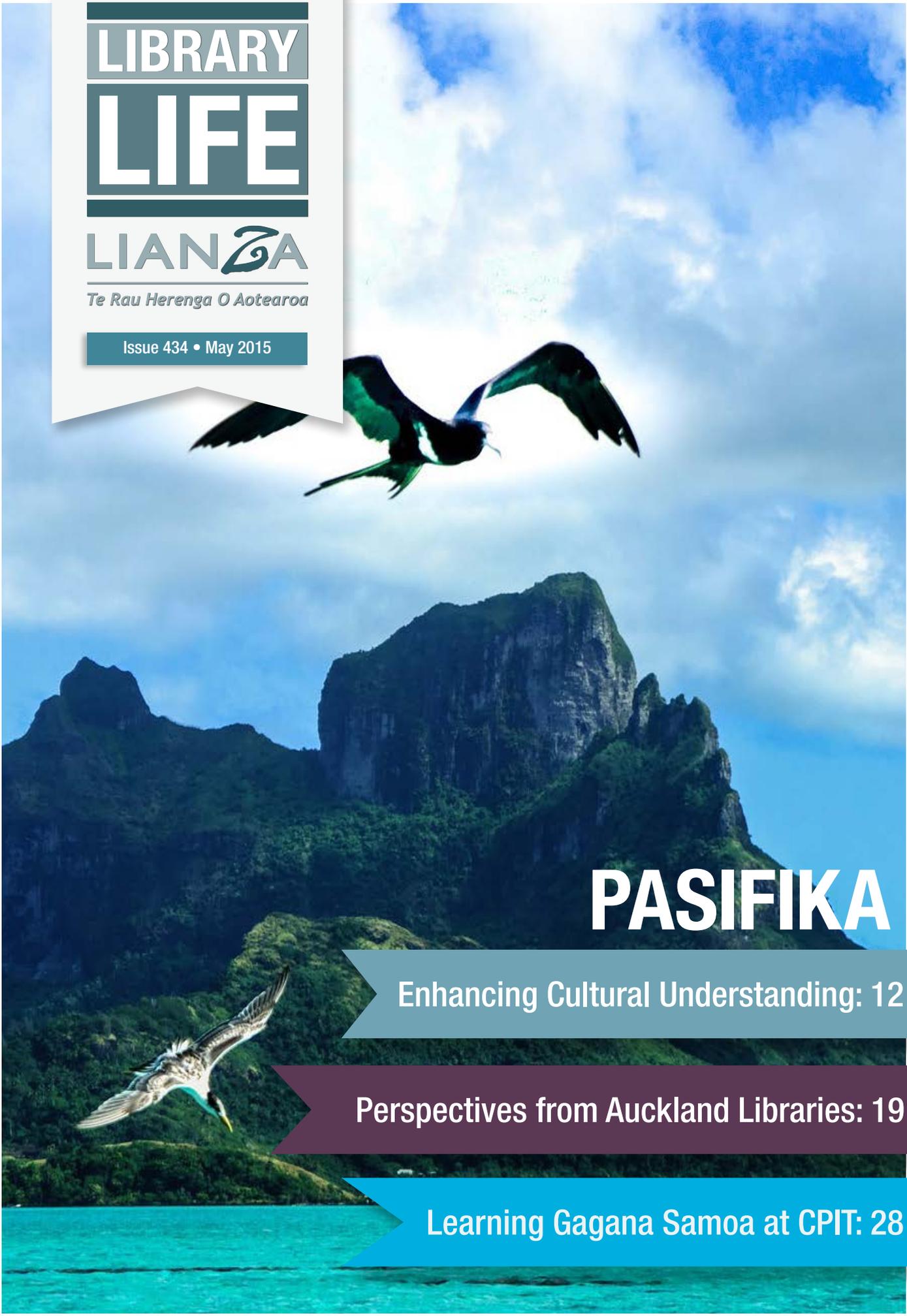


**LIBRARY
LIFE**

LIANZA

Te Rau Herenga O Aotearoa

Issue 434 • May 2015



PASIFIKA

Enhancing Cultural Understanding: 12

Perspectives from Auckland Libraries: 19

Learning Gagana Samoa at CPIT: 28



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Talofa lava, malo e lelei,
kia orana, fakalofa lahi
atu, bula, malo ni, kia ora
koutou!

The Pasifika theme for this issue of Library Life was inspired by presentations and discussion at LIANZA Conference in Auckland last year. One speech in particular sent a ripple through the audience. Perhaps that ripple was shock, perhaps it was anger, sadness, frustration. Perhaps all of those things. What was certain was that the picture which Damon Salesa portrayed of the experience of Pacific peoples in New Zealand was a wakeup call to us all. As he made abundantly clear, we may think we know Pacific people but “our understanding is flawed”.

Damon spoke of disengagement and the parallels of that disconnect with voting habits, with poverty, demographic patterns of population growth and age. Data from the 2006 census showed that 265,974 people identified as Pacific (an increase of 15 percent on the 2001 census) with more than two thirds (or approximately 195,000) of those people living in Auckland. The median

age of Pacific peoples is 21 (compared to 35 for the total population), while the median age of NZ born Pacific people is 13. These numbers are, as Damon put it, “of enormous importance to how we run and front face our institutions”. When coupled with figures around unemployment, deprivation (Pacific incomes are 1/3 lower than the NZ median) segregation and urban concentration of Pacific populations, we begin to understand where the barriers are, or indeed, to paraphrase Damon once again, how for many Pacific peoples it is “hard to see the benefits of engagement”.

This issue outlines the many means by which a range of libraries are engaging with communities in ways which are relevant (culturally and socially) and accessible. Public, tertiary, health libraries and others are represented here with stories which are inspiring and challenging at once. Beyond these examples though, how many of us could truly say our institutions reflect the diversity of our population, or that they are available and shared with all members of the community. While



the picture of the Pacific experience is in many ways a dire and damning indictment of social and economic policies set in motion decades ago, it is also a reminder that if we have the desire to do so, we can begin to alter that picture through the work that we do, staying true to the values that underpin our industry: free access, community engagement, education, opportunity. What is stopping us?

A big thank you to the contributors to this issue who worked hard within a tight timeframe to bring people and ideas together in order to produce this Pasifika issue of Library Life.

Ngā mihi nui
Luqman

If you want to contribute to making Library Life the voice of our industry in Aotearoa, email editor@lianza.org.nz or tweet me: @theluqmanarian

FROM THE PRESIDENT

Malo e lelei, Kia orana, Talofa koe, Ni sa bula, Talofa ni, Fakaalofa lahi atu, Talofa lava

When I think of Pasifika I think of colour, vibrancy, laughter and a richness of culture. I was lucky enough to live and work in Auckland for 8 years, and during my time there I experienced much of this culture and grew to love it dearly. The role that Pasifika plays in shaping Auckland and indeed New Zealand should not be underestimated and I am pleased that this issue brings Pasifika in libraries, to the fore. I suspect it is something we often take for granted and yet can you imagine a New Zealand without its Pacific influence?



I met with PIMN.Sig earlier this month to discuss the issues on their mind and had cause to reflect on what we do as LIANZA and how we live up to the needs of varying parts of the profession. This is a constant challenge for LIANZA with so many different formal and informal interest groups. The concept of Talanoa had come up for me earlier in the day and I spent some time talking with PIMN.Sig about this. Talanoa can be difficult to define, but I think in essence it is the concept of talking (telling stories) and listening with heart and lack of judgement. It's something which can be very foreign to western ways of conversing but is a common "currency of conversation" across the Pacific. We have a lot to learn from this I think and if we could all introduce the concept of Talanoa into a small part of our lives, I am sure we would be better off.

