

LIBRARY

TE RAU ORA

Life



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Wellington Books Alive book shop.
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From the Editor | Nā Te Kaitātari

ANGELA CAIRNCROSS

E ngā mana, e ngā reo, e ngā karangatanga maha o ngā hau e whā, tēnā koutou katoa,

This edition of Te Rau Ora Library Life is available early, as we will be attending the LIANZA conference next week.

I'm excited to feature Te Whatu Ora Health New Zealand's Library and Knowledge Service. It has been a transitional period for these services, which have now been unified into a national library service.

New things are happening! Waimakiriri Libraries share their experience with their digi-coach pilot, and we present the new LIANZA CPD Pathway. Siobhan Smith reviews the new IFLA book on AI in Libraries, and we explore the impressive new archives building, Te Rua.

We see how Books Alive events have evolved into large-scale, immersive experiences that bring hundreds of students into contact with finalist authors and illustrators in the weeks leading up to the annual New Zealand Book Awards for Children and Young Adults ceremony. There's a whole lot more, including our regular columns.

See you at conference!

Ngā mihi nui

Angie Cairncross
LIANZA Communications Advisor

From the President

NĀ TE TUMUAKI



MARK CROOKSTON
LIANZA PRESIDENT

Kia ora koutou,

For those of you whom I have yet to meet through professional circles, my name is Mark Crookston. I live in Pito-one (Petone) with my wife and two boys (6 and 9), but I call Dunedin and Invercargill home. I've worked in a range of roles in the library and archive sector for 25 years in Aotearoa, the Pacific, and the UK. I'm currently Director Digital at National Library and Archives New Zealand – a directorate that covers digital leadership across both organisations, which was created as part of the recent functional redesign and restructuring of the organisations.

It's such a privilege to receive and wear Te Rau Herenga - the president's pounamu. When I received Te Rau Herenga from Ivy, it naturally made me think about the presidents that have come before and that will follow and made me wonder about the

history of Te Rau Herenga. Like a good librarian I started a little search of my own and found this wonderful story - The History of the President's Pounamu in [issue 482 of Library Life](#). I recommend reading it because there's a real sense of joy in the interviews from previous presidents, which is really heartening to see. Some say leadership can be a burden, but I, too, intend to enjoy my time as President, working with my Council colleagues and our awesome LIANZA team to address the challenges of now and set LIANZA up for the future.

I would like to welcome the outgoing Council members who were farewelled in July - Richie Misilei, Stephen Pennruscoe, Troy Tuhou, and Neda Zdravkovic. Thank you all for your service to LIANZA while on Council. Also, a warm welcome and congratulations to our new members - Maia Bennett, Rangitahi Pene, Siobhan Smith and Laura Caygill.

Our recent two-day strategy hui challenged us to envisage a thriving library sector in Aotearoa and the critical role we, as LIANZA, play to make that a reality and to support all the wonderful mahi you do that makes a difference to our people and communities. A common theme in our discussion was the pace of change and the role we can play to support and prepare librarians and libraries

through that accelerated change. But we also discussed how some of our core mahi doesn't change – connecting people to the information important to their lives, helping create literate New Zealanders, providing enjoyable and fulfilling spaces, and supporting educational achievements in all walks of life. I'm encouraged and excited by the critical role libraries and librarians can play in our future. Throughout the year ahead, LIANZA will be outlining how we intend to assist and sustain that awesome role we play.

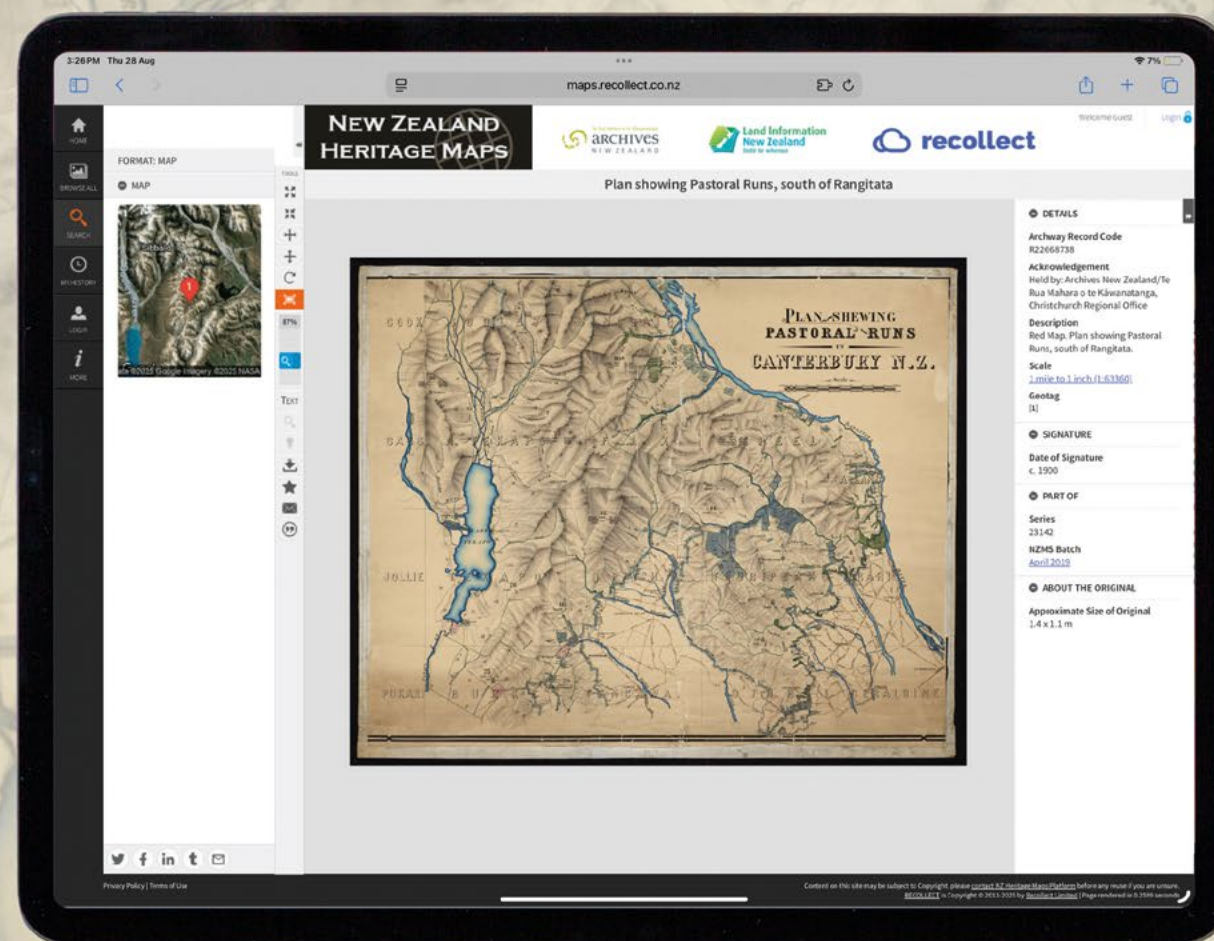
On the theme of changing and sustaining, a big mihi to the conference organisers this year for creating a standout programme for [Ko au te taiao, ko te taiao ko au](#), LIANZA 2025 Conference. Thank you also to all of you who put forward abstracts and presentation ideas. I'm really looking forward to the kōrero and whanaungatanga that comes with a LIANZA conference. See you in Te Whanganui-a-Tara in September!

Mark Crookston
President, Te Rau Herenga o
Aotearoa LIANZA



Mark Crookston with Ivy Guo, the immediate past president. Credit Laura Marshall

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2025 Books Alive Programme



Books Alive is a programme of large-scale, immersive events that brings hundreds of students in touch with finalist authors and illustrators in the weeks leading up to the annual New Zealand Book Awards for Children and Young Adults ceremony.

Programmed by literature experts - school and public librarians, festival organisers, authors - the engaging sessions for school groups are designed to drive a sense of belonging and relevance around books and reading for tamariki and rangatahi.

Funding received from the Mātatuhi Foundation has enabled Books Alive to expand into new regions over the past two years. In 2025, Palmerston North was added to Wellington, Christchurch and Invercargill.

BOOKS ALIVE PALMERSTON NORTH, HELD AT PALMERSTON NORTH CITY LIBRARY - CENTRAL LIBRARY AND THE GLOBE THEATRE ON TUESDAY 22 JULY

Organised by school librarians Alan Dingley and Sasha Eastwood, with Rhonda Chenery from Palmerston North City Library.

The sun shone as over 400 children and adults converged at the Globe Theatre and Palmerston North City Library for 2025 Books Alive Manawatu. The walking 'Book Bus' wound its way between the two venues, with the chattering, excited children following brightly garbed volunteers, a joy to watch. Students were able to watch and listen to the authors and illustrators speak passionately about their craft and their work, without doubt inspiring a new generation of talent.

One student was heard to remark, as they sat outside the Globe, "I wish we could do this every day."

Image above: Wellington Books Alive Book Shop. Image supplied.

The creative energy and excitement around idea sharing, reading, and books that was generated was a highlight. This occurred on every level - not only did the authors share with the student audience, but they also facilitated exchanges between students and teachers, and among themselves. Everyone was in on it in their own way and being transformed in the moment. Reading books will never be the same - the experience has been elevated even more.

Ākonga/students learned that their ideas can be communicated and realised. For those who were already readers, they have been further empowered, and for those still finding their way with reading, they have been encouraged to set out on a path of active curiosity and discovery.

BOOKS ALIVE INVERCARGILL, HELD AT CENTRE STAGE THEATRE AND INVERCARGILL PUBLIC LIBRARY ON WEDNESDAY 30 JULY

Organised by author and educationalist Pauline Smith and a team of volunteers, with support from the Invercargill City Libraries team.

The second Books Alive event to be held in Invercargill brought young readers, educators, and the public together to celebrate the magic of storytelling. The day featured dedicated sessions for schools as well as an engaging public event, all of which were warmly received. As the theatre filled with excited tamariki, a buzz of anticipation rippled through the room. Waiata played over the sound system, and soon the whole space was alive with children singing at the top of their voices, a perfect, energetic welcome for our presenters.



Author Claire Mabey talking at the Invercargill Books Alive Event. Image supplied.

Finalist authors shared inspiring and consistent messages that each young person's own experiences are valid, valuable, and worthy of being told. Kaiako spoke about the importance of students having the chance to connect with published authors, helping them see themselves as the storytellers of the future.

The team were delighted by the thoughtful, cheeky, and wonderfully quirky questions the ākonga asked. Finalist authors signed hundreds of autographs, taking the time to chat and share a special moment with every child. Books Alive in Invercargill was a celebration of creativity and connection, where each finalist was gifted fingerless gloves to tackle the frosty mornings, knitted by the mother of one of the team.

BOOKS ALIVE CHRISTCHURCH, HELD AT TE ARATAI COLLEGE ON FRIDAY 8 AUGUST

Organised by Steph Walker, Kiran Dass and Hannah Wheeler from WORD Christchurch.

Seeing the crackling energy that transferred between the writers and the ākonga was a highlight. They were so energised by each other. The strong message was the joy of reading for pleasure, and it was so joyous to look around the packed auditorium and see so many excited, gleeful, responsive and vocal tamariki. They loved meeting the writers up close.

Events like this for tamariki are vital because when you have a real life author sharing their journey about how they became a writer, and that they too were once just normal kids like the ones they spoke to, it helps children see that writing and publishing books is a real, tangible thing that is possible for anyone to do. It normalises the act of writing. As one of the writers told the children, "There is a writer inside all of us" and "stories are everywhere".

The clear message to the ākonga was that we can all love books and reading, and the perfect book for you is out there. So, if you think you don't like books, don't give up.

Books Alive can really inspire children to realise how books can change or save lives, and inspire them to become future writers. And that's a pretty exciting prospect!

**BOOKS ALIVE WELLINGTON, HELD AT
TIAKIWAI CONFERENCE CENTRE, NATIONAL
LIBRARY OF NEW ZEALAND TE PUNA
MĀTAURANGA O AOTEAROA, WELLINGTON
ON WEDNESDAY 13 AUGUST**

Organised by Stephen Clothier, Wellington City Libraries with the help of Reuben Love National Library and many others in the Wellington and National Library teams.

It's too hard to choose just one highlight from such a big day, but seeing the huge queues of excited children spread across the foyer as they waited to meet their literary idols – the likes of Li Chen, Witi Ihimaera, and Rachael King – has to be one!

Students/ ākonga spoke of being inspired, feeling special and lucky that they got to meet so many amazing authors and illustrators, and (in some cases) being surprised at how much they were able to relate to and see themselves in them.

