was launched in September 2017 and is still going strong today.

Open Polytechnic moved from having LIS as a major in the Bachelor of Arts and Applied Science, to having the BLIS degree. Four transformational principles shape the distinctiveness of this degree. Graduates will be able to:

1. Enable, empower, and inspire people, communities and organisations to create new knowledge and reach their potential and aspirations, through library

and information services and programmes.

2. Recognise, value and work with Te Ao Māori and indigenous knowledge paradigms.
3. Ensure continued availability of information and knowledge resources by applying evidence-based practice and national and international standards to the collection, organisation and management of physical and digital media.
4. Champion core information ethics and values, including advocating for intellectual freedom and open, equitable access to information.

The 24 compulsory and elective courses which make up the BLIS can be used in other

qualifications such as the Level 5 New Zealand Diploma in Library and Information Studies or as standalone courses.

The Graduate Certificate in Library and Information Leadership and the New Zealand Certificate in Library and Information Services for Children and Teens were launched in 2018, while the New Zealand Diploma in Records and Information Management was unveiled in 2019.

The new suite of programmes was complete with the release of the Graduate Diploma in Library and Information Leadership in 2022.

For further information about the BLIS programme go to [the Open Polytechnic website](https://www.openpolytechnic.ac.nz).

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



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



NZ Diploma in Library & Information Studies (Level 5)



NZ Diploma in Records & Information Management (Level 6)



Bachelor of Library & Information Studies



Graduate Certificate/ Diploma in Library & Information Leadership

Visit the [website](https://www.openpolytechnic.ac.nz) for more information and enrolment dates.

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

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



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Open Polytechnic
KURATINI TUWHERA

The Open Polytechnic of New Zealand Ltd is a Business Division of Te Pūkenga – New Zealand Institute of Skills and Technology

HISTORY CORNER

THE EVOLVING RELATIONSHIP OF LIANZA AND TE RŌPŪ WHAKAHAU



Ko tēnei taku mihi ki ngā tāngata whenua o te motu nei, ka mihi hoki au ki ngā tohu o te motu nei. Tēnā koutou katoa

On July 5 this year, LIANZA and Te Rōpū Whakahau representatives signed a new partnership agreement to reaffirm the relationship between our two organisations for the next three years. It heralds the next step in the evolving relationship between the two associations and the way Māori are represented in the sector.

As far back as 1962, the question of how library services could reach Māori communities was asked. The big shift, however, came in 1990, with the NZLA Futures Group final report: "The NZLA Futures Group sees the terms biculturalism and multiculturalism as not mutually exclusive. Libraries and information services exist to meet the needs of the particular

communities or clients they serve."

In May 1991, *Library Life's* new column, 'Pikitanga', announced the establishment of a Māori network of librarians and the convening of the new Bicultural SIG by the NZ Library Association. It aimed to "support a Maori [sic] library workers' network as it develops; To promote & support bicultural initiatives" and to "ensure that NZLA adheres to the principles of the Treaty of Waitangi." This network would go on to become Te Rōpū Whakahau.

Te Rōpū Whakahau's inaugural national hui at Tāne-nui-ā-Rangi Marae at Auckland University in November 1992 marked its official establishment. In her report *Te Ara Tika: Māori and libraries: a research report*, Tui MacDonald details that "for some of the seventy or so who attended the occasion was the first opportunity they had had to

meet other Māori library workers and discuss issues of common concern." For many, this included "the isolation experienced in their workplaces; of not just the loneliness of frequently being the only Māori person on the staff, but the cultural isolation of a working environment which failed to recognize the validity of Māori values to the library system." Participants of the hui agreed that network members should be organised "into a more formally constituted body".

Te Rōpū Whakahau became a special interest group (SIG) led by Tūmuaki Te Okeroa (Jock) Walker under the NZ Library Association.