Also in the last month Joanna and I attended the Ikaroa Weekend Hui in Havelock North. It was great to spend the day with colleagues learning and exchanging ideas. It also meant the President and Executive Director got 8 hours of car time to chat, and make plans. We haven't had enough of that. I'm thinking of recommending that all Presidents go on a long car trip with the E.D. It's a great opportunity to chat. (Sorry Joanna) Thank you to Kim Salamonsen for pulling the Ikaroa day together and looking after us. Looking ahead, during May I will be attending the Bay of Plenty Weekend School and am looking forward to more time sharing and learning and spending time with colleagues from across the sector.

Lastly, by the time you read this I will be in the final two months of my time as President. My oh my the time has flown. Reflection is kicking in, and there is some pride in what we have achieved, and some angst over what has not quite made it over the line... yet.

Manuia le aso, Ni sa moce, Toki sio, Mua kia, Aere ra, Tōfā koutou, Tōfā

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FAQ: FABULOUSLY ANSWERED QUESTIONS

Pam Jones is South Taranaki District's most excellent children's and young adult librarian. If her answers are to be believed she is also a queen of karaoke with a penchant for time travel and tasteful playground equipment. Hells yeah! Oh and I think she kind of likes her phone.

What's on the decks?

Open Arms by The Journey - I have a Karaoke challenge to win in June!

Do you prefer cheese or chocolate?

I think you may have the incorrect verb. Prefer doesn't fit in the same sentence as cheese and chocolate. The answer is **both** of course. You cannot seriously believe this is an either/or question? It totally depends on the mood, the time of day, the company...both will be happily consumed and enjoyed immensely.

What's your favourite superpower?

Being able to Time Travel – With every historical novel I read or even some places I visit, I imagine zipping back in time to that period and walking the streets as they were back then. I can't help myself- that would be the most amazing thing to do! Some people visit art galleries, some museums. Me? I have a penchant for cemeteries. When I walk through a cemetery and read how/when early settlers died I immediately try to place myself back in that time. I just get lost in the history.

Why libraries?

In libraries we have the opportunity to change lives, impact on our communities, be a haven, inspire, empower and influence. They are the first place I seek out in any town.

Fave gadget/device?

Without a doubt my Samsung Galaxy Note 3 – it is my life! Before this little beauty came on the scene I had a cell phone which I answered occasionally and used even less. I had a laptop sitting on my computer table at home, a tablet which I dabbled with and even a netbook which I travelled with. Then I was given a brand new Note 3 for my birthday – life changing to say the least! I remember saying to my partner – “You sure you don't want this? I'll never use it” Oh what foolish words.

Two years later there is no sign of the other devices. I sit in meetings and take notes on my Note which I then email to myself at work. I write my blog entries on it, Facebook and Tweet both personally and professionally. I Snapchat with my children. I'm into crafts in a big way and all my patterns are sought on Pinterest - so I read my patterns from it. Of course



I'm never without a book – anywhere anytime with Overdrive. I used it to book my entire European holiday accommodation and tours on Booking.com and Viator. I've just downloaded offline maps of major cities on to it so I won't get lost while away. It has the most amazing little camera so I'm never without a photo gallery to show off my five grandchildren and it's loaded with all my favourite music albums and movies. I have immediate access to emails and as 5 of our 7 children live away and overseas Skype can happen anywhere anytime. I guess you could say – it keeps me connected! I'm in love! (sigh)

Fave tippie?

Oh oh oh Mojitos! This is the librarian's tippie of choice. I fell in love with these at the LIANZA Auckland conference in 2005 I think it was - with two library staff from Upper Hutt City Libraries. We found a delightful restaurant one night that served us Tapas & mojitos all evening. I came home and planted a lime tree.

The worst job you ever had?

I don't think I've had one, not that I remember. Oh yes I do...covering motor vehicle accidents as a newspaper reporter. Worst job ever, interviewing survivors: not nice!

Every library should have a...

Slide! Cut and dried really – alongside the need for a café and outside garden seating area. Plans are presently underway for a new library in Hawera. If it is two storey I've made a strong case for a slide to be installed as part of the stairwell. It needs to be a spiral slide, tasteful, nothing tacky.

The one thing I'd do with lots of money...

Create libraries in towns where there aren't any that have the same magical impact on children's lives as Willy Wonker's chocolate factory.

When I retire....

I plan to spend my days visiting our grandchildren. We have seven children between us and I've brought them all up to understand that by the time I retire they need to have sorted out beautiful places in the world to live and expect a three month visit on rotation. I can't wait! Neither can they...

JUST READ IT: THE LIAC REPORT

www.lianza.org.nz/sites/default/files/LIANZA%20report%20v1.0.pdf

If you want to know what's happening in the sector, grab a cuppa, find a comfortable spot in the sun and read the LIAC Report!

In 2014 the LIAC report was commissioned by the Library and Information Advisory Commission, and developed on behalf of LIANZA by Tregaskis Brown.

The report presents the opportunity for New Zealand libraries to work together with the management of knowledge and information nationwide, using international research about the contribution libraries make to society as a starting point.

Seeing what's happening in the sector abroad, particularly in the UK and America is potentially a foreshadowing of what will eventually occur on our own turf.

Libraries across New Zealand have already felt the sting of cuts and the report highlights the internal and external challenges facing us now and those that will continue to impact the sector in the future.

But it's not all bad news. The LIAC Report also identifies the positive impact libraries have on New Zealanders and their communities, and society as a whole.



BRIDGING THE INFORMATION GAP: LIBRARIES AS HEALTH CLINICS FOR PACIFIC COMMUNITIES

When my mother told us that she had been diagnosed with type 2 diabetes, my immediate response was that I wanted to know all about this disease. From treatments, symptoms, causation, you name it, I wanted to know. It was big news for my family as she would be the first to have this disease. It was also somewhat complicated news as different members of the family did not know what a type 2 diabetic is. My grandmother thought that she had a disease that was an equivalent to cancer, my uncle thought that in a couple of months mum would pass away and my siblings had just never really heard of the disease. As the only one in the family that was studying health it was my responsibility to find information about type 2 diabetes and furthermore translate and communicate this information to the rest of the family. I found this fairly easy to do because not only was I studying a post graduate degree in public health and was familiar with type 2 diabetes but I am also fluent in my Tongan language. For many Pacific families this would have been a difficult or impossible task to do.