One particularly moving piece of feedback came from the tamariki at Porirua East School, who spontaneously broke into a beautiful waiata to thank authors Dahlia Malaescu and Mele Tonga-Grant for their warm and inclusive workshop on Pasifika storytelling.

Stephen says that he has been organising the mammoth Books Alive Wellington day for several years now, and every year, he learns something new. This year? Coffee – early and often, for both librarians and authors!



Books Alive event, Palmerston North Authors. Image supplied.
Wellington Books Alive. Image supplied.

Thriving as a Nation of Readers



In this article, the new Te Awhi Rito Reading Ambassador Kate de Goldi, talks about her new role and her desire to engage people in the pleasures of language and story.

I began my working life as a library assistant in the former Waimairi Libraries system in Ōtautahi Christchurch. It seemed, to my half-formed, clueless self, the only possible place of work for a person who had been shaped by obsessive reading. Proximity to books and readers felt like a survival mechanism for the grown-up world. At the Redwood Library, though, under the mentorship of activist librarian Adrian Birkbeck, I was thoroughly changed and charged by an understanding of public libraries' radical capacity in the social-cultural lives of families, communities, and nations.

I think of those five years of library work as an orienting force in my subsequent working life. For the last 35 years, work has revolved around reading and writing. Working on novels and picture books,

teaching creative writing within universities and schools, facilitating children's literature seminars with librarians, co-publishing children's books under the imprint Annual Ink, commenting on children's literature and books for adults on radio, television, and in print. The unifying factor across these pieces of work is an abiding desire to engage people in the pleasures of language and story.

In June, I became the third Te Awhi Rito NZ Reading Ambassador, a role that sits inside the National Library Te Puna Mātauranga o Aotearoa. Each succeeding Te Awhi Rito is asked to advocate for, to model, and to inspire reading for pleasure in our young people, their whānau families, and communities. I'm immensely grateful for and exhilarated by this astonishing opportunity.

Over the last three months, I've thought hard about the question I'm now often asked: 'What exactly is reading for pleasure and what does it do?' Of course, I knew instinctively what it was, and what

Kate de Goldi with her granddaughter Mia. Image supplied

it did – but as I understand it, reading for pleasure is the reading we choose to do, outside formal education or work. It's reading motivated by our own longings – for comfort, escape, entertainment, stimulus, imaginative roaming, and reflection. Importantly, reading for pleasure takes place alone, undistracted, immersed. A deep engagement unfolds. We're reading because we're driven by curiosity – we read to *find out*.

We read because we're enchanted by the arc and propulsion of story and the pliability of language. We read to see ourselves on the page but also to discover the lives, places, and perspectives of others. Our humanity is explained, and its mysteries deepened. Reading for pleasure is both joy and provocation. Our enquiries broaden, our language well brims, our empathy is aroused. We are subtly changed and creatively disturbed, enriched and emboldened.

There is now a wealth of research available that makes powerfully plain the vital role reading for pleasure plays in education and an enriched life. Reading for pleasure, the evidence tells us, is fundamental to young people's educational success, to the development of full critical and digital literacy and, ipso facto, to social and economic achievement. Further, and significantly – given our contemporary world – we know that reading for pleasure builds empathy and critical thinking, and contributes to sustained wellbeing across a lifetime.

To consider this evidence in another way, and to confront the reality of Aotearoa New Zealand's decline in reading, and a steep decline for adolescents, the question might be: what is lost if reading for pleasure is not part of young people's lives, or the lives of their families and communities?

Maryanne Wolf (2018) catalogues the losses in her pungent book, *Reader, Come Home – The Reading Brain in a Digital World*. (I particularly like the 'E.T.-phone-home' resonances in that title: readers have lost touch, strayed, they're adrift on an outer planet ...). Wolf lays out the revelatory findings from neuroscientists' exploration of brain activity when children are reading or being read to: to put it crudely, *it's all going off up there in the cranium*. The neural circuitry is firing, furious decoding and analogic thinking are at work, intuitive leaps

are being made. The brain is being fantastically exercised – pinging back and forth between prior and new knowledge, building complexity and nuance, examining, comparing, critically assessing. In other words, a dedicated reader is engaged in a powerful virtuous cycle, exponentially growing a reservoir of language, image, deepening intellectual and empathic capacity. In a very real sense, they're constructing a singular identity and independent belief system that arms them well for the challenges of an increasingly complicated, fractious, and divisive world. And not least, a constant reader is learning the pleasures and fruitfulness of concentration, deliberation, and the enduring retention of what they're drinking in.

Neuroscience also tells us what happens when the brain is not fuelled and nourished by deep reading but pushed aside for the instantaneous, though fleeting, satisfactions of the digital world, where the twin constants are veritable tsunamis of information – overload – on screens that encourage skimming, browsing, word spotting, infinite distractions, and ever-shortening attention spans. The evidence is that we're increasingly outsourcing our brains to the outlets that offer the swiftest, simplest, most digestible distillations of information. In so doing, our brains lie fallow. We retreat from complexity, and our thinking narrows. Increasingly, our brains are reflecting the characteristics of the digital medium rather than the rich cognitive processes developed through the print-based medium – a medium that needs *time*. I don't need to spell out the implications of these seismic changes for our tamariki and rangitahi, for the social, cultural, political and economic health of Aotearoa New Zealand.



However, ours now is decidedly a digital world – and it's undeniable that world offers myriad advantages. Wolf's *cri de coeur* is simply that we pay attention to the paradigm-shifting changes we're all undergoing and return to reading for pleasure to restore a balance that's become out of whack.

The National Library's robust response to the reading decline is 'to build a nation of readers', He Pā Rito. This will require long-term collective effort and multifaceted approaches. A public-facing reading role model is one dimension of this ambition: a cumulative and iterative advocacy to which each ambassador brings particular interests and skills to highlight the profound value of reading for young people.

For my part, I hope to build on the mahi of my predecessors, Ben Brown and Alan Dingley, whose respective kaupapa laid down strong foundations

for the role: that ours is a bicultural enmeshing of oral and written traditions. That reading to our children is the primary act for building a reader, that for every child there is a book somewhere that can open a door to a lifetime of transporting reading and that school and public libraries are vital parts of the community nexus, enabling access to reading.

I will speak to 'thriving as a nation of readers' in as many forums as possible – with community groups, in schools, in libraries, at festivals and conferences, at the LIANZA 2025 Conference and in the media. And I will read – across all ages and as many forms as possible. I'll write about the pleasures and startlements of that reading on the [Te Awhi Rito blog](#).

The work has begun – may it gather steam and proliferate!



Kate de Goldi. Image supplied.

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

Digi-Coach Pilot Programme Highlights Demand for Digital Support

Waimakariri Libraries offer services focused on digital inclusion and increased digital literacy. Their digital support services range from on-the-spot help in the library right through to Better Digital Futures, a multi-week digital skills classes programme aimed at boosting their hapori (community's) confidence in using technology. Most recently, this has included the Digi-Coach Pilot Programme.

When Waimakariri Libraries were asked to participate in the Digi-Coach Pilot Programme in February 2025, we were instantly interested. Developed by Digital Inclusion Alliance Aotearoa (DIAA) and the Ministry of Social Development, the 13-week programme placed suitable local jobseekers into paid employment to provide digital support in libraries and other community spaces.

For our part of the pilot, from March until late May, we welcomed two Digi-Coaches to our Rangiora Library from 10 am to 2 pm Monday to Friday. Each Digi-Coach spent two hours per day at our helpdesk in the middle of the library. Outside of that, they worked through modules to increase their work-readiness. However, both of our Digi-Coaches completed their modules quickly and, driven by a genuine passion for the work, often chose to spend more time out front, helping our hapori.

Digi-Coach Quintin Hood loves helping people and always brings positivity to the digital helpdesk, no matter how tricky a digital issue may be.

"Being a Digi-Coach is right up my alley. I love helping people and growing in my customer service skills through each interaction," he says.

Locals have appreciated Quintin Hood and Josh Switalla's support, with half a dozen people dropping in for the service daily. While many seek help with basic computer and phone tasks, questions range widely.

Josh explains, "I've answered everything from 'How do I know if my Facebook account was hacked?' to tips on starting a career in coding."

Quintin has even set up a Trade Me account for a customer and given a walkthrough on how to use the app.

While some people might feel confident in troubleshooting technical issues on their own, the range of queries that our Digi-Coaches receive shows the demand for tailored, face-to-face digital help in our community.

Although anyone can use the service, most attendees are seniors. This age group frequently takes part in digital support offerings, as they did not grow up with digital technology and are now navigating a world where using it is increasingly essential.

Josh has seen the learning curve that seniors are faced with firsthand, especially when banks began shutting down their branches in favour of internet banking.

"I watched many retired farmers struggle to trade the familiar controls of a tractor for the unfamiliar feel of an iPad. In the world of farming, there is no Ctrl + Z, no back button, and you certainly cannot swipe up on anything. So, when a document disappears on a screen, to them it feels like it has been lost forever. That is where a lot of the fear and frustration comes from."

Seniors are grateful to have initiatives like the Digi-Coach programme, where they deal with humans who understand their struggles and take the time to help in a patient and calm manner. Those aged 65 and older make up over 20 per cent of the Waimakariri District's population, which is why Waimakariri Libraries continues to prioritise digital equity, making sure no one is left behind.



Before this pilot, Waimakariri Libraries partnered with DIAA to deliver Stepping Up, a range of digital skills classes, and Skinny Jump, an affordable internet service designed to connect households without broadband. Demand for these services and other digital support offerings at Waimakariri Libraries is increasing. Stepping Up classes are often fully booked, and there are waitlists in case a spot becomes available. District Libraries Manager Luke Sole believes the demand shows "We have really cemented our libraries as lifelong learning spaces".

But our users are not the only ones learning. The Digi-Coaches are learning too. For them, the programme is a stepping stone toward future employment, helping them build confidence, customer service skills, and an understanding of their strengths. When troubleshooting problems on the helpdesk, they are determining how best to teach people and gaining knowledge about the technology alongside the library user.

During their time away from the desk, Josh discovered more about spreadsheets and other technology. Quintin has spent his time upskilling on Microsoft 365 products and gaining knowledge of Windows and Mac operating systems.

Learning and Heritage Team Leader Janina Good was thoroughly impressed with their performance throughout the programme. "It is great to see how patient they are with our customers seeking digital support, as we often cannot spend as much time with our hapori on digital queries as we would like. Both Quintin and Josh have gone beyond what is required, helping our digital skills classes and Better Digital Futures programme when classes were fully booked."

Although neither Digi-Coach has firm plans for the next chapter of their employment journey, both would like to work in a customer service role, helping people.

Both library staff and Digi-Coaches believe that the programme is beneficial to our community and hope that it remains in some form. At Waimakariri Libraries, we are not sure what that will look like just yet, but when it comes to digital inclusion, we are committed to ensuring no one is left behind.



Jen Black holds the Assistant Librarian Communications role at Waimakariri Libraries. Prior to this role, she worked in media as a producer.

Introducing the LIANZA CPD Pathway

Continuing professional development (CPD) is essential for library staff to stay current and relevant in the workplace, particularly with the current and future changes they face: technological advancements, shifting user expectations, and a changing information landscape.

Anne Goulding and Jennifer Campbell-Meir (2024) from the School of Information Management, Te Herenga Waka – Victoria University of Wellington, make the following key points about CPD:

CPD is vital for library staff to stay abreast of evolving trends, technologies and effective practice in library and information services.

Library staff CPD is increasingly embracing digital tools and technologies, driven by developments during the restrictions on in-person events and activities during the COVID-19 pandemic.

Library associations play a key role in the CPD of library staff by providing a platform for learning events and activities, and through networking.

WHAT IS CPD?

CPD, or continuing professional development, is the term to describe a person's ongoing process of professional learning and development.

Whether you are at the start of your career in libraries and information services or are an experienced library and information professional, a proactive approach to learning supports you in evolving your capabilities for an ever-changing workplace.

LIANZA is committed to supporting library and information kaimahi in their professional development with professional development events and tools for reflection, goal setting, and logging your professional activities.

Following LIANZA's recent continuing professional development (CPD) survey, and alongside a review of other professional recognition and CPD schemes, LIANZA has developed a CPD pathway, based on the Te Tōtara Capability Framework.

Key findings from the LIANZA CPD survey indicate that 78% of respondents support professional recognition beyond formal qualifications, with 74% also supporting the recognition of capabilities developed through professional learning, not just formal qualifications.

INTRODUCING LIANZA'S CONTINUING PROFESSIONAL DEVELOPMENT PATHWAY

LIANZA'S new CPD pathway is for LIANZA personal and student members to demonstrate their professional development and to gain professional acknowledgement. The pathway includes the current professional registration scheme as well as new pathways for those who do not already have a library and information qualification. It includes the following:

- A member CPD logbook
- Two certificates of recognition
- Two professional acknowledgements (RLIANZA and CertLIANZA).