Chris Szekely commented in 1993, "The future now looks more heartening as Maori [sic] library professionals through Te Roopu [sic] Whakahau seize the challenges of nga [sic] Kaupapa Maori (Maori agendas) to uniquely enrich and advance

At the signing of the agreement from left, Richy Misilei, Ivy Guo, Manuhiri Huatahi, Kim Taunga, Carla Jeffrey, Mark Crookston and Francis Leaf. Image credit Jess Buchanan-Smith.

the nature of New Zealand librarianship”

An agreement was signed between representatives of the NZ Library and Information Association and Te Rōpū Whakahau on 3 February 1995, providing “for mutual support in the pursuit of bicultural development of librarianship in Aotearoa New Zealand”. It made provision for two Te Rōpū Whakahau representatives, one being the chair, to become part of the Library Association’s Council and allocated resources for Te Rōpū to support Māori and bicultural initiatives.

Te Rōpū Whakahau was incorporated in 1997 and went on to lead the way in Indigenous knowledge paradigms, such as hosting the inaugural International Indigenous Librarians’ Forum in 1999. The close relationship with the New Zealand Library Association continued and included setting up Ngā Upoko Tukutuku, the Māori Subject Headings Working Party (1999), to find standardised terms for subjects in te reo Māori.

The representation of Te Rōpū on the LIANZA Council continued until **the recent constitutional changes in 2022** following a comprehensive review of LIANZA’s structure and governance. The Te Rōpū Whakahau Tumuaki and additional council role ceased and were replaced by appointed and elected member positions, any one of which might be Māori or a member of Te Rōpū Whakahau.

President Kim Taunga commented at the time (LIANZA Annual Report 2022-2023), “... significantly, in a mutually agreed decision, this year our partner since 1995, Te Rōpū Whakahau no longer had representation at the Council table. As I came into office, an important commitment was to work with Council and Te Rōpū Whakahau to reset our partnership and work on understanding how to be an exemplary Treaty partner.”

The strong bonds between the two organisations can be seen in the commitments of people like Anahera Morehu and Te Paea Paringatai, both of whom are previous presidents of both LIANZA and Te Rōpū Whakahau.

Anahera Morehu (Ngāti Whātua Ōrākei) commented on the relationship between the organisations, “I’ve watched LIANZA grow in confidence to champion Mātauranga and te Ao Māori. We can work alongside each other without Te Rōpū having to hold LIANZA’s hand, which has made it possible for us to step away but still be available to support.”

Te Paea Paringatai (Waikato, Ngāti Porou, Ngāti Ranginui) says, “I’ve seen first-hand the powerful potential of the relationship between LIANZA and Te Rōpū Whakahau to create meaningful outcomes for both associations and the communities we serve...”

“Together, LIANZA and Te Rōpū Whakahau can champion the integration of mātauranga Māori and Te Tiriti o Waitangi

principles, ensuring that mātauranga Māori-inclusive practices are not only supported but are fully embedded and demonstrated in day-to-day activities across the sector.”

“LIANZA, says Anahera, “has seen a change in leadership, away from the traditional, and it’s continuing to grow and thrive,” because “the relationship is collaborative and not transactional.”

Te Paea acknowledges that the new partnership presents both challenges and opportunities. “A key challenge is enhancing cultural competence within LIANZA and aligning strategic goals across two distinct organisations, each with unique worldviews, practices, and obligations.

“On the other hand, this partnership offers significant opportunities to strengthen emerging competencies across the sector through co-developing training, resources, and advocating for policies that champion equity and inclusivity, LIANZA and Te Rōpū Whakahau can drive a shift toward a more resilient and forward-thinking sector [...] A renewed partnership between LIANZA and Te Rōpū Whakahau signifies a chance to do better, to learn from the past, and to build a stronger future together.”

References available on request.



Tal Rogoff is a librarian with a great passion for history and genealogy. She has worked in public, academic, and corporate libraries across New Zealand and Israel.