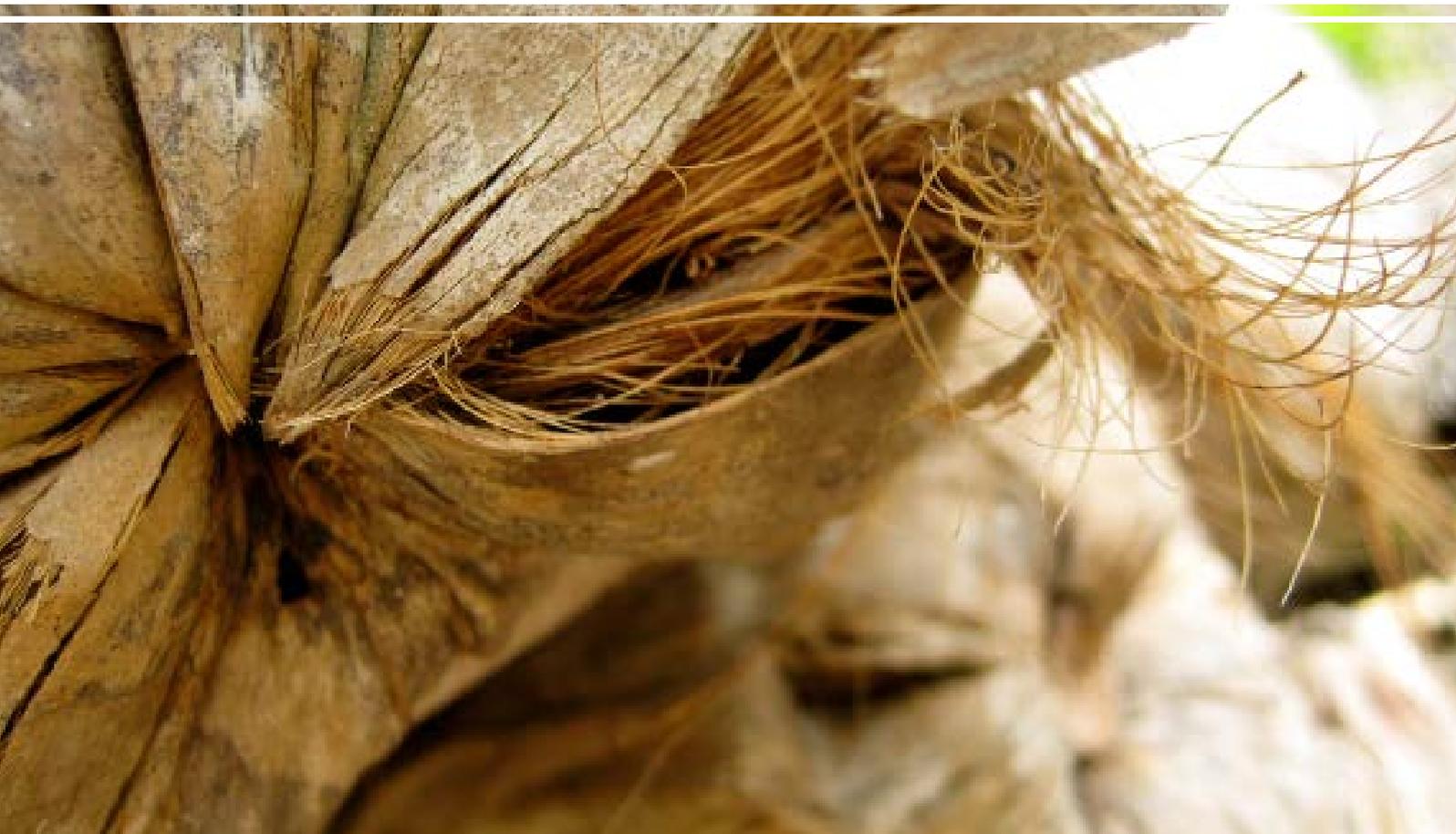
It was my responsibility to find information about type 2 diabetes and furthermore translate and communicate this information to the rest of the family

I am certain that if I was not influenced by what I was studying at the time, the only information that me, my mother and the rest of my family would have had is what was told to my mother by her doctor. From my experiences of many visits to the doctor with my mother, that information is usually, 'you take this pill in the morning, once a day, the pink pill is taken three times a day with food...'. Although this is very important information I believe that families need to know more so that they are equipped and enabled to effect positive change. For instance by knowing the symptoms of type 2 diabetes family members can seek medical help earlier rather later.

There is therefore a real opportunity for libraries to bridge the gap that may be missed by our healthcare professionals

As a safe space located central to the community, the library is easily accessible for a lot of Pacific parents and grandparents is already utilised and perceived as a place in which knowledge is provided. There is therefore a real opportunity for libraries to bridge the gap that may be missed by our healthcare professionals and become 'health clinics' in terms of health information for the community - including Pacific communities.

Having health information readily available enables accessible knowledge, which in turn increases positive change amongst individuals, families and communities. Just imagine your mother taking her grandchildren to the library and unexpectedly finding information about her diabetes, stroke or high blood pressure; information that otherwise she would have never known. I know for sure that my mother and grandmother will feel empowered, enlightened and educated, ready to make changes not only for their individual lifestyles but also to that of our family.



Libraries are a great space for communities including Pacific communities to access relevant and trusted health information and resources which can enable and empower communities. The challenge for libraries is to aspire to become 'health clinics' in terms of health information and resources for Pacific communities as they are spaces that are non-judgmental and open to all. Here in the Counties Manukau Health Library, located within the Ko Awatea Centre for Health System Innovation and Improvement at Middlemore Hospital in Auckland, this challenge has been accepted through the implementation of my role as Information Specialist (Community Outreach and Health Literacy). This role has been created with the vision to enable easy access to health information and not just any health information but information that is trusted, relevant and easily understood by our communities that are most in need which includes our Pacific communities. If you are interested in learning more or working together to become a 'health clinic' please feel free to contact me by email fakavamoeatu.Lutui@middlemore.co.nz

Va Lutui

Information Specialist
(Community Outreach and Health Literacy)
Counties Manukau Health Library
Ko Awatea | Health System Innovation and Improvement

PLEASE ALSO HAVE A LOOK AT OUR DIGITAL RESOURCES:

Health Information for Patients and the Community
<http://www.healthpoint.co.nz/public/other/counties-manukau-health-library-database/im:434558/>

Pacific Health Clearinghouse: Research, Information and Resources
<http://www.healthpoint.co.nz/public/other/counties-manukau-health-library-database/im:444846/>

This role has been created with the vision to enable easy access to health information and not just any health information but information that is trusted, relevant and easily understood by our communities that are most in need





GETTING STARTED IN WORKING WITH PACIFIC /PASIFIKA STUDENTS AND FAMILIES IN LIBRARIES AND INFORMATION MANAGEMENT SERVICES.

Colleagues and friends, Warm Greetings, Fakaalofa lahi atu, Fakatalofa atu, Halo, Kia ora, Kia orana, Malo e lelei, Malo ni, Mauri, Ni sa bula, Talofa!

As Pasifika/Pacific librarians we are often asked how to make libraries and information management services more user friendly and engaging places for Pasifika peoples/learners. What is helpful to know? What are the important ideas? What can we actually do? You may also find these ideas helpful in working with other community groups.

Here are a few ideas for you to explore...

SOME EXAMPLES OF KEY RESEARCH BASED PRINCIPLES & UNDERSTANDINGS

- Libraries are structured, organised and operated on values and principles derived from western European/Palagi cultural and literary traditions. Literacy and libraries for many Pacific families still do not play a primary role in their lives. Pacific cultures are traditionally oral societies with information coming from families and friends (and now often uncritically from social media and Google), not books or libraries.
- A key goal for libraries in Aotearoa New Zealand is to assist individuals and families to add the world of texts to these traditional and new sources of knowledge. Many libraries, archives, galleries, and museums in New Zealand hold histories, stories, photographs and information relevant to Pacific families, who may not be aware they exist. These resources are good starting points to interest families and communities. To achieve these goals libraries need to build the capacity and capability of Pasifika library and information staff to work with Pasifika communities (see Pasifika librarians & information managers: catching the Pacific wave research report).
- Pasifika peoples' lives are often governed by values, many of which have significant differences and priorities from western European/Palagi. Tautua/service, fa'aaloalo/faka'apa'apa/respect, alofa/ofa/care and love, fetokoniaki/reciprocity underpin relationships for instance for Samoans and Tongans. The wellbeing and interests of the group/family come before the individual. Often we refer to the "we" not "I". The success of the individual is the success of the group/family.