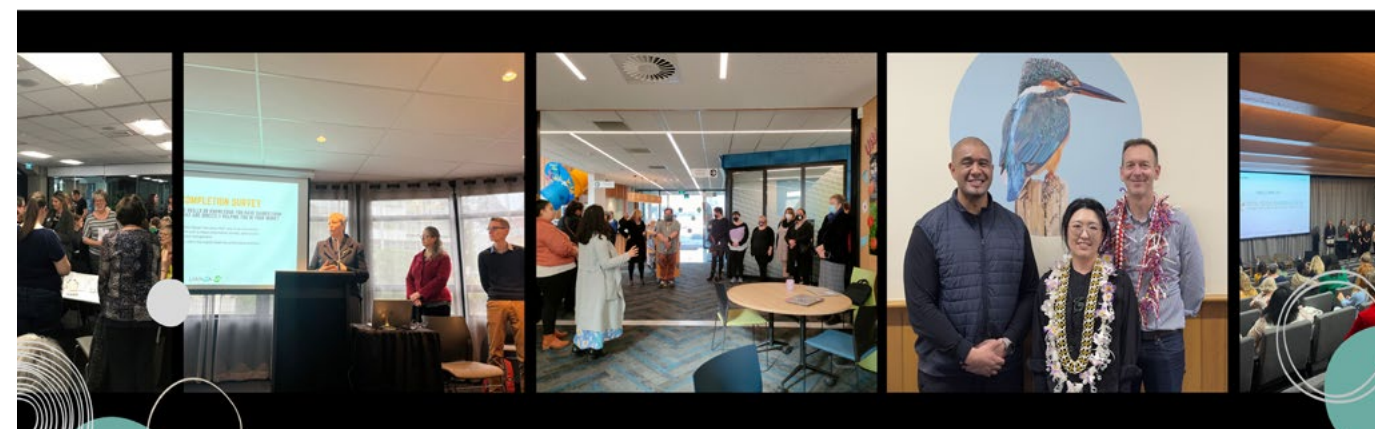
WHY TAKE PART IN THE LIANZA CPD PATHWAY?

Your participation in the CPD pathway links you to professional acknowledgement opportunities. Start building your professional development record in the My CPD Logbook to apply for acknowledgement:

- Certificate of Professional Development at 12 months (20 hours)
 - Certificate of Continuing Professional Development at three years (60 hours)
 - Becoming a certified LIANZA member with CertLIANZA*
 - When revalidating for professional registration as RLIANZA*
- *An option for RLIANZA members when revalidating.

You will find more information about the CPD Pathway on www.lianza.org.nz when the new platform goes live after conference.

A THRIVING LIBRARY AND INFORMATION SECTOR



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TO MAKE CONNECTIONS, ADVANCE YOUR CAREER, AND MAKE A DIFFERENCE



School Libraries and Literacy in Scotland, the UK and Singapore

Books in all their variety, offer the human intellect the means whereby civilisation may be carried triumphantly forward.

Winston Churchill

Earlier this year, school librarian Claudine Crabtree received a grant from the Winston Churchill Memorial Trust. With further support from Accessit and Baradene College Growing Heart Foundation, she was able to travel to England, Scotland, and Singapore to explore the state of school libraries and their impact on literacy. Claudine shares her experience with us in this article.

Over the six weeks, I attended 27 meetings and visited schools, organisations, associations and libraries. I spoke with educators, librarians, researchers, professors, consultants, leaders, writers, and speakers in Chippenham, Portsmouth, Brighton, Derby, Rutland, York, London, Edinburgh, Glasgow, and finally Singapore.

SCHOOL LIBRARIES LINKED TO IMPROVED ACADEMIC ACHIEVEMENT

Extensive worldwide research consistently links school libraries to improved academic achievement and higher literacy levels. Well-funded, well-resourced school libraries and library staff ignite the sparks of interest in reading, help increase reading stamina, encourage students to explore new genres, recommend and review books, provide up-to-date print and online resources, build a collection that reflects the needs and wants of a school community, provide a quiet safe space for study, relaxation and reflection, encourage fact-checking, teach students how to detect misinformation, build research skills and digital literacy, collaborate with teaching staff, support staff reading and research and connect with students across the whole school to improve their reading, learning and wellbeing

STATUS OF SCHOOL LIBRARIES IN AOTEAROA AND THE UK

Despite this, school libraries are often left out of the broader conversation about literacy, and provision in Aotearoa New Zealand is inconsistent, underfunded, under-resourced, and under-recognised. It is estimated that two-thirds of schools do not have a library¹.

Out of those schools that have a library, only 56 librarians work full-time in them². There are no set guidelines to follow, no consistent or equitable rates of funding, no minimum standards, and no requirement to even have a library at a school. This means there is a wide variation in hours, standards, services, and staffing across schools.

In the UK, the situation with school libraries is unfortunately similar. In England, one in seven primary schools lacks a library, and this figure rises to one in four in the most disadvantaged communities. Scotland now has fewer libraries than the rest of the UK, with 25% of primary schools not having a designated library area,

and 99% have no librarians. Furthermore, 48% of schools in the UK reported that their pupils' reading is restricted by limited library resources and the availability of books.

Literacy rates in the UK and New Zealand show similar patterns. Both countries perform above international averages, with strong reading outcomes in primary school (PIRLS). But these weaken by the secondary level (PISA). In both, girls consistently outperform boys, and recent results reflect a decline since 2018. Both systems face the common challenge of sustaining early reading success into the teenage years.



CHANGES IN THE UK TO ADDRESS READING DECLINES

A recent UK national reading survey reveals a troubling decline in children's reading enjoyment and frequency across the UK, with both metrics hitting historic lows—only one in three enjoys reading, and fewer than one in five read daily in their free time. The good news is that both individuals and organisations are working hard to bring about positive change.

During my travels, I met with some of the leading and inspiring librarians and teachers who are making a difference in this area. They include

Image: Claudine with Amy Wong at St Peters School

¹Little, P. (2023). *Why are schools sacrificing libraries despite plummeting literacy rates?* New Zealand Listener

²Full-time = Salaried position of 40 hours per week per annum. Data available from author.

Gareth Ward, Dr Carol Webb, Sarah Pavey, Barbara Band, Elizabeth Hutchinson, Karen Hans, Anaïs Cayzac, Amy Wong, Leia Sands and English Teacher and Literacy Lead Bryony Hart.

Members of the [CILIP School Library Group](#), the professional hub for school librarians in the UK, support practice, celebrate excellence, and lobby for stronger recognition of school libraries in education.

The [National Literacy Trust](#) are leading the way in literacy initiatives and interventions, including the Libraries for Primaries campaign. Their research has consistently shown the link between reading for pleasure and academic attainment, well-being, and future life chances.

Promoters of school libraries are helping to spread the message. Such as the inspiring [Damian Barr](#), a writer, broadcaster and passionate supporter of school libraries. And international speaker Richard Gerver, Chair of the [Great School Libraries campaign](#), a coalition working together to ensure every school in the UK has a library.



The [Scottish Book Trust](#) conducts extensive research and provides a range of resources and support programmes that feed into and reinforce the impact of school libraries. They do this by gifting books, supporting author visits, celebrating reading, and targeting equity. They strengthen the literacy ecosystem in which school libraries play a pivotal role.

Image: Claudine with Katherine Wilkinson of the Scottish Book Trust

Dr Charlotte Webber is a PhD researcher whose work centres on adolescents' reading experiences, motivation, and the role of school libraries in Scotland. Her PhD project, [The Young People's Reading Project](#), explores why reading motivation declines in the teenage years. In partnership with Scottish Book Trust, her findings have directly informed programmes designed to better engage young people in reading for pleasure. Alongside this, her research with secondary school librarians highlights their crucial role in fostering inclusivity, autonomy, well-being, and personal development through diverse collections and supportive library spaces.

Martina McChrystal (University of Glasgow) is chair of [the National School Library Strategy for School Libraries in Scotland 2018-2023](#). This strategic document for the development of school libraries has the support of the First Minister of Scotland and is now being refreshed with renewed hope that it will have the required impact.

I met Dana Neumannova from the [Scottish Library and Information Council \(SLIC\)](#), who is responsible for the [School Library Improvement Fund](#), a direct result of the Strategy that invests in school libraries across Scotland to trial innovative projects that improve literacy, digital skills, wellbeing, and inclusion.

Sean McNamara, Director of CILIPS, shared valuable insights into Scotland's National School Library Strategy and the vital advocacy work being done to support school librarians across the country. I met Dana Neumannova from the Scottish Library and Information Council (SLIC), who is responsible for the School Library Improvement Fund—a result of the government-supported School Library Strategy (2018-2023), now in the process of being refreshed with renewed hope that it will have the required impact.

Debbie Thomas from the [Open University's Reading for Pleasure Programme](#) discussed this initiative, which aims to empower educators and schools with research-informed strategies, tools, and support systems to help children become enthusiastic, voluntary readers. Through professional development, school partnerships, online courses, and family-focused materials, the programme fosters social reading environments, enhances teacher confidence, and encourages lifelong reading habits among young people.

SCHOOL LIBRARIES IN SINGAPORE

In Singapore, school libraries are seen as an integral part of the educational landscape, and significantly, every government school has a library.

International Schools also prioritise reading for pleasure and libraries as hubs for learning and reading. The education system is internationally recognised for its high performance, consistently ranking near the top in global assessments such as PISA and PIRLS, particularly in reading literacy.

There is a strong reading culture at a national level, with initiatives such as the National Reading Movement.



I met with [Dr. Chin Ee Loh](#) at the National Institute of Education, Nanyang Technological University. Her research into reading culture, teen readers and library design provides robust, evidence-based insights and highlights the fact that school libraries are central to building reading communities, supporting literacy across languages, and encouraging lifelong learning habits.

Leading teacher-librarian and President of ISLN, Katie Day, Joanna Yu at School of the Arts, Jane Hayes at Dulwich School and other International

Image: Claudine with Chin Ee Loh in Singapore

School Librarians talked to me about what they are doing at their libraries and in their schools to improve literacy and especially reading for pleasure.

Everyone I connected with shared a belief in the transformative power of libraries. As places of equity, creativity and community — where you can read for pleasure, develop critical literacies, and improve wellbeing. These connections left a profound impression on me. I was continually inspired by the passion, creativity and commitment of those I met. The knowledge, ideas and insights they shared were not only invaluable to my research but also deeply motivating on a personal level. I came away feeling both amazed and grateful, carrying with me a wealth of perspectives and possibilities that will shape my work and advocacy for years to come.

At the end of an incredible trip, I came home both disheartened and hopeful. Disheartened by the fact that children in both the UK and Aotearoa are too often denied the life-changing benefits of a school library. Hopeful, because of all that is being done to change this — and all the people who are innovating, collaborating, and advocating to improve libraries and literacy for the benefit of everyone, both now and in the future.

The most important lesson I learnt is that we need to think bigger and act more boldly. Every student deserves a well-resourced library staffed by a qualified librarian. The research is there. The international examples are there. Now it is up to us, as librarians, both public and school, educators and advocates, to make it happen. Will you join me? Join the campaign and sign up to the mailing list at www.schoolsneedlibraries.org.nz

Addressing the Bias: The Women in Red Campaign in Wikipedia



The value of equitable access to information lies at the heart of many of the volunteers who add content to Wikipedia, the free online encyclopaedia. Lisa Maule became one of these volunteers after attending an event called an edit-a-thon in 2019.

The Dowse Art Museum in Te Awakairangi Lower Hutt held an event to profile and make accessible the information about Māori women artists held in their collections. Curious to learn more about Wikipedia, and with time after finishing my master's, I was keen to amplify the amazing work of women artists. I was well aware of the lack of accessible information in this area from my undergraduate art history and design degrees, and as a woman working in the arts.

The experience of adding to Wikipedia articles, researching information, and finding citations was very rewarding, helped by the small group of friendly and enthusiastic people I met who called themselves 'Wikipedians'. With plenty of gaping holes in Wikipedia content about arts and events in Aotearoa, there were plenty of opportunities for me to contribute specialist knowledge in this area from my work as a theatre designer, educator and organiser.

To answer some of my questions about editing, I went to a local meetup, where Wikipedian and citizen scientist Siobhan Leachman took time to show me some tips about how to create new articles on notable people. Without support, newly created articles on living people can often lead to a disappointing deletion. Here, Siobhan introduced me to the [Women in Red](#) Wikipedia project.