NEW LIANZA MEMBERS

*Welcome to all our new
LIANZA members!*

Suniti De La Mare
Donna Mae Estoque
Alexandra Hamilton
Trish Hepworth
Hau-Ren (Brad) Hung
Maryam Nakhoda
Sophie Rowland
Sage Rumble
Sam Towse
Quisandra Webby
Christina West
Hao Zhang



LIANZA PROFESSIONAL REGISTRATION

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

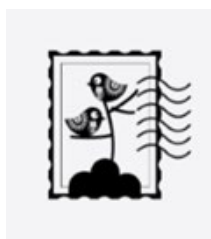
HIKUWAI
Sue Barnaby
Amanda Bond
Suniti De La Mare
Seonaid Harvey
Manuela Hrib
Prabhjot Kaur
Veronica Ashby
Fleur Coleman
Chloe Fryer
Diana McMahon-Reid
Sophie Rowland
Dianna Ruiterman
Irena Sajdovic
Hao Zhang

IKAROA
Karen Richards
Sandra O'Dea

TE UPOKO O TE IKA A MAUI
Erika Arthur
Nita Glew

TE WHAKAKITENGA AA KAIMAI
Judith Lee Rowe

COPYRIGHT



Help Aunty CeeCee!

*I attended the **fantastic webinar on copyright by Melanie** in September, and I have to know more about educational exceptions before the next*

webinar, whenever that will be.

Gotta-Know-Now

Dear Gotta Know,

The Copyright Act 1994 explains educational exceptions in sections 44 to 49, (you may be already familiar with library and archives exceptions in sections 50-57). These exceptions apply if your educational establishment is a school to which the Education and Training Act 2020 applies, or a specialist school or service under section 197 of that act, or an early childhood service under section 10(1) of that act.

The main educational exceptions are the following:

EXAMINATION

Copyright is not infringed by things done for the purposes of examination; a school can set questions using excerpts or images, and students can answer questions, write essays and so on using (properly cited!) copyright material as needed. However, the third-party copyright work in the questions or essays can only be used for examination – if the school decides that a student essay is fantastic and wants to post it on social

media to display the results of their exemplary instruction, they would not be covered by this exception. They would need to have copyright permission from the student whose work the essay is, and any owners of the copyright material in the essay.

PLAYING AUDIOVISUAL WORK TO STUDENTS

If a teacher wants to show a literary, dramatic, or musical work, if it is a legitimately obtained copy (a dvd, or a film whose streaming service allows educational use), and it is being shown for education purposes to an audience of only students or staff associated with that school (this does not include parents of students), this is allowed under the act.

PROVIDING READINGS

A school can provide copies of up 3% of a work or 3 pages (and if it is three pages, that must be less than 50% of the work) to students enrolled in their establishment. It must be only provided to a specific class, and if it is posted online, it must be something that only that class can access.

If you want more than 3%, then you must have permission from the copyright owner, or a licence that allows more than that, e.g. a CLNZ education licence, the subscription licence, or a creative commons licence.

Educationally answered!
Aunty CeeCee

Image credit Canva.

"Stamp" by Liv Iko is licensed under CC BY 3.0.



Dear Aunty CeeCee!

Can you explain how to work out what countries' copyright should apply? People keep talking about Fair Use, and I don't think that applies in New Zealand?

Fair-ly Confused

Dear Fair-ly Confused,

Fair Use is from American law, the New Zealand Copyright Act 1994 has Fair Dealing (section 42) "Fair dealing with a work for the purposes of criticism or review, of that or another work or of a performance of a work, does not infringe copyright in the work if such fair dealing is accompanied by a sufficient acknowledgement." This is not as broad as the American Fair Use, unfortunately.

The copyright law that should apply to a book, is usually the law of the country that it was originally published in. New Zealand has signed many treaties with other countries that state that we will respect each other's copyright law.

For example, in New Zealand currently a book is out of copyright 50 years after the authors death. This does not mean that we can consider a book out of copyright 50 years after the authors death if it is not a New Zealand book.

If the book was a UK book that published a New Zealand edition, the New Zealand edition is not out of copyright before the UK edition; publication rights are not the same as copyrights.

Hopefully clarifying,
Aunty CeeCee



This edition of Aunty CeeCee was written by Carmel Maclachlan, Advisor, Copyright at Te Herenga Waka—Victoria University of Wellington and member of the LIANZA Standing Committee on Copyright.

Aunty CeeCee is your go-to resource for all things copyright. If you have a burning question about fair use, licensing, or the Copyright Act – look no further! Send your queries to us at lianzacopyright@gmail.com. LIANZA Standing Committee on Copyright is here to provide LIANZA members with advice, advocacy and awareness on all things copyright.