- The term Pasifika refers to New Zealand residents of Pacific Island ethnicity. However Pasifika is not a homogeneous group. Many people want to be personally known as Tongans, Samoans, Niue or Cook Island Maori, rather than being called or referred to as Pasifika. Librarians need to know about specific ethnic groups and cultural, traditions, and language differences.
- All Pacific peoples do share a strong sense of spirituality, and connection with culture, place and extended families/communities.
- Families matter. Students are always members of their families and extended families no matter what age they are. Church and church activities are very important to many. Family obligations and church obligations are part of Pacific people's lives.
- Establishing, nurturing, and sustaining reciprocal relationships with communities, families and individuals is the key to effective Library practice. These processes cannot be rushed as it takes time to build reciprocal and trusting relationships. In Samoa and Tonga this is known as the va, or tauhi va in Tongan, and teu le va in Samoan. The quality of these relationships is of utmost importance. (Readings on the va are available at <http://www.library.auckland.ac.nz/guides/arts/pacific-studies#=#2>)
- Diversity is the new norm, not an extra or add on. Therefore the way we work with all diverse communities needs to be modified. There are many overlapping issues and needs to consider with Māori and Pasifika and migrant groups.
- Language and cultures are important markers of identity and belonging, and valuable resources for learning. Pacific language weeks and significant Pasifika events are opportunities many libraries use to hold events in libraries, and exhibit Pacific materials. They also encourage the learning of a few Pacific languages greetings, and basic phrases that acknowledge people, to network and find out more about communities and their needs.
- Diversity of experience, expertise, learning preferences, communication skills and confidence to approach library staff varies widely among Pasifika peoples/students. There are many who are already very knowledgeable and skilled but they should not be taken as the norm and beginning point in your sessions/workshops/tutorials.
- Learning is also very visual and by observation, by listening and by example, not questioning. In my Samoan culture and Tongan culture we have great respect or fa'aaloalo/faka'apa'apa, for our elders and those of authority and knowledge and often we do not question. Respect for authority and of one who is knowledgeable often transmits to the classroom. Not questioning or silence is often misinterpreted to mean agreement, understanding, or nothing to contribute. Likewise just telling people about something does not necessarily mean they understand or follow. In fact, they often do not understand and need your direct and careful help, clear explanations, and demonstrations to learn how to do it. Show people how to do something, and then provide them the opportunity to demonstrate they can do it themselves.

SPECIFIC STRATEGIES IN WORKING WITH PASIFIKA LEARNERS AND STUDENTS

- Work with, and host groups in the first instances, e.g. church, communities, families, early childhood centres, schools, homework centres, clubs and associations, student support services, mentoring and bridging programmes, tertiary institutes, companies... Individuals are much more likely to return on their own if they have first visited or worked with library staff as a group. Start a session with the Pacific collections.
- We need to build culturally and linguistically responsive teaching and learning through using Pacific content; concepts, examples, case studies, simulations, stories, and group tasks... Stories are really engaging – Use stories about your own and others experiences to convey ideas, knowledge and learning...
- Working in close consultation and partnership with teaching and key support staff enables learners academic and information literacy skills and knowledge to be effectively developed around their interests, curriculum requirements and assessments. Research shows teaching with contextualised examples is far more engaging.

- We should not assume. Begin from where the students actually are: not where you think they should be. They are NOT going to tell you they can't do what you ask. Library terms are not often simple to understand e.g. databases, scholarly/peer reviewed, descriptors, references, referencing styles. Understanding of terms and contexts may be different. Many New Zealand born students appear confident on first meetings in what they say about what they know and can do. However there is often a very big gap between their world knowledge, what they actually need to know about a topic/activity and ability to record, and write in academic and curriculum styles.
- We need to set high expectations and expect high outcomes – Require students to arrive on time with their materials and readings they need for the programme. Set class or session activities that require that they take notes and can apply the ideas in the session to actual tasks they face... Set out clearly the steps and stages they will be working through so assignment tasks and expectations are clearly understood. Follow-up and reinforce.

To summarise, there are no instant answers. We have to decide how important it is to engage Pasifika students and families in our libraries and information support services. Once we have some goals, however small, we can set about finding and exploring strategies that will achieve those and grow from there.

For more assistance, and to talanoa/dialogue more about strategies, approaches and scenarios, join our Pasifika Information Management Network SIG, subscribe to our listserv, facebook page, attend our professional activities. We invite you to present and share your ideas, best practice and best evidence research, engage in collaborative partnerships and developments...We benefit from learning and sharing from each other for best outcomes for our students, families and library communities.

la manuia and look forward to further talanoa/conversations

Judy Taligalu McFall-McCaffery
PIMN SIG Past Convenor
email: j.mcfall@auckland.ac.nz

FURTHER READINGS:

Airini, Anae, M., Mila-Schaaf, K., with Coxon, E., Mara, D., & Sanga, K. (2010). *Teu le vā--relationships across research and policy in Pasifika education a collective approach to knowledge generation & policy development for action towards Pasifika education success : report to the Ministry of Education. Wellington, N.Z. : Ministry of Education.*

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[Further further readings available here.](#)



ENHANCING CULTURAL UNDERSTANDING IN LIS EDUCATION AT THE OPEN POLYTECHNIC OF NEW ZEALAND

*Dr. Nicole Gaston, Lecturer - Information and Library Studies,
School of Social Sciences, Open Polytechnic of New Zealand*

The School of Social Sciences at the Open Polytechnic of New Zealand recently implemented a Pasifika advising process with an overall goal of ensuring our graduates are well informed, competent and confident to work effectively with Pacific communities, agencies and providers. Fitting with the Pasifika theme of this issue of Library Life this article provides an overview of some of the activities the Information and Library Studies section here at the Open Polytechnic are undertaking as part of our Pasifika Strategic Plan 2014-2019 that aims to 'enhance and strengthen the learning experiences for Pasifika students creating a learning context cognisant of Pasifika cultural values and practices'.

An identified goal of the Open Polytechnic of New Zealand is to ensure that course material is designed and delivered in a manner which is reflective and inclusive of Māori and Pacific people, cultures and pedagogy. This goal is reflected in the Tertiary Education Strategy 2010-2015 which sets out the current, medium and long-term strategic direction for the tertiary education sector identifying Pasifika learners as a priority group; the goal being to raise

Pasifika success at all levels. Consequently, the tertiary education system as a whole has a major role in delivering optimal tertiary education outcomes for Pasifika learners. It is therefore essential our course material is reflective and inclusive

It is therefore essential our course material is reflective and inclusive of the many diverse communities within Aotearoa New Zealand.

of the many diverse communities within Aotearoa New Zealand.

Beginning this year a Pasifika advisory process is included as part of the development of new courses, and revisions of existing courses across the School of Social Sciences and the Information and Library Studies programmes. We acknowledge that there are many languages and cultures within the Pasifika community, and that any advisory process needs to be done in a manner appropriate to the learning outcomes of each course and programme. As a School we have drafted guidelines for a Pasifika advisory process, and at present the Information and Library Studies team at the Open Polytechnic is engaged in strengthening our networks and partnerships with Pasifika information professionals to ensure delivery of culturally responsive Library and Information Science education. Judy McFall-McCaffery of Auckland University Library and the Pasifika Information Management Network has been contracted as Pasifika advisor for the current revision of our User Education and Reference Skills course, which will be delivered in Trimester 3, November, 2015. As future courses in our portfolio are revised we plan to extend this advisory process and expand on the Pasifika content and awareness in our course materials. Our Head of School, Dr. Raymond Young, and the ILS programme leader, Jan Irvine, are committed to further strengthening our relationships with Pasifika information professionals by involving key stakeholders in the ongoing development of our programmes.

More generally, the aims of the Pasifika advisory process are to ensure that the School of Social Sciences courses:

- Have pan-Pacific knowledges, practices and examples embedded within course materials and assessments as relevant;
- Demonstrate respect for, and understanding of, key Pasifika values;
- Enable students to gain an understanding of Pasifika values and confidently acknowledge and reflect these within their own practice.