Women in Red is a supportive international community founded by Roger Bamkin and Rosie Stephenson-Goodknight to focus on reducing systemic bias regarding gender representation in the Wikipedia movement. In Wikipedia articles, a blue link takes you to the relevant article, while a red link represents a notable subject for which an article is not yet created — this is where the name 'Women in Red' comes from.

When the project started in 2014, only 15% of biographies in English Wikipedia were about women. Ten years later, the 'needle' has moved to 20%, representing a massive effort that the community is rightly proud of. Women in Red runs monthly themed campaigns, sharing lists of notable women to inspire research and article creation, with a year-long focus on music for 2025. There are related campaigns that also promote and support content about women in Wikipedia, including [WikiProject Women](#).

Some of the first biographies of women I created were artist Julie Paama-Pengally, artist group the Mataaho Collective, individual articles for the Topp Twins, dance practitioner and early Pākehā Tiriti educator Rona Bailey, and the amazing Rose Pere, who many people will know from her holistic framing of health *Te Wheke*. Once new articles are created, editors

in this community review the content and structure, adding to the quality and contributing to discussions about notability. I've met like-minded people online through their usernames, through chatter in channels for getting help, and in person at meetups and conferences.

Since that first edit-a-thon, I have been involved in several projects linked with *Women in Red*. These have included the *Ada Lovelace Day 24-Hour Global Edit-a-thon* and projects focused on *Performing Arts Aotearoa* and *Pasifika Arts Aotearoa*, with targets always including at least 50% of newly created articles to be about women or non-binary subjects. When some other New Zealand editors and I picked up the book *Making Space: A History of New Zealand Women in Architecture* by historian Elizabeth Cox, we knew it would be an excellent

secondary reference for creating and expanding Wikipedia articles available on historically overlooked notable women. The *Architecture + Women* New Zealand project has now run Wikipedia editing and photography events three years in a row, supported by Wikimedia Aotearoa New Zealand.

In the *Women in Red* space, I have found a supportive environment where people are continuously learning and take part in a global community working together to address a need. From my area of the arts, I love staying connected to changes and trends over time through my research while creating Wikipedia content. There are many notable people and events in Aotearoa that feed into our cultural heritage, but are not represented in Wikipedia, so there is a lot of opportunity to make a real difference.

The strong gender bias in Wikipedia content is present in both the coverage of biography articles and in the 'Wikipedians' who are writing the content. Wikipedia is one of the most-visited websites in the world, and information from this encyclopaedia finds itself amplified across many spaces. The September focus for *Women in Red* is on women writers and their works — an excellent opportunity for library and information kaimahi to contribute. Simply adding a citation to an existing article can be an easy first task to help make information more accessible. The *Women in Red* project provides resources and guidance to get you started, and the [wikimedia.nz](#) website has information on events and support.



Lisa Maule (Pākehā, she/her) is an arts producer, writer and designer based in Te Whanganui-a-Tara. She is the Vice President of the volunteer committee for Wikimedia Aotearoa New Zealand (WANZ), the New Zealand Chapter of the Wikimedia Foundation

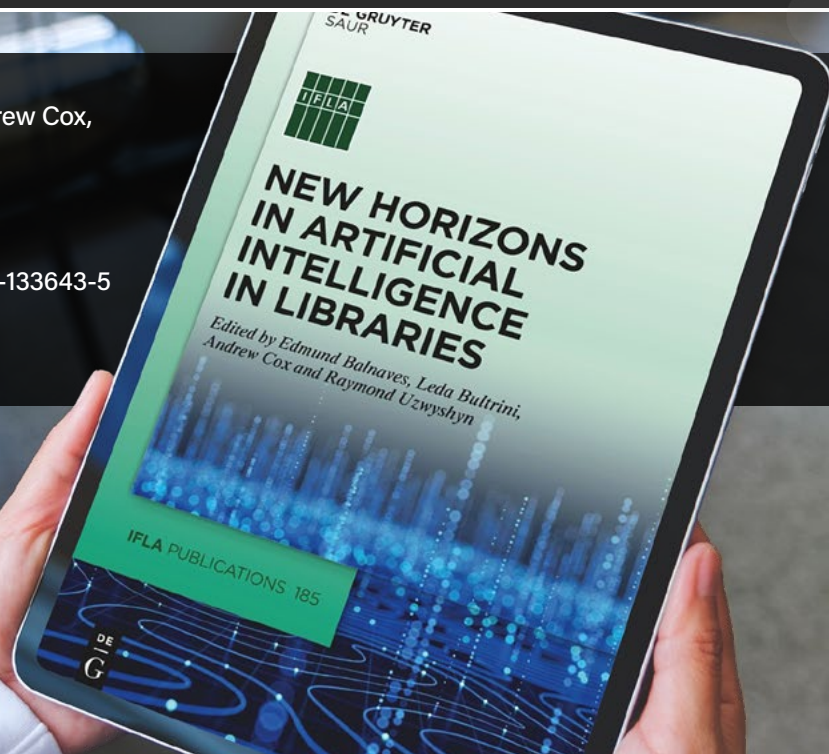
Book Review: New Horizons in Artificial Intelligence in Libraries

Edited by Edmund Balnaves, Leda Bultrini, Andrew Cox, and Raymond Uzwyshyn

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If you're already excited about the potential of artificial intelligence (AI) in libraries, *New Horizons in Artificial Intelligence in Libraries* will further ignite your enthusiasm. If, however, you approach AI with caution—or even trepidation—this book is unlikely to allay your concerns.

The book provides a sweeping overview of how AI is being, and could be, deployed in library environments. It moves from high-level reflections on the technological trajectory of libraries to detailed case studies of AI tools in action: from bibliographic record generation and subject heading assignment to discovery systems, chatbots, and digital literacy games. Framed by IFLA's AI Special Interest Group, the book captures a global snapshot of experimentation and strategic thinking, grounded in real-world library contexts.

Although pitched as an introduction, this is not an entry-level read. Despite its intention to be accessible, the chapters are laden with acronyms and technical terms. Even for someone familiar with AI tools and concepts, I occasionally found myself reaching for a glossary—thankfully, one is included at the end of the book. This might present a barrier for librarians new to the topic or for those working in less technologically advanced environments.

The strength of the book lies in the broad perspective it builds. While the individual case studies (such as deploying facial recognition for access or leveraging NLP for cataloguing) are intriguing, their true value is in how they contribute to a larger narrative. The editors and contributors deftly unpack the opportunities AI presents, as well as the accompanying risks—especially around ethics, bias, and data sovereignty. Libraries cannot afford to be passive participants in the rise of AI. Instead, the profession must take a leadership role in advocating for responsible and equitable use.

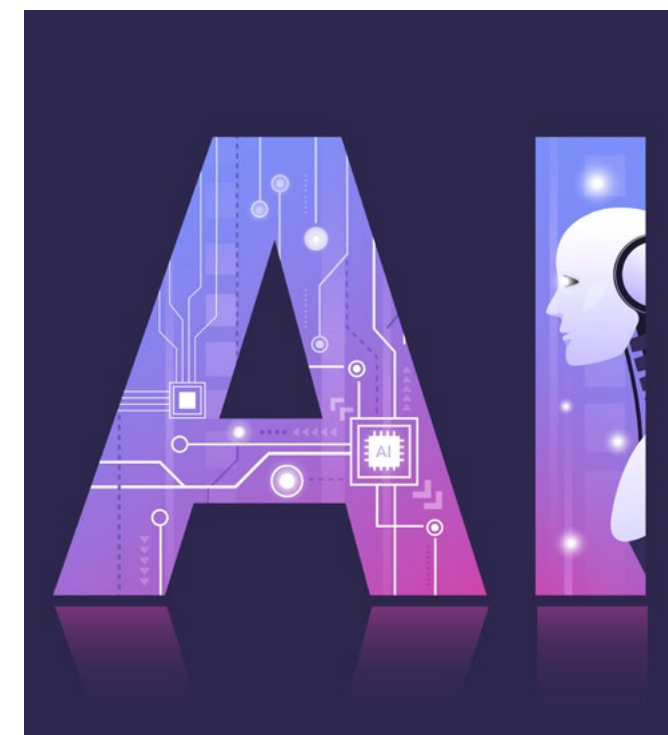
The most compelling—and perhaps unsettling—theme is the potential impact of AI on the library workforce. The contributors are mostly optimistic, noting the continued need for human oversight (“a human-in-the-loop”) and the promise that our comparatively diverse profession might help balance the tech sector’s demographic homogeneity. However, the subtext is hard to miss: libraries must rapidly upskill. We need staff who can use AI tools, build them, teach others to do so, and engage critically with their governance. No one claims librarians will be replaced—but the roles we play must evolve significantly. As one chapter puts it, we must identify the spaces where human librarians add unique, irreplaceable value.

Education emerges as a recurring solution. The book argues forcefully that professional qualifications and development programmes must include AI capabilities. The good news is that librarians already bring strengths in metadata, data curation, and user needs—critical foundations for AI literacy. However, the learning curve is steep, and the scale of investment needed (both financial and human) is significant.

Not all readers will find the case studies relevant. Many come from large, well-funded institutions in Europe and North America. Their experiments—robots in service desks, facial recognition access systems—can feel worlds away from the realities of smaller or under-resourced libraries. For example, the average New Zealand council or university library is unlikely to deploy AI at this scale any time soon. The book would have benefited from more representation from the Global South, Indigenous contexts, or other marginalised communities.

That said, the book offers valuable foresight. I suspect we'll see early adoption of AI accelerate in areas like metadata and resource description—particularly in environments already using large-scale discovery tools. For library leaders and strategists, this book offers a timely orientation to the issues at play and the decisions ahead.

In conclusion, *New Horizons in Artificial Intelligence in Libraries* is a thought-provoking and sometimes provocative read. It is not a practical handbook or toolkit—although it contains useful resources and a solid glossary—but rather a reflective and at times urgent call to action. I recommend it for anyone working in library strategy, digital services, or professional development. It's less useful for front-line staff or those seeking a gentle introduction to the topic. But for decision-makers, educators, and those tasked with navigating the profession's future, this is essential reading. AI is not coming—it's already here. This book won't offer reassurance, but it will provide insight.



Shiobhan Smith is the Associate University Librarian (Customer Experience) at the University of Otago. She has over 19 years of experience working in academic libraries, including roles educating researchers. Shiobhan is a LIANZA Council member.

Bringing the Old into the New

A new chapter safeguarding and accessing our nation's memory has begun with the dawn blessing of Archives New Zealand's impressive new home, Te Rua, in Wellington on July 8.

The \$290-million build, which includes Te Hono, a two-level link bridge connecting Te Rua to Te Puna, the National Library, is a partnership between the government, Department of Internal Affairs and building owner Dexus. Together, Te Rua and Te Puna form a heritage campus called Te Kahu, which includes Ngā Taonga Sound & Vision.

Te Rua is incredibly special. Taranaki Whānui Te Āti Awa representatives and design agency, Tihei, worked alongside Warren & Mahoney architects to bring a te ao Māori world view to the design, connecting the building to the whenua it sits on and acknowledging the people that lived here before.

It is a fit-for-purpose, secure home, providing improved care of and access to taonga, better meeting the needs and expectations for documentary heritage.

Te Rua boasts one of the highest performing façades in the country, minimising the energy required to maintain repository conditions and ensuring collections remain protected even in the event of power loss to the building.

Controlled environment conditions will maintain collections for future generations, with world-class laboratory spaces enabling the best preservation practices.

The building has 19,300 square meters of floor space, which will host archives repositories and specialist facilities. The building also features seminar and meeting rooms, secure loading and quarantine areas, state-of-the-art audiovisual and film suites, and conservation and digitisation facilities.

Te Rua sits on 36 base isolators, the largest in the country, that allow it to move up to 1.8m in any direction in a seismic event. Base isolators enable the building to remain safe and fully operational in the event of a major earthquake.

An additional two base isolators sit in the National Library building as part of the enabling structure.



Staff began moving into the new building in mid-July, along with specialist equipment. Te Rua will not open to the public until early 2026, to allow for the transfer of collections from the previous Archives New Zealand building on nearby Mulgrave Street.

While the move takes place, there will be temporary impacts across reading rooms, digitisation, access to taonga, and conservation and preservation services.

Kia Rite, which loosely translates as 'get ready', is the team responsible for the programme of work relocating the bulk of Archives New Zealand's collections to Te Rua – a load they are sharing with relocation partners Crown, and which is currently scheduled to be completed by the end of 2026.



This work began in 2019 and involves labelling, barcoding, re-boxing into secure packaging where required and ensuring the accuracy of descriptive and location data for every box. For Archives New Zealand collections, this is millions of items held in approximately 300,000 boxes stored across 90km of shelving.