Image credit Canva.

FREEDOM OF INFORMATION

INFORMATION LITERACY AS A WEAPON AGAINST DISINFORMATION
PROMOTING THE REAL IN A FAKE WORLD

Information Literacy for Societal Resilience

A creative intervention addressing
the societal challenges of AI

Our world is increasingly full of mis and disinformation. Coupling this with the amount of information available makes it difficult for people to find and discern reliable information. The proliferation of AI adds a new element of uncertainty with plausible but fallacious content - fake news, fake sources, fake images and videos. This can significantly impact health and well-being outcomes and prevent people from understanding and addressing social and political issues and environmental issues affecting the planet's future.

What can librarians do about it, and what part does this play in our commitment to freedom of information?

Simply providing information removes only one of the barriers to access information - that of affordability. Our users may not have the technical skills to effectively access and use

online information. They may have language barriers or visual and other disabilities. They may not be able to get to a library or have home internet access to join remotely. If the library has fines, these may prevent them from using it. Additionally, people may not have the skills to assess information and test its credibility or find various viewpoints. This is not a level playing field. Supporting literacy and information literacy for print and digital content accessed in the library or the media and other spheres of people's lives is important for libraries.

INTERNATIONAL AND LOCAL RESOURCES

There is an IFLA (International Federation of Library Associations and Institutions) Information Literacy Section (ILS) that aims to foster collaboration and cooperation in developing and promoting

information literacy education in all types of libraries and information institutions around the world. **They publish a twice-yearly newsletter for events and resources.**

ALA (American Library Association) also provides tools for librarians.

Closer to home, the Disinformation Project extensively researched disinformation in Aotearoa. While funding was discontinued for further work, their reports on disinformation trends **are still available here.**

MEDIA LITERACY

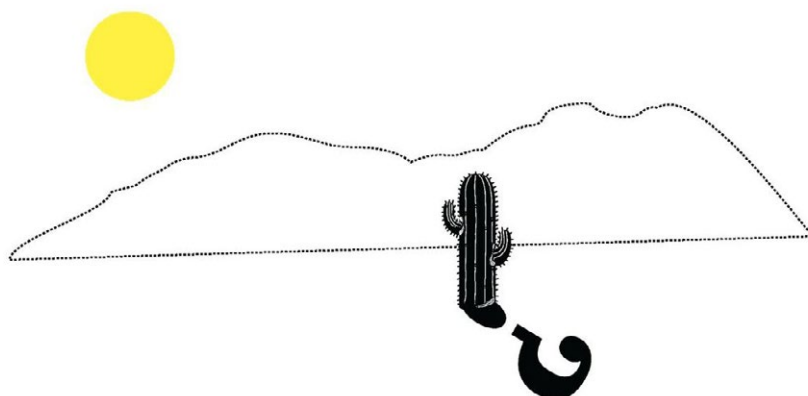
A 2023 ALIA-commissioned report¹ surveyed libraries and information services and found they did see their role in educating the public in media literacy, especially adults, but wanted to learn more about

Image retrieved from *Information Literacy for Societal Resilience - IFLA*.

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UNPACKING ARTIFICIAL INTELLIGENCE

What everyone needs to know about AI and its impacts.



media literacy training. ALIA and the University of Canberra developed a 7-week course. Evaluation of this course found that participants valued the opportunity to examine their own implicit biases and develop a critical understanding of the media and patterns of media consumption.

In December 2023, the Brainbox Institute published a discussion paper, *Deciphering Media Literacy in Aotearoa New Zealand*².

"Strong media literacy skills do not just simply help people distinguish between trustworthy and untrustworthy sources of information – they also enable people to engage with and produce all forms of media more creatively, effectively, and authentically. While media literacy is not a cure-all for complex societal issues, it can help empower individuals to engage more critically and thoughtfully with media, and therefore more meaningfully exercise the fundamental human right to self-expression."

The paper recommends that in Aotearoa, further mapping is necessary to understand existing efforts, that collaboration locally and internationally and sharing knowledge and insights will be key, and that a coordinated and comprehensive strategy needs to be developed.