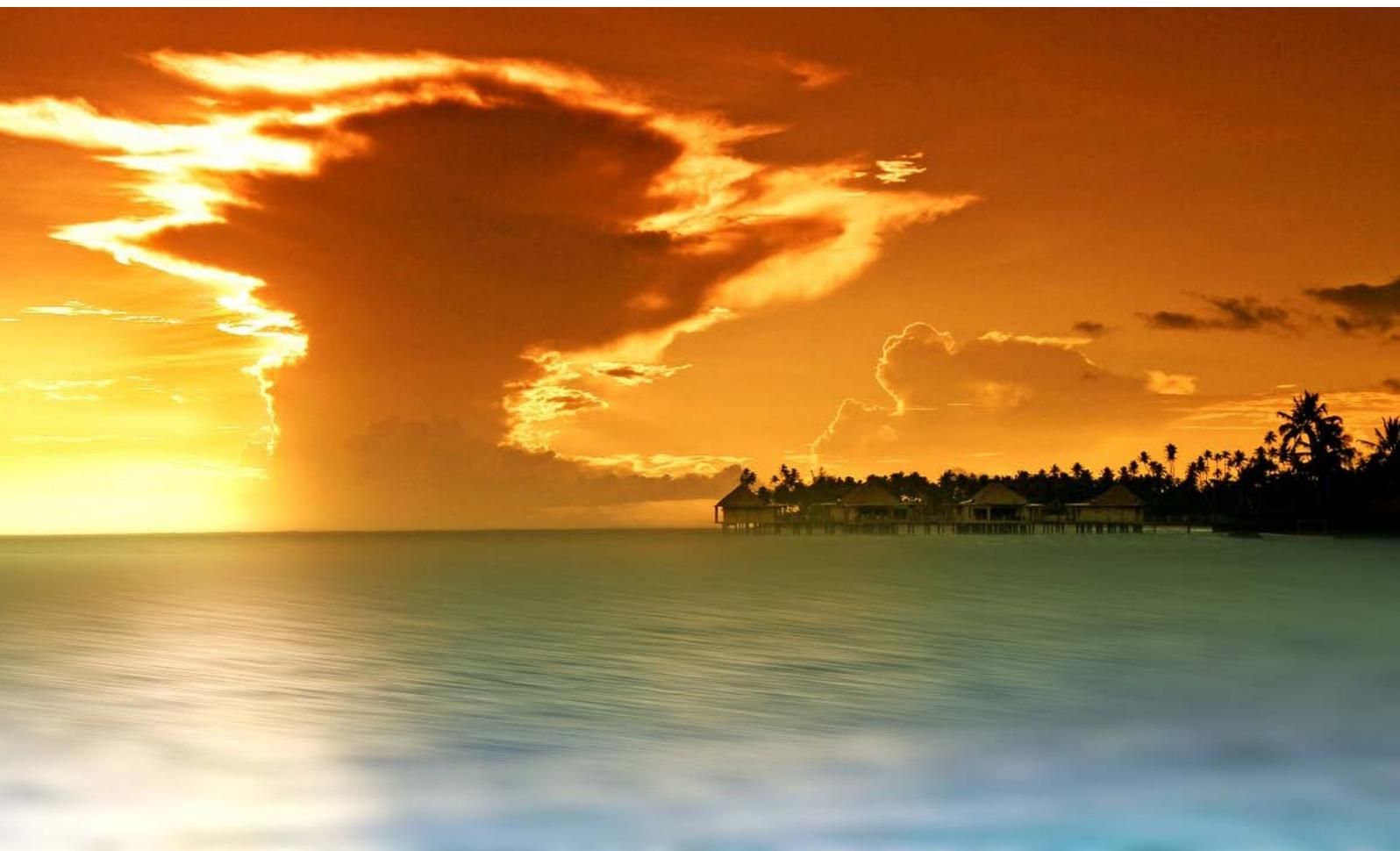
Our commitment as educators to providing culturally responsive and inclusive Information and Library Studies education to our students relevant to contemporary New Zealand society underpin our investment in the cultural advising processes in our courses. The newly implemented Pasifika advisory process sits alongside the existing bicultural advisory process that has been a part of course development and revision since the inception of the the information and library studies programmes . The newly established Pasifika advising process is an exciting opportunity for us to further strengthen the cultural inclusivity of our teaching. The combined expertise and insight provided by both Māori and Pasifika cultural advisors adds value to the content in our courses and enriches the educational outcomes for our students, and the roles and workplaces they enter upon completion of their studies with us.

The newly established Pasifika advising process is an exciting opportunity for us to further strengthen the cultural inclusivity of our teaching.

LINK:

Judy McFall McCaffery:

<https://www.auckland.ac.nz/en/about/pacific-at-the-university/spear-pacific-doctoral-research/profiles-2/judy-taligalu-mcfall-mccaffery.html>



RICCARTON HIGH SCHOOL PASIFIKA STUDENTS TALANOA APRIL 2015



Upper Riccarton School and Community Library (Upper Riccarton Library), Te Kete Wānanga o Pūtaringamotu, is a partnership library between Christchurch City Libraries and Riccarton High School (RHS). The library serves 950 RHS students, of which 62 identify as Pasifika, and the Christchurch community. Part of the library space is leased to the Red Cafe which operates daily.

On a very short timeline we invited our Pasifika students to a 40 minute lunch time talanoa to talk about libraries and sample a few treats. We had a great response with 26 students from years 9 to 13 contributing to the discussion. About half of the students were of Samoan descent with smaller numbers of Tongan, Fijian and Kiribas. We proposed three questions and then had a general discussion. The three questions were answered using post-it notes and sticking them on the wall. The results cannot be considered authoritative but offer a good indication about the needs of Pasifika students using Upper Riccarton Library.

WHAT DO YOU LIKE ABOUT UPPER RICCARTON LIBRARY?

A number of themes appeared;

The students highly valued access to computers and the free wifi. Students are encouraged to bring their own devices to school so they can connect their smart phones to the library wifi and not incur any charges. Those that don't have a device can use computers in the attached Learning Centre or in the main library.

Library resources they like cover a range of resources such as; books; research resources; databases;

Pasifika books; graphic novels; young adult books.

The library space is seen as both a place to chill out, during and after school, and a quiet place to study. The space was described as warm and comfortable with clean toilets. A number of students commented on the cafe which year 13 students are allowed to use as a school privilege during school time.

Finally, but not last or least, the library staff were described as nice, helpful, kind, caring and friendly.

WHAT DON'T YOU LIKE ABOUT THE LIBRARY?

The dominant issue was food in the library. Younger students wanted to be able to buy food at the cafe without having to go out to the school canteen. Others wanted to be able to eat their own food in the library. These are very good questions and one that the new head school librarian asked when she started at Upper Riccarton Library about three years ago. She gave the students permission to eat in the library but soon found a number of problems. Fish and chips isn't an appropriate food to eat in the library and the cleaning staff found their work somewhat increased. Food was once again banned in the library. If anyone has found a good balance to this issue please let me know.

In modern libraries the balance between quiet spaces and hang out zones can lead to friction. Many students wanted more spaces to use for quiet study, more tables to sit at and more seats to relax on and some students noted they "can't be too loud" in the library. As we are always searching for ways to make the space work better for our customers this is something we could look at.

One student said that some public library users are rude. This is something I would like to know more about. Was the comment about the users' language and attitudes to all other library users, RHS students or specifically Pasifika students?