There has been an incredible amount of work and planning over the past few years – and ahead of the move, it was important to place one piece of taonga on every level of the new repository to prepare the gleaming space for what is to come.

On the evening of 7 July, Archives New Zealand representatives moved selected taonga into their new home in the repositories, ahead of the official blessing of the building the next morning.

"We set aside some time to prepare the collections in a spiritual way but also to connect them to the new building," says Anahera Morehu, Chief Archivist Poumanaaki.

"Before the actual blessing, we took one piece from each of the collections that will sit within the new repositories, so they're here to keep that space, that level, warm, to welcome all their mates from Mulgrave Street into the new building, Te Rua."

Among the items was the Archives Act 1957 that established a national archive in New Zealand and empowered the Chief Archivist with authority over official government records: the 1975 Māori Land March petition, delivered to parliament after a hiko from Northland led by Dame Whina Cooper, and a scrapbook of the National Film Unit's achievements as one of the main producers of films during the mid-20th century.

The new heritage campus also marks a new way of working between Archives New Zealand and the National Library. The new structure, which took effect on July 1, brings the institutions under the joint leadership of the National Librarian and Chief Archivist.

"It's a very special time to be part of Te Kahu, and a very special time to be involved in a new way of working that, together, we can build on to improve the public's access to services and resources across the National Library and Archives New Zealand," says Rachel Esson, National Librarian Te Pouhuaki.

The independent functions of Archives New Zealand and the National Library will remain, as will the respective Acts they administer or work within. The statutory responsibilities of the Chief Archivist, the National Librarian, and Chief Librarian, Alexander Turnbull Library, remain unchanged.



Right, National Librarian Te Pouhuaki Rachel Esson and Chief Archivist Poumanaaki Anahera Morehu stand in front of Te Rua's whakataukī.

Credit: Mark Beatty/ Archives Library New Zealand

Left, The new whakataukī is revealed at the official blessing of Te Rua. This text speaks to the history of people and place. In the background, Te Pono (National Library), Te Hono (the two-level link bridge) and Te Rua (the new archival building) are visible.

Credit: Mark Beatty/ Archives Library New Zealand

Top, Te Rua as seen from Mulgrave Street, Thorndon. Credit: Max Olijnyk/ Dept Internal Affairs

Bottom right, The kūmara mounds in Te Rua's plaza area. Credit: Max Olijnyk/ Internal Affairs

Carolyn Robertson Retires



After decades spent in libraries, it's impossible for Carolyn Robertson to name a favourite book, but she's sure to be a regular visitor in the popular fiction section during her retirement.

After 25 years with Christchurch City Libraries and as Libraries and Information Manager, which she took on in 2005, Carolyn's retirement marks the end of an immensely satisfying and valuable contribution to the city throughout the extraordinary post-earthquake years.

She led the service through the immediate quake response and the extensive rebuild of the library network, and then the COVID-19 shutdowns. Impressively, she simultaneously championed the innovations and new technologies that have increased the reach of the service across Christchurch communities.

Libraries have been Carolyn's work world for decades. She came to Christchurch City Libraries from the University of Canterbury, where she was Head of Information Services for more than 10 years, and before that had stints at Lincoln College and the Canterbury Medical Library.

She says the innovation she saw in Christchurch City Libraries attracted her, and she was keen to learn from the work of previous library leaders. She loves public libraries and their role serving the community through the network of 20 libraries, the mobile library service, the public programmes, events, and exhibitions, and the digitisation of library content.

Carolyn is very proud of what has been achieved for the city with the creation of Tūranga. She credits the "brilliant work" of everyone involved in the project and the extensive input from mana whenua, which created a strong cultural narrative that gave life to the building.

She is also proud of the wider network she has been part of creating to meet community needs, with new and upgraded facilities available in Aranui, Halswell, Sumner, Bishopdale, and Hornby, and underway in south Christchurch.

Her team's responses to the earthquakes were another career highlight for Carolyn. The buildings were fragile, but her central city teams and the wider libraries network showed tremendous resilience, adapting to being dispersed across the city and based in 11 temporary premises until 2018, when Tūranga opened.

Carolyn says the earthquakes accelerated the changing role of libraries. They will always be an important connector, but now also provide valued spaces for a range of events and access to new technologies. In the years of upheaval since 2011, she saw an opportunity to rethink the library service model, build strong delivery partnerships, and increase outreach into Māori, Pasifika and multicultural communities.

She says the dramatic changes in the city and libraries kept her interested right up to the end - with her last day in the role on April 31 this year.

Her retirement involves travel to the UK to enjoy time with her daughter and grandchild. Beyond that, her life after work is still an open book. With no fixed plans after her trip to the UK, she plans to see what doors open when she gets back.



Stronger, Bolder, Together: Libraries in Times of Radical Change

In a world defined by rapid change and unprecedented challenges, libraries are being called upon to act with both courage and creativity. The International Federation of Library Associations and Institutions (IFLA) captured this spirit in its recent launchpad sessions for the World Library and Information Congress, themed Stronger, Bolder, Together.

These sessions invited library professionals to explore how we can respond to turbulent times—not only by safeguarding our values and missions but by innovating in both what we do and how we do it.

Building on the IFLA Strategy and recent insights from the Trend Report and Information Futures Summit, the focus was on turning vision into action: creating sustainable futures for all through knowledge and information. IFLA President Vicki McDonald (Stronger Together) and President-elect Leslie Weir (Be Bold) spearheaded this conversation, drawing on inspiring examples from colleagues worldwide.

The second of two webinars from July 15 [can be found here](#). Denise Wilson shares some of the highlights in this article.

ADDRESSING SOCIAL CONNECTION AND COMMUNITY IMPACT

The sessions opened with a discussion of loneliness and social disconnection, emphasising how libraries are positioned to address these issues. Leslie Weir highlighted Canadian research indicating that Toronto is the loneliest city in the country, with young adults aged 18–30 being the most affected. This raised questions about how libraries can support people in creating meaningful social connections and mitigating the health risks associated with isolation.

David Lankes cautioned that the focus should not simply be on loneliness as a negative phenomenon. He explained that loneliness can drive people to seek connection and participation. "Loneliness is an emotion, and it can be very positive," Lankes said, noting that libraries can harness loneliness as an impetus for engagement—helping people feel empowered to contribute to their communities, whether through volunteering, business initiatives, or civic participation.

ADVOCACY, INNOVATION, AND GLOBAL LIBRARY LEADERSHIP

Sam Helmick, President-elect of the American Library Association, reinforced the importance of advocacy and storytelling. "Success, especially in libraries, hides in plain sight. Advocacy is not important—it is essential," Helmick noted, emphasising that libraries operate across borders and disciplines, protecting truth, fostering education, and building community in ways that often go unseen.

David Lankes linked this perspective to his essay *From Serving to Saving*, arguing that libraries must move beyond traditional metrics to measure real-world impact. Examples included prison-public library partnerships, which help individuals reintegrate into society, access housing, and reconnect socially. Masud Khokhar, University of Leeds, echoed these themes, emphasizing libraries' role in managing knowledge in volatile times. He called for radical innovation, creative experimentation, and cross-sector partnerships. From AI literacy workshops to mobile maker spaces, libraries can reimagine themselves as hubs of learning, collaboration, and digital citizenship.

Leslie Weir and David Lankes explored how libraries can take bold steps to experiment and innovate while maintaining core values. Lankes stressed the importance of adapting—not just adopting—innovation. "We need to move from standardizing what we do to communicating the differences that we do," he said, emphasizing the role of librarians as connectors and enablers of community impact.

"Libraries have always known how to build community. Now we must help the world understand that we are a community worth building with."

– Sam Helmick

"Be bold enough... understanding your value...answering that question, why partnering with the library will make the world a better place?" – David Lankes

AI, EXPERIMENTATION, AND ETHICAL INNOVATION

AI emerged as a central theme in the discussions. Lankes distinguished AI literacy (learning how to use tools) from AI readiness (preparing to engage thoughtfully with AI's societal implications). Leslie Weir and Vicki McDonald shared practical examples, including digitization projects and AI applications for accessibility and research, emphasizing ethical use, transparency, and staff capability-building. McDonald reflected on the Virtual Veterans project, which leveraged AI to make World War I materials more

accessible to students, linking library resources to curriculum and community engagement.

Lankes highlighted the importance of focusing on people, not just resources. "The resource you want from us is...someone who has the trust of their community and can help them adjust to this new world," he explained, reinforcing that librarianship is fundamentally about human connection, guidance, and empowerment.

"Be bold, take risks, embrace failure, iterate quickly and share your insights with the world. Experiment more, prototype new services, test unconventional partnerships and challenge the boundaries of what a library can be. Build confidence, invest in continuous learning, master new tools, methodologies and mindsets. Act urgently. The world won't wait. Each day, misinformation grows. New technologies reshape our reality."

– Masud Khokhar

REIMAGINING THE ROLE OF LIBRARIES

The sessions concluded by emphasising the transformative potential of libraries as platforms for connectivity, innovation, and empowerment. Whether supporting literacy in early childhood, preventing recidivism, or enabling access to technology, libraries have a direct impact on social, economic, and educational outcomes.

Lankes argues that everyone in the profession, regardless of qualifications, makes a valuable social contribution.

"The library is a mechanism to create connectivity, and from that economic development and from that empowerment and innovation. And from that engagement it starts with librarians who are willing to stand up and say, I am the value in this organisation." – David Lankes

The IFLA launchpad sessions underscored that turbulent times demand bold action, effective advocacy, and relentless innovation. From addressing loneliness to leveraging AI ethically, libraries are uniquely positioned to foster connection, strengthen communities, and amplify social impact.

"My provocation to you is simple. Reimagine your role, from gatekeepers of knowledge to designers of experiences, from curators of archives to facilitators of digital citizenship." Masud Khokhar

LIBRARY MAHI

JESSICA MORAN



The newly appointed Chief Librarian of the Alexander Turnbull Library, Jessica Moran, talked to RNZ's Emile Donovan. This is what she had to say.

Jessica Moran is one of only eight people, and the second woman, to be The Alexander Turnbull Libraries' chief librarian since it was opened in 1920.

Jessica has worked in libraries and archives for over 20 years, including academic, government, and research. This includes 13 years at the Alexander Turnbull Library, where she has worked as a digital archivist, digital collections services leader, and Associate Chief Librarian for Research Collections. She was Acting Chief Librarian from February 2024 until being appointed into the role in July.

Originally from California, Jessica has a master's degree in library and information science from San Jose State University, and in history from San Francisco State University, along with a BA from the University of California, Berkeley.

Emile Donovan asked Jessica what she thinks Alexander Turnbull would make of the library today?

"I think he would be quizzical but be ok about it. He was concerned with a couple of things: for the library to be owned by the crown and to be for all New Zealanders. I think he would be pleased to see how it has turned into a wonderful research library for all."

The [Alexander Turnbull Library](#) began with the gift from Alexander Horsburgh Turnbull, who, on his death in 1918, bequeathed his magnificent library to the nation. He had built a comprehensive collection relating to New Zealand and the Pacific, summed up in his own words: 'anything whatever relating to this Colony, on its history, flora, fauna, geology and inhabitants, will be fish for my net, from as early a date as possible until now'.

"We're still throwing our net – but it's often a different net now," said Jessica.

A career librarian and archivist, Jessica says it was a complete accident ending up in libraries. They were hiring library assistants at her university library and Jessica applied.

"It was supposed to just be a summer job, but I ended up working there during my time at university. It set me on the path

of libraries. I worked in a couple of areas, inter-library loans and research. Other libraries would request articles and books – it was my job to look them up and find them. I got to see the range of things people were searching for and learned how to read citations and search catalogues."

"I had another job there, looking at historical papers, researching Emma Goldman an anarchist and women's rights political activist in the US at the turn of the century. But her papers were dispersed rather than being held in one or two archives. This was in the late 1990s at the beginning of the World Wide Web, and I could see at this stage how the internet would change how we worked and what we could do digitally. This set me on another path – libraries interconnecting and libraries in the digital area.

"You have to embrace the digital area as a librarian," she says. "There are thousands of pieces of paper, books, and manuscripts, as well as many petabytes of data, that we interact with at the Alexander Turnbull. It's been a digital library for decades, and it's how we operate now. Digitally first – there are always interesting challenges working in this area.

What are the big things on Jessica's plate that await her in this role?

Image Jessica Moran. Credit Mark Beatty

"The thing I'm really excited about at the moment is coming together with Archives in the shared heritage campus. We will provide a shared reading room and access to collections from the Alexander Turnbull Library and National Library and Archives NZ. It will be better for everyone to come to one place when researching across our collections. We will continue to be separate institutes but will work closely together when the reading room opens in September.