It is also true for information literacy that Aotearoa does not have a coordinated approach, with libraries, educational institutions, government and NGOs contributing separately.

AI LITERACY

IFLA has also recently collaborated with others to **produce tools** specifically about disinformation created by AI:

"From chatbots to deepfakes, it is becoming even more difficult to tell what is real and authentic online versus what's been designed to deceive us. New tools powered by artificial intelligence are being released that make it easier, faster and cheaper to generate all types

of content, while regulations struggle to keep up. In turn, the harms that have always existed online – from scams and harassment to social polarisation – are now being "supercharged" by AI."

There is a New Zealand website focussing on AI literacy - knowing about AI tools and how to use them, being safe and ethical when using AI, and critically evaluating AI-generated content. **The AI Literacy Institute** aims to provide research-backed guidance and a curated collection of resources to support AI literacy for all.

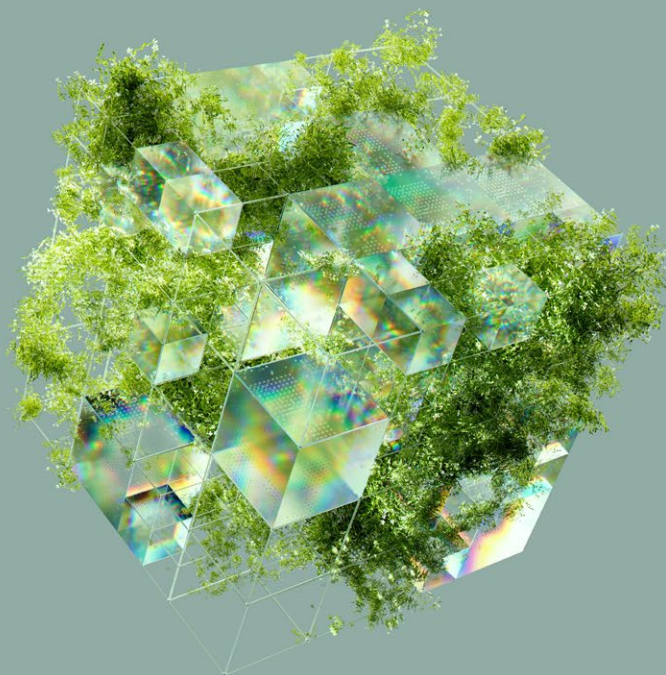
The people who brought us **the Data Detox kit** have also just published **a new detox kit for unpacking AI**. It provides an overview of the basics of how AI works and some of the impacts it can have and four guides that dive deeper into topics linked to AI, including online scams, harassment, influence, and bias.

1. Park, S., Walsh, B. & Su, J. (2023). *Libraries and Media Literacy Education*. Canberra: News & Media Research Centre.

2. *Deciphering Media Literacy: charting the future in Aotearoa*. Brainbox Institute, December 2023. [2fca6e_ec3eff334e004ef4b9c382234073dda3.pdf \(usrfiles.com\)](https://www.usrfiles.com/2fca6e_ec3eff334e004ef4b9c382234073dda3.pdf)

CLIMATE ACTION

NAVIGATING THE CLIMATE CRISIS - INSIGHTS FROM SLANZA CONFERENCE



Kay Stoddart delivered a presentation on climate action in school libraries at SLANZA's biennial conference in October. Here are Kay's reflections on climate themes interwoven within the conference.

Librarians have a crucial role in responding to the climate crisis. This is not news. School librarians are uniquely placed as information professionals working directly with young people in a core educational context. Responding to the climate crisis is an urgent issue. This can feel overwhelming, particularly in a political climate where budgets, time and resources are increasingly in demand.

A consistent concern echoed by conference attendees I spoke to was a feeling of disengagement among many of their ākonga (students). Ākonga are either

already very involved with libraries or want nothing to do with them. Similarly, ākonga exhibited a resembling response to climate crisis response initiatives. There is a tight line between valuable engagement and the risk of burnout.

AS SHAKESPEARE MIGHT SAY IN A MODERN LIBRARY: "TO COVER OR NOT TO COVER, THAT IS THE QUESTION."