There were two comments about the librarians. "A few of the librarians are mean to us" and "A few librarians that give us the stare everytime we come" I am going to consult with one of my Samoan colleagues to assess our performance and perhaps observe the students in the library so we can improve mutual interactions. Is there some cultural context to "the stare" that we are unaware of?

WHAT WOULD YOU LIKE TO SEE IN THE LIBRARY?

A bigger library with a second story containing a gym, exercise room or swimming pool. A combination of spaces for study and activity. More rooms for a playground (with a bouncy castle) for children and teenagers; to hang out; to study; computers; gaming; watching movies; a takeaway; more toilets. Some of these concepts will be included in the new Halswell Centre Te Hāpua that will open this year and the design for the new Christchurch Central Library. More spaces for more activities would be good as the current UR Community Room and Learning Centres are used for such a variety of activities such as dancing, sewing, toast masters, flower arranging and various classes. More rooms would reduce conflicts over the use of space.

Some of the students wanted more hours booked in the Learning Centres for Pasifika students and more homework club time.

"Free access to all websites". I would like to follow up on this suggestion. Does it mean they would like free access to sites such as Netflix or is the Web Marshall restricting access to sites they think are suitable for them to see as young adults?

Food was still on their minds with the wish for free or inexpensive food and free drinks. At the moment the only "free drinks" is the water drinking fountain outside the building.

Most of the suggestions for the wish list about librarians included the word younger. A good case for Christchurch City Libraries to pay for age reducing beauty products? Maybe not. In the general discussion that followed Pasifika students expressed a desire to see young Pasifika faces among the staff and to hear Pasifika languages. This led to a discussion about the qualifications needed to become a librarian and what librarians actually do. I hope we can set up a time to take interested students around the back work areas and talk about libraries as a career. We want to see their faces in the profession.

We enjoyed a spirited discussion about which comes first the movie or the book? Most of the students had seen the popular movies recently made from books such as Harry Potter, The Hunger Games, Divergent and The Fault in our Stars and many had read the books and had opinions about which version was best. Great interaction.

I am really grateful to the RHS Pasifika students for freely sharing their ideas with me. I loved their exuberance and honesty. There are ideas I would like to follow up to improve the library experience for them.



PROFESSIONAL DEVELOPMENT, SUPPORT AND COLLABORATION: THE PASIFIKA INFORMATION MANAGEMENT NETWORK (PIMN) SIG

Fakaalofa lahi atu, Fakatalofa atu, Halo, Kia ora, Kia orana, Malo e lelei, Malo ni, Mauri, Ni sa bula, Talofa! Warm Pacific greetings!

PIMN acknowledges our obligations to the Treaty of Waitangi and relationships with Māori as tangata whenua. Partnerships and collaborations with Te Rōpū Whakahaui and LIANZA SIGs is a strategic goal of PIMN. The Pasifika librarians & information managers: catching the Pacific wave research report and the hui/fono with Te Hikuroa at Auckland Museum are examples of past collaborations.

PIMN ONLINE

- PIMN connects through a variety of channels. Check out the the LIANZA PIMN SIG [webpage](#), our Mission, Values and Goals.
- Events, issues, and discussion are posted on our PIMN SIG [listserv](#) which currently boasts 160 members
- Join the growing number of followers on the PIMN [facebook](#) for details of interesting events, issues, videos, sites and pics!

A SNAPSHOT OF WHAT PIMN IS INVOLVED IN:

ANNUAL TALANOA VIDEOCONFERENCES

Hosting an annual videoconference as part of the Pacific Post Graduate (PPG) Talanoa Seminar Series is now a twice annual event. The Pacific Post Graduate (PPG) Talanoa Seminar Series video link connects Pacific postgraduate and researchers from around the eight New Zealand universities and the Pacific. PIMN SIG members from GLAM (galleries, libraries, archives & museums) and research institutions are given the opportunity to present on Pacific research materials, projects, strategies and developments of interest to Pacific postgraduate students and researchers.

Through these videoconference presentations, awareness and access to research materials and information services are highlighted and promoted to Pacific postgraduates, encouraging utilisation of resources and contacts.



PIMN and Te Hikuroa members at Auckland Museum

Are you interested in showcasing your Pacific materials, project, and/or services at your institution? Contact us. We have a video session on Monday 15th June 3-5pm which we have invited National Library/Turnbull to present. The second video conference is in November.

ADVOCATING FOR PACIFIC LANGUAGES AND LITERACY RESOURCES:

There is a lack of materials published in Pacific languages available in libraries in New Zealand and the Pacific Islands. The cut of the TUPU (Pacific language readers in five Pacific languages and English) and Folauga Journal series (in Samoan) by the Ministry of Education in late 2010 had a significant impact on many Pacific families, schools and communities using these resources. This resulted in the presentation of the Pacific languages and literacy resources petition to Parliament by Pacific families and communities that PIMN supported, signed, and accompanied to Wellington in Aug 2011. The then Convenor and three members gave PIMN's oral presentation before the Select Committee in late 2012. The report released by the Select Committee although not very supportive of the Pacific languages and literacy petition



Pacific Languages & Literacy Petition presented to Parliament, Aug 2011.

goals in general, commissioned a Parliamentary enquiry into Pacific languages in Early Childhood education. PIMN SIG continues to advocate for the issues of Pacific languages and literacy resources in the Auckland Language Strategy group.

BOOK COLLECTIONS FOR THE PACIFIC

PIMN has been assisting over the past six years with the collection of book donations to Samoa and Tonga utilising the connections with Samoa Library Association and educational institutions in these island nations. These collections are not possible without the generosity and aroha of LIANZA members and libraries throughout NZ with donations of books and sometimes stationery. The sponsorship and assistance from Mainfreight and the Jenners Shipping Company for transport and free shipping have been awesome. Donations of stationeries for school



Books ready to leave Auckland.



Books in Samoa schools.

with a shipment of books to Samoa in June. Matson company has kindly responded to our request for free freight. We welcome your continued donations of children's fiction and nonfiction and secondary school texts.

PIMN REGISTRATION FOR LIANZA 2014 CONFERENCE

We were so pleased to have sponsored two registrations for the 2014 LIANZA Conference. This gave two of our members who have not been to LIANZA before the opportunity to attend the conference. One of the keynote speakers was Damon Salesa, Associate Professor of Pacific Studies at the University of Auckland.

Damon's presentation looked at [Pacific New Zealand](#). He encouraged librarians to think about how our profession meets the challenge of our Pacific communities.

Other PIMN members also presented sessions with a Pacific focus, including papers by [Christina Muaiava](#) and [Judy McFall-McCaffery](#), [Christina Tuitubou](#), [Peter Murgatroyd](#), and [Judy McFall-McCaffery](#) and [Stephanie Cook](#). PIMN held a meeting one lunchtime during the conference, enabling us to connect with PIMN colleagues who were attending from around New Zealand.

PROFESSIONAL DEVELOPMENT

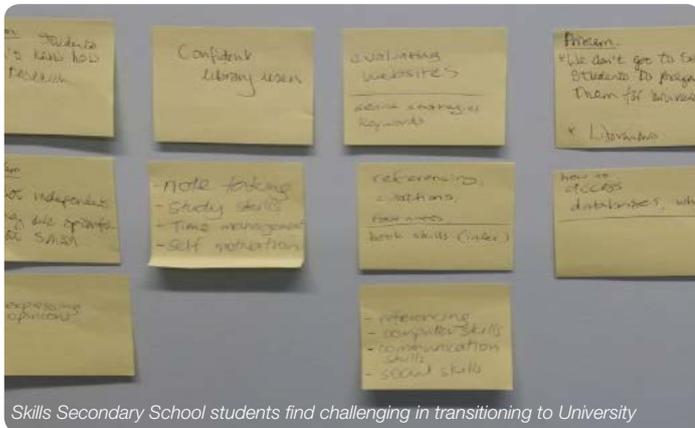
Our two hour bimonthly meetings since 2010 now formally include a professional development hour. We are hoping that this will attract more members to attend. If library staff attend a PIMN meeting, including a professional development component, this could be recognised as part of their performance development plan, as well as contributing to LIANZA's Body of Knowledge for professional registration.