While there is a diverse range of collections available, one of Jessica's favourites is the Katherine Mansfield papers – "they are so rich, there's so much in that collection, and people come from all over the world to research it".

Asked about the decision to dispose of some of the National Library's general, circulating lending collection, Jessica says this was a collection management decision. This collection was out of date, not being accessed, and often the content was online – so the decision was made.

"We have to make decisions on space and be thoughtful about the use of the space and what's included. If we want to continue developing the Alexander Turnbull collection, we need to find space for it. And if we don't dispose of books that are not being used, we have no space for new material that people do want to use and preserve."

"This gets to the heart of what we do as librarians – it's not just about collecting everything but being thoughtful and managing the space, the infrastructure, the people and thinking about what's most important to keep in the national collection."

"It's more than Dewey Decimal!" commented Emile.

Read more <https://natlib.govt.nz/blog/posts/introducing-the-new-chief-librarian-and-director-library-collections>

[Jessica Moran, Chief Librarian | RNZ](#)



Image Jessica Moran. Credit Mark Beatty

Universal class

Help **every** patron continue their education.

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Courses



1,000,000+
Learners



10,000,000+
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Library of the Issue

TE WHATU ORA HEALTH NEW ZEALAND LIBRARY AND KNOWLEDGE SERVICE



The Health New Zealand Library and Knowledge Service plays a crucial role in supporting healthcare professionals by providing access to accurate and up-to-date medical information, managing and organising medical resources, and training staff in effective information retrieval.

Health New Zealand librarians assist with research and evidence-based practice by conducting literature searches to support clinical decision-making and evidence-based decision-making to improve service delivery. They are vital facilitators who ensure that healthcare providers have the reliable information needed to improve patient care and outcomes.

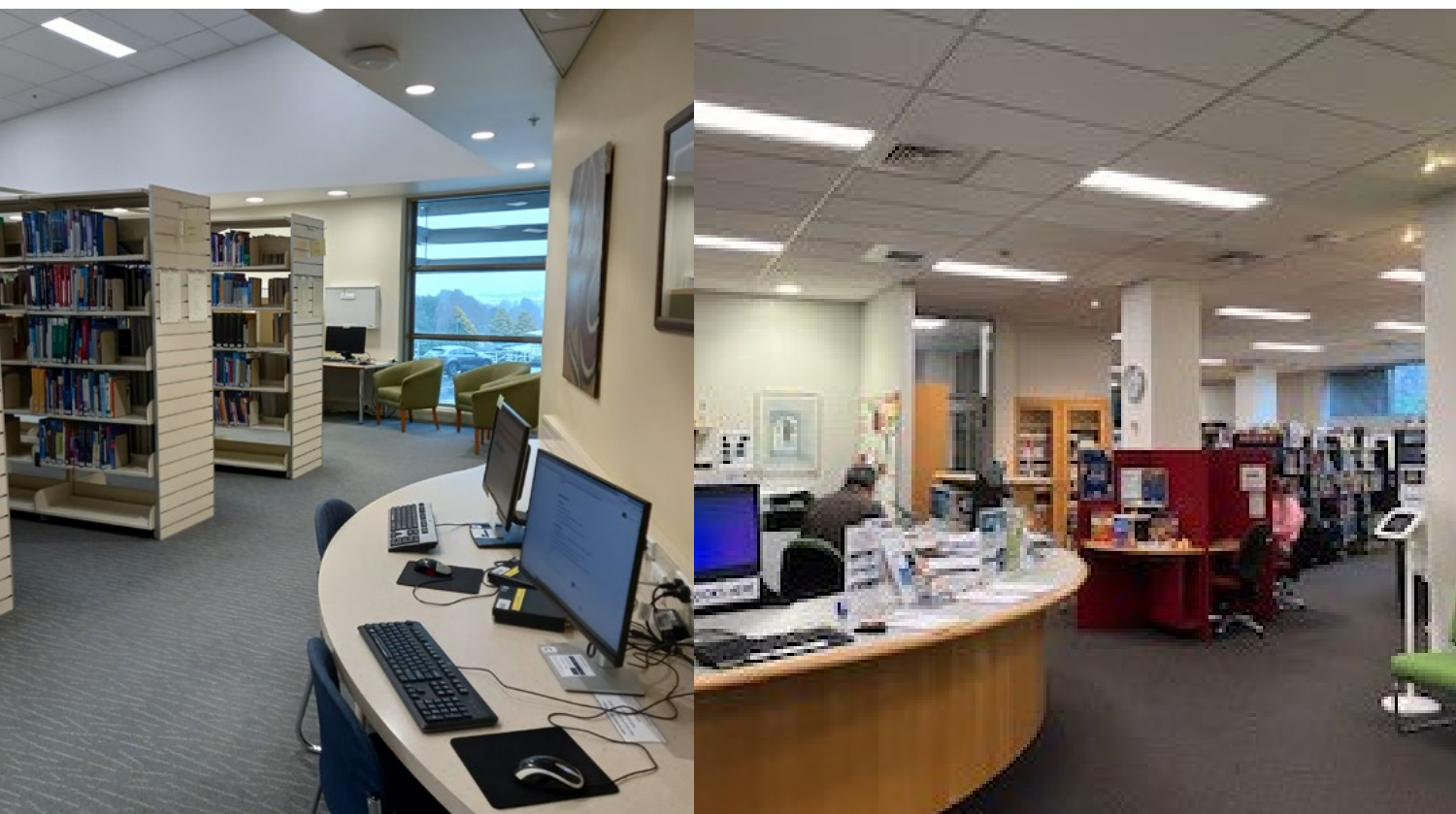
Health New Zealand maintains physical, professionally staffed libraries in most major hospitals across Aotearoa, from Whangarei to Invercargill. And it also partners with Otago and Auckland Universities to provide library services to Canterbury, Capital and Coast and Auckland districts.

NAVIGATING A PERIOD OF DISRUPTION AND CHANGE

In June 2022, the New Zealand health sector was restructured. This involved replacing 20 District Health Boards (DHBs) with a single national organisation called Te Whatu Ora Health New Zealand. The restructure was driven by the need to address fragmentation, inefficiencies, and disparities in healthcare delivery across the country. The DHB model had led to variability in

service quality and access, with challenges in coordination and resource allocation.

By centralising governance under Health New Zealand, the government aimed to create a more unified and equitable health system that could standardise care, improve integration between services, and enhance strategic planning and resource management. Early outcomes of this reform include streamlined decision-making, better national oversight of health priorities, and an increased focus on addressing inequities. However, the transition has also presented challenges related to change management and ensuring local community needs continue to be met effectively.



Subsequent internal reviews and further restructuring have focused on identifying cost efficiencies and budget savings in a constrained national budget environment. The focus in 2024/2025 has been on strengthening frontline services, prioritising identified health outcome targets, decentralising decision-making to regional and local leadership, and, where appropriate, restructuring and downsizing of staff numbers in support services.

CREATION OF A SINGLE UNIFIED NATIONAL LIBRARY SERVICE

Within this challenging context, Health New Zealand librarians advocated for the creation of a single unified national library service. In 2022, a white paper jointly prepared by members

of LIANZA Health SIG was circulated to the newly created Health New Zealand executive team for consideration. The vision for a national library service was well aligned with the vision of the new organisation and was endorsed.

In September 2023, a group manager for the newly created Library and Knowledge Service was appointed. In the first half of 2024, three regional team leaders were appointed to assist the group manager and provide support to local librarians at each of the major hospitals across the country.

Historically, there had been strong collegial collaboration and co-operation between the various DHB librarians. Well-developed systems for document exchange, consortial

procurement agreements and a bi-annual professional development event had been in place for many years. The new leadership team was able to leverage the existing structures and relationships and to build upon this culture of collaboration.

In June 2024, a single national resource budget was confirmed for the 2024/2025 financial year. In October 2024, procurement decisions were finalised for a new national e-resource collection that would be accessible via a single national Discovery portal (Ebsco EDS) across the organisation from 2025. New ways of working across the Health New Zealand library team were enabled by the deployment of a Microsoft Teams environment and the adoption of RefTracker to manage workflows.

Wairarapa Hospital Library. The library is treasured by hospital staff as a space to get away from busy wards. Library users often express satisfaction with the amount of work they can accomplish here. Wairarapa Hospital Library visitors left to right: Sophie Saweirs and Lily Cooper on placement, as part of the Rural Medical Immersion Programme (RMIP), a one-year academic programme available to University of Otago fifth-year medical students. Rhona Pierce and Eibhlin McCarthy, Registered Medical Officers (RMOs) carrying out data collection for a VTE prophylaxis audit.

*Left, Waikato Hospital Library. Image supplied.
Right, North Shore Hospital Library. Image supplied.*



From January 2025, OpenAthens was deployed to give all Health New Zealand staff off-site and remote access to the new national library collection. Integration of LibKey Nomad, Google Scholar, PubMed and READ QxMD into our Ebsco Discovery holdings enables access to our collections for all Health New Zealand staff from anywhere on the web.

The national library service was also instrumental in establishing and now managing a new national publicly available Health New Zealand Research Repository hosted on FigShare.

Most recently, in August this year, a new library resource portal was launched and is available via OpenAthens for health professionals in the

community. This library portal enables access to point-of-care tools, research databases, and full-text access to e-texts and journal content for GPs, community, residential, and aged care nurses, community pharmacists, allied health professionals, and others across Aotearoa. Registration to access the portal for community health professionals is available via the Health New Zealand website and also via Health Pathways.

At a time of major organisational disruption, the pace and scale of change for the library team were both ambitious and challenging. It is a credit to the excellence and dedication of the library team that we were able to deliver on the vision first formulated in early 2022. However, it has not been without its challenges.

In 2024, there were significant reductions in our resources budget, exacerbated by an exchange rate drop of more than 10%. Our staff size nationally has reduced by about 20%. By allowing vacancies not to be filled and to be 'given up' over the last two years, we have been able to meet targets for resizing without staff being disestablished. The Health New Zealand library team currently comprises 30 staff, 27 FTE. The Library and Knowledge Service is part of the Evidence and Pathways portfolio within the Planning, Funding and Outcomes Directorate of Health New Zealand. The resources budget, excluding staff costs, is approximately \$7 million per annum.

The restructure also had a significant impact on the arrangements previously in place

with the two universities. New contracts with each university were jointly prepared in 2024, establishing a new relationship whereby Health New Zealand managed collection resources and access, with the university library teams delivering local library services. A sign of the goodwill and agility of our university partners is that the new structure is already well established and will be renewed for 2026 largely without change. Indeed, by inclusion of the academic library staff in our Health New Zealand team meeting structure,

we have been able to build relationships and grow a deeper understanding of the broader health sector amongst the combined workforce.

LOOKING AHEAD

2026 promises to be a year of consolidation. However, we are also prioritising a migration to a single national library management system and, along with the wider organisation, putting an increased focus on how we can work with AI to enhance our service.

It has been quite the journey. Challenging. At times difficult and frustrating. But ultimately rewarding. The shift to a national model has allowed us to deliver services and resources equitably at scale across the country, supporting better health outcomes for our communities.



[Peter Murgatroyd](#) is the Group Manager Library and Knowledge Services at Te Whatu Ora Health New Zealand. Before Te Whatu Ora was established, he was the Library and Knowledge Services Manager at Counties Manukau DHB. Peter has held roles at the National Library, the Secretariat of the Pacific Regional Environment Programme and the University of the South Pacific. He is a LIANZA Fellow.

Above, Whanganui Hospital Library. Image supplied.

Above, Middlemore Hospital Library

Tertiary Profile

OPEN POLYTECHNIC LIBRARY QUALIFICATION STARTS NEW CHAPTER IN GRADUATE'S CAREER



Open Polytechnic graduate Anthony Gayner's Bachelor of Library and Information Studies (BLIS) qualification has helped him gain work experience at a museum, a branch of the industry he hadn't previously considered.

While Anthony, who graduated from Open Polytechnic in May 2025, has had an interest in working in the library sector since his school days, it was the practicum placement at the Papakura Museum, which he found most practical.

In his final year of the BLIS programme, Anthony undertook LIS704 Library and Information Services Professional Practice, which involved him engaging in professional practice within the library sector.

"As a whole, my qualification had a significant and positive impact upon my life and my future prospects," Anthony says.

During this course, Anthony chose to work at the Papakura Museum, which led to him gaining hands-on experience in museums and archives.

Anthony now volunteers as a Digital Preservation Member at the Papakura Museum as a result.

He was given the opportunity to be involved with a photograph digitisation project, in which he recorded the metadata of more than 1000 photos.

This experience made him realise that he wants to continue working in the sector, as either a librarian or a museum worker.

"This qualification enabled me to make new connections and further my professional development as I continue to work within the information science field," Anthony says.