Libraries are already sustainable by nature. The reduce, reuse, recycle model is at the core of what we do. However, we can do more to minimise the effects of our mahi on the climate. There was much debate about the type of protective book coverings we use - particularly given that an exhibitor at the conference had just released a brand-new plant-

based book-covering product. Several conference attendees shared their experiences with forgoing plastic coverings and the impact of their trials on their collections. Some conference attendees noted that while there hasn't been an increase in books being damaged and deselected due to a lack of coverings, books were not being kept visually 'attractive' for as long as they could be. Stay tuned for an upcoming sustainable collections toolkit, currently being developed by LIANZA's Standing Committee on Climate Action, to highlight best practices!

DEBUNKING CLIMATE MYTHS

Discussions occurred about how we can combat climate misinformation without resorting to censorship. While

intellectual freedom promotes diverse perspectives, it has also, paradoxically, allowed mis and disinformation about climate change to spread. Because of the nuggets of wisdom within LIANZA's Freedom-to-read toolkit, I could assure school librarians of the importance of battling climate mis and disinformation in school libraries. I think all session participants, me included, left with an increased sense of the importance of battling this topic.

Libraries also have a key role to play in adapting to climate change, as both impacted institutions and safe spaces for people, as well as in remedial affairs. Discussions occurred about how we, as a profession, can facilitate conversations and empower our communities to take climate action.

THE ECO-IMPACT OF AI

AI's popularity seems to be the only thing rising faster than temperatures, with a few conference speakers sharing their experiences with it. When I was asked about the environmental implications of AI, I can't say I was surprised. As much as I would have liked to have had the perfect response on the spot, I didn't. And that's okay! We are all living through climate change, but nobody is an expert, as we are all still learning!

AI presents opportunities for building innovative new climate-conscious designs and

modelling how climate change may impact our lives. However, artificial intelligence comes at the expense of unfathomable amounts of energy waste. While it's hard to know exactly how much energy generative AI uses, given that big-tech companies tend not to disclose this information, Heikkilä (2023) estimates that the amount of energy used to generate one AI image is similar to that needed to charge a smartphone. As we navigate this new window of opportunity, it is crucial that we balance innovation with sustainability.

FINAL REFLECTIONS

A heartfelt thank you to SLANZA for giving me the opportunity to throw together a Climate Change 101 talk at their conference! It was an honour to share ideas and inspire action on this critical issue, reminding us that every effort counts no matter how small. And a massive ngā mihi to my fellow climate action committee members and Sophie Handford (founder of SS4C Aotearoa) who have taught me everything I know about climate action.

I'd like to leave you with an important quote from Pattie Gonia: "We don't need a handful of people taking perfect action. We need millions of people taking imperfect action." Even if we can't be perfect, every step is a good step.

REFERENCE

Heikkilä, M. (2023, December 1). **Making an image with generative AI uses as much energy as charging your phone.** *MIT Technology Review*.



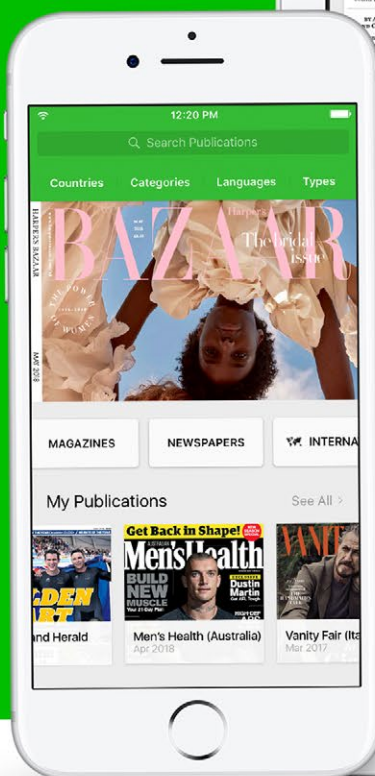
Kay Stodart is Kaitiaki Whare Pukapuka/Assistant Librarian at Te Kura Library and LIANZA Climate Action Standing Committee member.

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