BRIDGING THE GAPS

The networking opportunities through PIMN sparked a presentation from three tertiary institutes at the November 2014 Secondary Schools Network Meeting held at National Library in Auckland. Librarians from AUT, Unitec and the University of Auckland talked about the Library and academic programmes offered to support first year students and some of the information literacy gaps often seen with new students. Discussion indicated a shared view and experience among secondary and tertiary librarians. It was great to meet and talk with colleagues across sectors and we look forward to opportunities arising from this meeting!



Susan & Donna from Unitec presenting to Secondary School librarians in Auckland



Skills Secondary School students find challenging in transitioning to University

SUBSCRIPTION TO PIMN

Value for your money we have the lowest subscription fee.

Financial Membership options:

1. For those with LIANZA registration plus NZD \$11.50 per annum
2. For non-LIANZA members NZ \$35 per annum
3. For non-LIANZA members outside NZ is NZD\$11.50 per annum

PIMN's income mainly relies on membership subscriptions, including the sales from our 2009 research report, and currently reviewing work for Open Polytechnic. We have kept our subscription fees very low to allow more of our colleagues in LA positions and in the Pacific region to afford the fee.

Subscription to listserv, facebook and website is free!

SOME OF OUR WORK IN PROGRESS

- Pacific Serials Directory
- Pacific publishers and book suppliers in the Pacific Islands
- Directory of Pasifika in GLAM in New Zealand and the Pacific, including specific Pasifika positions.
- Membership recruitment and to increase participation of Pasifika Library Assistants in PIMN meetings/professional developments
- Action recommendations of the 2009 research survey
- Auckland Languages Strategy
- PIMN Pasifika Reference Advisory group
- Review Open Polytechnic course
- Pacific research bibliographies

SOME FUTURE DEVELOPMENTS AND INTERESTS

- Pacific Subject Headings /keywords developments
- Recognition by LIANZA of PIMN professional development activities in the BOK's
- How are we applying the LIANZA Pacific statement in our workplaces?

We are interested to hear from you and how we can work more collaboratively together...

Contact us via the [listserv](#), [facebook](#) or email: dsalmon@unitec.ac.nz

Fakafetai, Kia manuia, Kia monuia, Vinaka, Ia manuia. On behalf of PIMN:

Donna Salmon: dsalmon@unitec.ac.nz

Lisa Meehan: lisa.meehan@aut.ac.nz

Judy McFall-McCaffery: j.mcfall@auckland.ac.nz

PASIFIKA PERSPECTIVES FROM NGA WHARE MATAURANGA O TAMAKI MAKAURAU: AUCKLAND LIBRARIES



PACIFIC LANGUAGE WEEKS

Auckland Libraries marks all of the seven Pacific language weeks (Samoan, Cook Islands, Tongan, Tuvalu, Fijian, Niuean, and Tokelauan). The focus of delivering these Pacific language weeks is to ensure that the promotion of Pacific languages is well reflected in library activities. For Samoan Language Week, Auckland Libraries traditionally delivers approximately 30 activities in a variety of our libraries and for the other Pacific language weeks up to 15 activities are delivered.

The focus during these weeks is on the use of the particular Pacific languages in our services, programming and everyday work. This also builds staff engagement with and knowledge of Pacific languages by highlighting Pacific collections and programming, as well as other Auckland Libraries resources. In marking these language weeks Auckland Libraries works closely with the advisors from the Ministry of Pacific Island Affairs and with individual groups in the community that lead the language weeks for example FAGASA (Samoan Association of teachers teaching Samoan language in Aotearoa New Zealand)

AUCKLAND LIBRARIES AND AUCKLAND WAR MEMORIAL MUSEUM

Since 2013, Auckland Libraries has collaborated with the Auckland War Memorial Museum (AWMM) to deliver Māori and Pacific specific programming to Auckland Libraries customers. The opportunity enables all libraries across our network to participate in collaboratively planned activities across the school year and the chance to also incorporate Te Wiki o te Reo and Pacific language week activities with the museum. The programme sees the AWMM staff bringing historic artefacts to libraries to deliver interactive storytimes and workshops on Māori and Pacific arts. The programme contributes to raising awareness within local communities of the diversity of Auckland and provides access to and for Māori and Pacific communities to the artefacts and their stories.

PACIFIC SERVICES STRATEGY

Auckland Libraries has taken an internal and external research (talanoa) approach in the development of a Pacific Services Strategy. The strategy, nearing final draft completion stage, will provide direction at operational, management and strategic levels within Auckland Libraries. The aim of the strategy is to enable libraries to engage effectively and develop, co-design and deliver effective services for Pacific Aucklanders.

The strategy will focus on:

1. Building an effective engagement and co-development approach working alongside Auckland's Pacific communities.
2. An intentional development approach to build and support Pacific leadership and librarianship within libraries and Information.
3. Delivering effective services including programming, library facilities and heritage and research.
4. Supporting the implementation of Auckland Libraries Collection Development Policy and Pacific Collection Management Policy to prioritise the collection of Pacific and New Zealand Pacific materials, including those in Pacific languages.
5. Defining the role of the Libraries and Information in the retention, maintenance and transmission of Pacific languages in Auckland and the collection of
6. Pacific stories.
7. Supporting positive literacy and learning outcomes for Pacific children and families in English and their own languages in Auckland.
8. Apply Pacific approaches and methodologies within a libraries context.

The development and implementation of the Pacific Services Strategy will reflect Auckland Libraries Universal Access Principles with a focus on ensuring library services are universally appealing, understandable and accessible.



PASIFIKA POWERUP

Pasifika PowerUP is a Ministry of Education programme that aims to actively support Pacific parents and families to champion their children's learning; and provides academic support for secondary and primary students. In partnership with Martin Hautus Institute, the organisation was awarded a Ministry of Education contract to deliver the programme in the community in South Auckland; four Auckland Libraries branches were used as 'power stations' where these sessions were held.

The programme saw between 60-300 students and their families come through the doors of each participating library in our network. Students received homework help, study tips, advice, resources, and access to internet. Parents gained an understanding of what NCEA is and advice on how to support their children in their studies.

Staff from participating libraries saw a vast difference in how their youth customers behaved in such a setting. Their usual 'clowning around and causing trouble' became focused, engaged and purposeful.

WORKFORCE DEVELOPMENT AND PACIFIC FOCUSED ROLES

Auckland Libraries has two Pacific focused roles.

- **Senior Librarian Collections – Inclusiveness** (see more below in Veronica's reflection)
- **Libraries Adviser- Pacific Service Development**

Libraries Adviser, Pacific Service Development is part of the Inclusive Service Design Team within the wider Service Development team of Auckland Libraries. The Inclusive Service Design Team has a role in building capability across the organisation with a focus on intercultural awareness and responsiveness. It also has a key role in supporting Libraries' work in increasing civic participation in our city. The Libraries Adviser-Pacific Service Development champions customer centred design approaches for Pacific Aucklanders, keeping in mind a Pacific customer experience and addressing barriers to participation and engagement.

INTERNAL NETWORKS

Prior to amalgamation, library networks in Auckland resourced themselves with a number of internal networks. These primarily focussed on connecting staff and resources around specialty areas such as Pacific customers and resources.