Working at a small museum like the Papakura Museum has been rewarding for Anthony.

"I am gifted with the opportunity to learn more about local history, while also supporting the Papakura community and ensuring all the artefact information in the database is up to date," Anthony says.

New graduate Anthony Gayner. Image supplied.

"My favourite part of working there is whenever the museum prepares to begin another temporary exhibition."

Anthony's passion for the library sector began at Wesley College, where he would spend his free time in the library, reading books and assisting the school librarian with tasks.

"As I grew older, I came to understand the importance of librarianship on not just a community level, but a national level—the library is a place where the community can gain knowledge and empower themselves to learn more about the world that they live in," Anthony says.

"I believe that it is a necessity that sanctuaries like libraries and museums are maintained and looked after to cultivate a safe environment for community members to gather and connect over a shared joy for learning new things."

"Being at the forefront of this change—whether through developing library programmes or through making the library space more accessible than ever—is something that I want to be a part of."

Anthony decided to enrol with Open Polytechnic because it provided him with the opportunity to get a BLIS degree, through New Zealand's leading provider of distance and online learning.

He gained knowledge of many topics and skills through his qualification, including a wider understanding of good research gathering and interpretation.






Anthony also enjoyed the courses on information management, which taught him about different archival principles and best practice for digitisation and preservation.

"As I grew older, I came to understand the importance of librarianship on not just a community level, but a national level—the library is a place where the community can gain knowledge and empower themselves to learn more about the world that they live in," Anthony says.

Anthony is grateful to his friends and family for supporting him during his studies, and Open Polytechnic not only for its support, but also providing him with a career path through the BLIS degree.

"My newfound interest in the museum field has opened up many opportunities to me and I am eager to continue my career in the GLAM sector for many years to come," he says.

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Copyright

MARRAKESH TREATY



Firstly, I would like to thank those of you who came along to the recent LIANZA webinar on Copyright Exceptions for Education and Libraries. It was a lot of fun, and we had a great time facilitating!

While we did our best to answer as many questions as we could during the Q&A, there were some important questions which we didn't get a chance to kōrero about during our limited timeframe. Luckily for us, Te Rau Ora Library Life exists! Our first question from the chat relates to the Marrakesh Treaty:

"Hi. Could you please clarify where the Marrakesh Treaty exception fit within the Copyright Act? Specifically, the provision that allows notified libraries to convert published works into accessible formats for individuals who are visually impaired or print disabled?"

Absolutely! For those who are unaware, The Marrakesh Treaty is an international treaty which aims to help people who are blind, visually impaired, or in any way print-disabled have access to print materials (generally books and other

literary works) in formats which are accessible to their needs. At the time of the treaty's creation, it was estimated that 90% of all written materials published worldwide were not published in an accessible format.

Aotearoa New Zealand entered the treaty in 2020, and alongside this signing came an amendment to the Copyright Act 1994, s 69, which made provisions for 'authorised entity types,' including prescribed libraries, to make, share, import or export copies of copyrighted material in accessible formats.

This treaty is not a blanket removal of copyright. However, there are, of course, some stipulations:

- **You must advise MBIE before undertaking any activities under the treaty.** MBIE have a dedicated email address for this purpose: MarrakeshTreaty@mbie.govt.nz. A list of organisations that have notified MBIE in the past is also available as per section 69(2) of the Act.

Image supplied.

- **You must notify the copyright owner that you intend to make a copy. However, you do not need their permission!**
You read that right! The copyright owner of the work does not have the ability to deny creation of an accessible format under the Treaty. They must be notified and do have the right to view records related to the copy. However, in this instance, the Treaty allows accessibility to come before copyright restrictions.
- **The integrity of the original work must be respected.**
The accessible copy should faithfully represent the content of the original work. The copy may be reformatted to make it usable (e.g. made large print, braille or formatted for a screen reader), but the substance and intent of the work must remain the same.
- **You can only provide the accessible copy to a person with a print disability (as defined by the act), a person acting on their behalf, or another authorised entity.**
This ensures that materials are shared responsibly, reaching those who rely on them while maintaining the balance between accessibility and copyright protections. It's a safeguard that keeps the focus on supporting users rather than broad public distribution.
- **You must keep records and allow inspection of these by the copyright owner.**
Records must be kept for works which have been made, provided, reproduced, imported, exported or received under the Treaty. The original copyright owner can request to inspect these records during normal office hours.
- **Accessible copies can only be exported to an authorised entity or person with a print disability, in another country covered under The Marrakesh Treaty.**
Accessible copies may be sent internationally, but only to individuals with a print disability or to other authorised entities in countries

that are party to the Marrakesh Treaty. It also enables libraries and authorised organisations to work together globally to improve access to published works.

- **You and the copyright owner cannot charge a profit for the service.**
While you must inform the copyright owner, you (as the library) are not required to provide any payment to them. You *may* charge the user, but only for the purpose of covering the costs associated with making/importing the accessible copy.

Take a look at the LIANZA/Blind Low Vision NZ [Guidelines to the Marrakesh Treaty here](#). If you need any further support, please reach out to the LIANZA Copyright Committee: lianzacopyright@gmail.com

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This edition of Aunty CeeCee was written by Amanda Hutchinson from Ōtākou Whakaihu Waka | University of Otago, and a member of the LIANZA Standing Committee on Copyright.

You can email queries for the Standing Committee on Copyright at lianzacopyright@gmail.com. This committee is also here to provide LIANZA members with advice, advocacy and awareness when it comes to all things copyright.

History Corner

NEW ZEALAND LIBRARY CONFERENCES



"These conferences, bringing together as they did the ablest men and women engaged in library work for the exchange of ideas and the examination of administrative methods, had been productive of much good." [Mark Cohen](#) – at whose suggestion the New Zealand Library Association was founded in 1910.

A landmark event in the history of Aotearoa's libraries was the inaugural conference in Dunedin in 1910. The conference was held on 26 and 28 March, during which 15 delegates from seven libraries formed the Libraries Association of New Zealand.

There were conferences again in 1911 in Auckland and 1912 in Wellington, but then a gap until 1926.

The early conferences were big news – with the proceedings covered in the local newspapers. This was lucky as when the records of the 1912 conference were destroyed by fire, a summary was able to be compiled from newspaper reports and then cyclostyled – an early form of handwriting duplication.

These weren't the earliest library conferences New Zealand librarians were involved in, however. The Library Association of Australasia was an early professional organisation for librarians in Australia and New Zealand, holding conferences: in Melbourne (April 1896), Sydney (October 1898) and Adelaide (October 1900).

Participation and membership from Aotearoa was sparse, but it was there.

Regular New Zealand conferences resumed in 1926 with another gap from 1930 – 1935 and again during the Second World War. From 1945 they've been annual until 2015 and have been biannual since then. This includes a few joint conferences with our Australian colleagues again in 1981 in Christchurch, 1984 in Brisbane and in Sydney in 1988.

Above, NZLA conference group in Whanganui circa 1920s. Christchurch Libraries Collection.

Well worth a read are the [notes from participants](#) in the chapter on past conferences in A Century of Library Life. One point made is that from the 1970s conferences became much less formal and that "people don't always realise that librarians love getting dressed up".

These less formal conferences weren't everyone's cup of tea. From former National Librarian [Geoffrey Alley's biography](#), "After the New Zealand Library Association conference which was held in Wellington in February 1974 he wrote, "The conference itself was poor in content but seemed to have lots of parties – what changes since the starving '30s and '40s – when we did something, however." And in 1976: "The NZLA is quite bankrupt of ideas, and their meeting is badly planned, no papers prepared and circulated, no policy really, wining and dining paid for by taxes."

By 2004 there were complaints that the conferences were getting too big, too spread out, and were the largest of its type in New Zealand. In 2006 there were concerns that the conferences profiled the cities that hosted them more than LIANZA itself.

In a strange parallel in Whanganui in 1997 disaster struck when the race-course venue burnt down just one week before the conference. Fortunately, they managed to put the stand back together in time. And then again in 2019 those of us at the conference in Manukau arrived back at central Auckland to choking smoke as the convention centre due to host the IFLA World Library and Information Congress in 2022 burnt.

Disasters and criticisms aside, library conferences remain an important event for professional development, "the exchange of ideas and the examination of administrative methods" as well as for fun and socialising!



Sources:

[Account of the proceedings of the first Australasian library conference held at Melbourne on the 21st, 22nd, 23rd, and 24th April 1896; McEldowney, W. J., *New Zealand Library Association 1910-1960*](#)
[Millen, Julia., *Te Rau Herenga, a century of library life in Aotearoa: the New Zealand Library Association & LIANZA, 1910-2010*](#)
[Proceedings of the Sydney meeting, October, 1898 : with three appendices.](#)



Andrew Henry (RLIANZA) is the Curator of Auckland Collections based at the Central City Library in Tāmaki Makarau.

Above, Opening of New Zealand Library Association conference in Tauranga Library, May 1993. Left to right: Elizabeth McMaster, Bev Dibble, Frith Bartlett and Jinty Rorke with cake, Jan Tank. Judy Sail standing in red dress. Image Tauranga Libraries 07-100.

Freedom of Information

DEFENDING INCLUSIVE KNOWLEDGE SOCIETIES

In July 2025, the International Federation of Library Associations (IFLA) released its Statement on Defending Inclusive Knowledge Societies. At its core is a reminder of a principle that underpins libraries: access to information and knowledge is a fundamental right, and libraries are essential to realising that right.

Across the world, libraries, their staff, and their users face threats to intellectual freedom, institutional stability, and access to knowledge. For library and information kaimahi, the statement is both a call to vigilance and a rallying point for collective action.

Global trend	Example
A growing readiness by state and non-state actors to violate principles of intellectual freedom through external interference in library collection policies.	The Guardian has reported that the UK has seen growing calls to remove particular books from shelves in the United Kingdom.
The weakening of systemically important knowledge institutions and infrastructures and their staff, through budget and personnel cuts, disrupting access to research, knowledge and information globally.	Researchers and academics globally have sounded alarm at the removal of various forms of medical data on the state provided databases.
The undermining of key support agencies for the library field that help make a reality of networked provision.	IFLA previously called for the reversal of funding cuts to the US's Institution of Museum and Library Services (the major funding body for libraries in the States) and National Archives and Records Management, as well as the indiscriminate dismissal of the national archivist and Librarian of Congress .
The deletion of scientific and other data that provide an essential basis for research, replicability, and accountability.	Data regarding climate change is disappearing from US websites as researchers scramble to save it elsewhere.
The erosion of the autonomy of research and education institutions, restricting their ability to make independent academic decisions.	Government actions around the world to defund, reorganise, or shut down universities which don't align with the direction of the state.
Efforts to oblige libraries to surveil users and submit reports, violating the relationship between library workers and users.	Proposed legislation in Sweden would require public services (including libraries) to report undocumented immigrant peoples.
Cuts to funding for open access and open science.	The Dutch government halved funding for its national institution Open Science NL in their most recent budget.
Growing economic and contractual restrictions on libraries' ability to build collections and work with digital content.	A report published on unfair licensing practises by publishers outlines how freedom of contract is exploited by publishers to the detriment of public and academic libraries and access to information.

GLOBAL TRENDS

Through monitoring, IFLA has highlighted the following trends and examples given in the linked articles.

EXAMPLES OF THESE THREATS IN AOTEAROA NEW ZEALAND

Like the UK, we have also seen a rise in censorship challenges with reports of challenges to books and events in libraries, commonly targeting [LGBTQI+ content](#), and [the education minister removing Māori words](#) from early primary education books. Since May, the LIANZA Challenges Register has seen 29 challenges reported, 18 of which are regarding LGBTQI+ content.

Budget cuts in central government have seen [cuts to library, information and heritage roles](#). In 2024, the government [ceased all funding for social sciences and humanities research](#), and dictated that [50% of Marsden Fund grants would need to demonstrate an economic benefit](#) to the country, hindering academia's role in being a ['open critic and conscience of society'](#). Our government also constrained universities' independence by instigating new regulations that [universities needed to adopt a freedom of speech statement](#) that was consistent with government expectations and prohibited them from adopting positions that don't relate to their core functions.

RECOMMENDATIONS FOR LIBRARY AND INFORMATION SERVICES

Whilst sobering, IFLA's statement is also empowering, reminding us of the central role that libraries play in demonstrating democratic principles that contribute to health and thriving societies. Libraries are actively shaping sustainable, inclusive futures, as shown in the [November 2024 PLNZ survey](#), which found that libraries are both vital hubs



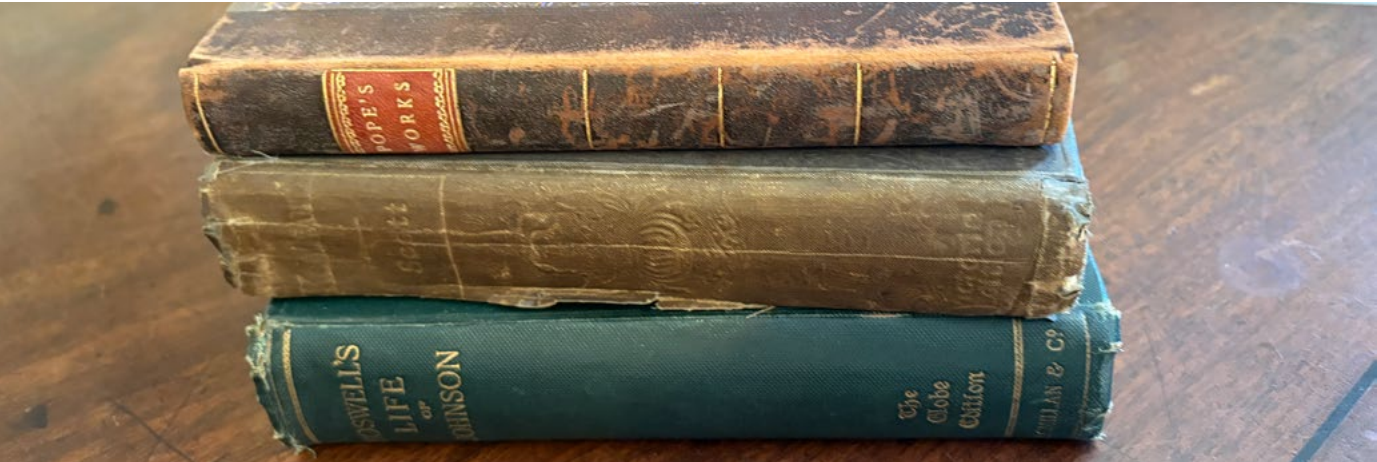
REPORT YOUR CHALLENGE

LIANZA LIBRARY CHALLENGES REGISTER

for literacy and learning, as well as key contributors to community resilience and social connection.

Inclusive knowledge societies will not happen by chance. They require affirmative choices by all of us to ensure that those choices move in the direction of openness, equity, and resilience. IFLA recommends the following actions:

- For individual library workers:** Be aware of risks to intellectual freedom and seek support when facing professional or personal pressures. Contact the [Standing Committee on Freedom of Information](#) for support.
- For libraries and services:** Develop clear, agreed policies on collections, programming, and activities that uphold inclusive knowledge societies. See the guidance given in [LIANZA's Freedom-to-Read toolkit](#).
- For library associations:** Act as the voice of the profession, highlight threats, support collaboration, and foster solidarity. Enable LIANZA to support libraries and advocate by reporting challenges to the [LIANZA Library Challenges Register](#).
- For governments and funders:** Recommit to universal rights of access to information, science, education, and culture, with explicit support for libraries and open knowledge infrastructures.





REPORT YOUR CHALLENGE

LIANZA LIBRARY CHALLENGES REGISTER

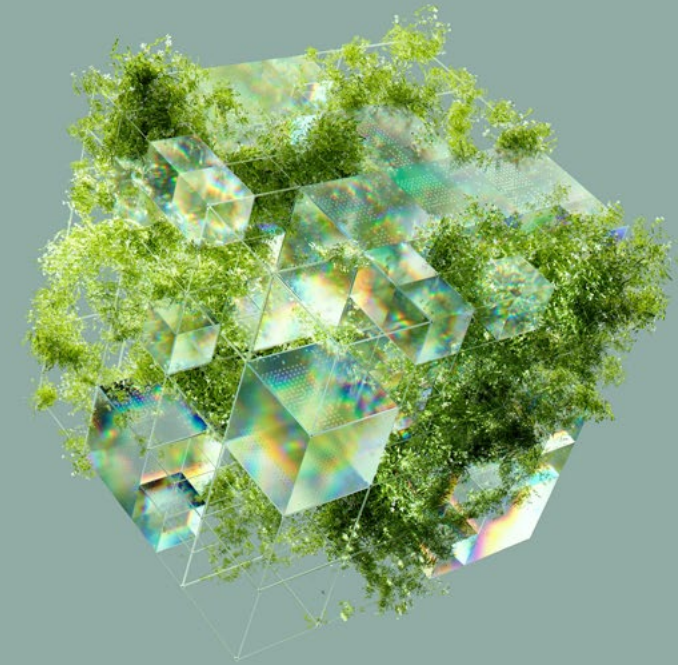
The **LIANZA Library Challenges Register** has been developed to help the library and information sector in Aotearoa New Zealand understand the nature and extent of the challenges we are experiencing.

A challenge is when someone attempts to censor, remove, or restrict access to a publication, item or event so that it can't be accessed or is hard to access.

We encourage every library to **add its challenge to the register** so that we have the data we need to respond to challenges.

Climate Action

AN UPDATE FROM THE LIANZA CLIMATE ACTION COMMITTEE



In this column, LIANZA Standing Committee on Climate Action members share their picks for inspiring news and initiatives in the climate action space both here in Aotearoa and across the globe.

INDIGENOUS CLIMATE ACTIVISM IN NORWAY AND TE WAI POUNAMU

An inspiring kaupapa for climate action happening around our world is seeing my fellow Sámi activists fighting to protect stolen Arctic lands at Reppafjord, Norway, from being turned into a giant mine that will destroy precious whenua for reindeer-herding. This is one of many livelihoods that local Sámi contribute to. Another problem with the mine is the proposal that waste deposits will be dumped into the sea. Sámi activists and other climate action-focused people are doing all they can to defend the whenua, even getting arrested constantly by police. It is

inspiring to see the lengths these young activists are going to to prevent environmental destruction.

We are seeing similar actions regarding the open-cast mine being proposed for the Denniston Plateau here in Te Wai Pounamu. It is up to us as librarians to inform our library users about the harms of environmental destruction and take positive climate action.

At the time of writing, Ōtākou Whakaihu Waka had its first hui for the newly established He Rōpū Māra Gardening Club. This is an initiative put on by Te Oraka Sustainability Office and open to all staff and students of the university.

Kāhaku Kohuwai-Banks, Hocken Collections at Ōtākou Whakaihu Waka | University of Otago

REPORT YOUR CHALLENGE HERE

<https://www.lianza.org.nz/report-your-challenge/>

THE ACTIVIST DIPLOMA IN HELSINKI, FINLAND

Helsinki Metropolitan Area Libraries (Helmet) recently launched an inspiring new initiative titled "Library Encourages Activism", aimed at motivating individuals to take meaningful environmental action. At the heart of the campaign is the Activist Diploma (Fin. *Aktivistidiplomi*) - a checklist designed to spark ideas and guide people in exploring different forms of climate activism. This campaign champions climate literacy by promoting climate education, deepening understanding of Earth's finite resources, and nurturing imagination to envision and create more sustainable futures.

Developed in collaboration with several NGOs, the Activist Diploma also comes in a 'junior' version, tailored to younger audiences. This format encourages intergenerational activism by offering age-accessible actions (such as suggesting environmentally themed activities at school instead of participating in a campaign). Some of my personal favourite easy actions from the list include:

- Reading eco-themed fiction. Helmet makes this especially accessible through their dedicated 'Eco Shelf', a curated collection of environmentally focused books.
- Talking about an environmental issue of interest.
- Spending time in nature and enjoying the forest!

As a library worker from Aotearoa, I find this [campaign](#) inspiring to learn from! You can find out more about the initiative and read the translated Activist Diploma list [here](#).

Kay Stodart, Porirua Library and Te Aho o Te Kura Pounamu

AOTEAROA'S BEAT THE BIN CHALLENGE

Shout out to the groups and organisations chugging away, doing great work to help us learn better ways of doing things. For example, my workplace participated in the Love Food, Hate Waste [Beat the Bin Challenge](#) in August. Through partnerships with councils and community groups around the country, Love Food, Hate Waste has been working to help New Zealand combat food waste since 2016.

Reducing food waste is one of the best ways we can contribute to lowering greenhouse gas emissions and reducing the impacts of climate change, and the Beat the Bin Challenge has been a fantastic way of teaching (and reminding!) participants about the many ways that we can do this. By now, you likely know that composting food scraps instead of sending them to a landfill is the most climate-friendly option. But this is also about preventing the waste of food, resources, and money in the first place by storing things properly and using them up.

Challenges like this can seem a bit naff, but they get us talking and sharing, and we know those are some of the best ways to change minds and habits. For more about Love Food, Hate Waste and the wonderful work they do, and to keep an eye out for any future promotions or challenges you can share at work or through your networks, check out their website: [Love Food Hate Waste](#)

Sarah Jordan, Ngā Puna Matauranga o Te Awa Kairangi ki Uta | Upper Hutt Libraries



Climate Action Family Fun Richard Barter Bike Fix. Credit Auckland Libraries.



BIKE AUCKLAND AND 'BIKETOBER'

I have a love for cycling, which is a wonderful activity for healthy bodies, healthy minds, and healthy environments. Bike Auckland is an organisation that does an excellent job advocating for cycling as an important, active mode of transportation, whether you use it for commuting, popping down to the shops, exploring on the weekends, or for exercise. They provide bike valet at events such as film festivals, concerts, and festivals like the Big Gay Out. They write submissions on relevant national and local government legislation and regulations. And they provide grants for local initiatives.

Biketober is coming up - a programme of events across Tāmaki Makaurau that celebrate all things 'bike' in October. My local Bike 'Burb is considering applying for some of the small grants to run two events: A bike fixup, where we have some experienced bike mechanics on hand to fix bikes that the community brings along. Where to hold it? On the local public library veranda, of course! We also want to organise a nature ride where we take community members along for a group ride with a bird expert to the nearby parks and shoreline. Where to start the ride from? From our local public library, of course!

Jane Clark, Massey University Library | Te Putanga ki te Ao Mātauranga

Credit Auckland Libraries

SUSTAINABILITY AT AUCKLAND COUNCIL LIBRARIES

As an Auckland Council Libraries staff member, I was really pleased to discover this recent blog post titled [Green by nature: How libraries support a more sustainable Tāmaki Makaurau](#), summarising the many ways our organisation is supporting climate action. The post provides a useful overview of the diverse range of ways that Auckland Council Libraries are on the frontlines of climate action, with Green Star library buildings, solar panels, rainwater harvesting, community gardens, seed libraries and the list goes on! The post also highlights the essential work of libraries partnering effectively with local groups and organisations on eco-friendly events and programmes, during annual celebrations like the EcoFest and throughout the year. Shout out to all of the kaimahi at Auckland Council Libraries and libraries across Aotearoa working collectively for a healthy climate and thriving communities!

Alexis McCullough, Ngā Pātaka Kōrero o Tāmaki Makaurau | Auckland Council Libraries



NEW LIANZA MEMBERS

*Welcome to all our new
LIANZA members!*

Sadia Afroze	Rita Kim
Eirini Antonogiannaki	Jean Lee
Liam Appleton	Rhiannon Myers
Mruga Bhalodkar	Alison Norris-Baber
Christopher Hermes Bite	Cecilia Novero
Tessa Bowler	Anna Ormond
Yu-Ling Chou	Lili Owen
Yen-jung Chuang	Molly Peng
Kahoa Corbett	Sally Penwarden
Christopher Do	Catherine Perry
Amaral Correa	Quintin Pope
Lara East	Bathsheba Potaka
Paula Eskett	Angelique Praat
Rosamund Feeney	Jane Riach
Carolina Gallon-Londono	Olive Salter
Neeli Govender	Dianne Skelton
Cindy Guo	Madeleine Slavick
Hannah Hancock	Lisa Sparling
Abbe Hyde	Chrissy van Hulst
LJ Jennens	Anna Wheeler



LIANZA PROFESSIONAL REGISTRATION

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

Kay Greed	Liam Appleton
Lisa Sparling	Samantha Schraag
Paula Martin	Wei Pang
Christina Bate	Chrissy van Hulst
Brigid Brammer	Cindy Guo
Victoria Cawkwell	Brad Hung
Rhiannon Beolens	Sarah Choi
Kylie Horsfall	Anahera Morehu
Tracey Robertson	Carolina Gallon
Stephanie Cook	Christopher Bite
Sana Saleem	Eliza Richards
Alicia Harbison-Price	Jean Lee
Aubrey Kirkpatrick	Abigail Branstein
Srisha Iyer	Rosamund Feeney
Ingrid Foster	Amanda Wall
Jenny Hammond	Mihi Henare
Sarah Dunkley	Shanta Prakash
Joanne Graves	Vicki Darling



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