The Auckland Libraries Pasifika staff network focuses on providing connection with colleagues, resourcing staff with good collections information, broader information sharing and providing professional development opportunities. The network is charged with ensuring the publication of the monthly Pasifika Next Reads e-newsletter. The newsletter has not followed the traditional path of the Next Reads format but is used by staff to promote Pacific resources new and old resources.

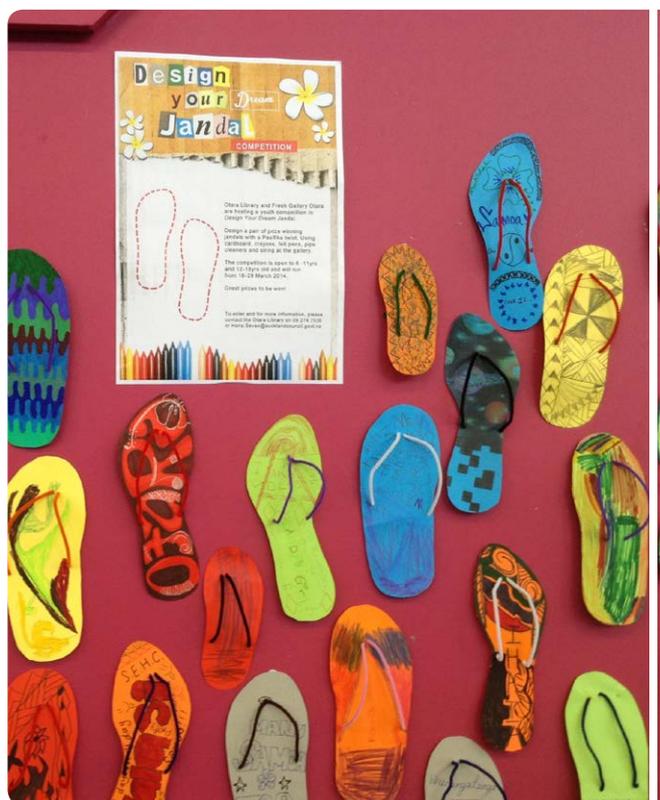


The Pasifika network has also been instrumental in creating language specific resources when resources are not available, for example, members of the network who have specific language skills have often been called upon to be spokespeople for Auckland Libraries when promoting Auckland Libraries events, programming and services to Pacific media groups and customers.

PASIFIKA STORY TIME

Pasifika Story time at Auckland Libraries are currently being delivered in three different ways - language specific, bilingual or themed. Staff with language skills deliver the language specific story time, staff who have limited language skills or none tend to deliver the latter.

The story times sessions are either held within the libraries or at the local aoga amata, preschool or language nest. Pasifika storytimes are delivered during Pasifika celebrations in March or during the various language weeks throughout the year. Pasifika story times are also delivered according to the demand and need by community.



A COLLECTIONS DEVELOPMENT PERSPECTIVE

What I like most about my job is that I get to be involved in the planning, development, management and promotion of the Auckland Libraries Pacific Collection. Thinking back, the most important event that happened was the development of the Auckland Libraries Pacific Collection Management Policy. For me, the policy provided a relevant paradigm to ensure equity and cultural proficiency at Auckland Libraries. It was definitely a stepping stone for building and developing our Pacific collections. I was very fortunate to be part of the team that successfully put the policy together. This experience not only provided me with a better understanding of the setup of our Pacific collections, but more importantly how to improve collection quality and relevance that reflects Auckland's Pacific diversity.





And so, to be in a position to provide professional library expertise at a senior level for the selection, purchase, delivery, retention, storage, preservation and disposal of the Pacific collection, is very exciting. There's a tremendous swell of interest out there for Pacific resources and Auckland Libraries is proud to be holding the largest collection of Pacific materials in the southern hemisphere. I get this incredible feeling of excitement every time I am sent a 'Suggestion for Purchase' by a customer or staff member. It reassures me that the demand for Pacific materials is evident and that there is room for development. The collection policy also encourages the selection of digital resources, and I have selected a good assortment of Pacific titles available on e-books on the library website. In the future, I would like to see more Pacific e-resources available online for our customers.

Veronica Ligaliga
Senior Librarian Collections
Development Inclusiveness Team
Auckland Libraries
Nga Whare Matauranga o Tamaki
Makaurau

A COMMUNITY LIBRARY MANAGER'S PERSPECTIVE

Being a NZ-born Samoan/Pacific person, libraries was never forefront in my mind as a professional opportunity. The one area in my life I found libraries vital was my tertiary studies. However, I never went to the library for recreation. Emotionally and mentally it never reached me, and spiritually, well, as a Pacific person, we all know where that comes from. But as I reflect back

"I was a 'hindrance'. I can remember walking around trying to figure the collection out, wondering where I was allowed to sit and whether I was allowed to go into the 'adult' collection side"

on my child life, I actually think the 'library' had more of a hold on me than I presumed. Around the age of 10 years, I had built a very mini library at the bottom of my closet. On one side sat my favourite non-fiction books, mysteries and dinosaur books; on the other, Enid Blyton's 'Famous Five' series and (my fave), Francine Pascal's 'Sweet Valley High' series. As I got older and was moved into another room, my new 'library closet' expanded to include Superman and Batman graphic novels, more

Sweet Valley High books (told you I liked them) and other non-fiction books on topics such as dolphins and sharks, joke books and an atlas. While I reflect on this with humour, I also look back on my 'creation' with great fondness. This was MY 'library' because it reflected how I wanted it set, had the resources I valued and it was very comfortable for me.

I'm not sure I can apply the same sentiment about the public library I irregularly went to as a youngster. Upon reflecting on my times there, the 'feeling' I experience now is that I was a 'hindrance'. I can remember walking around trying to figure the collection out, wondering where I was allowed to sit and whether I was allowed to go into the 'adult' collection side.



Even in my teen years, when I went to the library to study (actually, if I can be honest, I intended to study but would often just meet up with girls from the local high school), I don't think staff once spoke to us (I was in a "study" group) but they sure threw looks of disapproval our way (and understandably - we were big, brown, rowdy and messy high school students). However, in light of the lack of appreciation from staff for our presence, the communal space would ALWAYS draw us in because it felt 'safe' (there was a 'youth' area we always congregated in) and neutral. Despite so many associations with the 'library', I still failed to view it as a viable employment option, or even a place of enjoyment. It was only ever something voluntary to put at the bottom of your closet, or a place where its staff members 'judged' you.

In the summer of 2007, I met with a good friend for lunch who asked me to meet her at her work place. Her work place was 'Tupu Youth Library' based in Otara, South Auckland. During lunch, I found out their 'youth librarian' role was vacant and they would soon be advertising. I had just completed my university studies so was keen on getting a foot-hold in the working market and said I'd apply. The rest is history. I now sit as Tupu's Community Library Manager and also hold the role of Project Lead for the Pacific Services Strategy. Both my roles mandate me to find ways in which our youth and Pacific people can easily connect to our libraries system and use its huge resources for their learning and development.

I have found one thing that hasn't changed with Pacific youth/people and libraries – they don't easily mix 🗨️

Through all of my 'library' experiences, I have found one thing that hasn't changed with Pacific youth/people and libraries

– they don't easily mix and this comes down to a few factors. One example is staff interaction either being non-existent or unfriendly. Staff may not

be doing this purposefully, but it is what people experience. Through my work as Tupu's manager and in the production of the Pacific Services strategy, certain points (that would've made my child library experience better and is what I often push with my staff) can help to ease this disconnection and remove barriers:

- Ask the youth what they want happening at the library– make the library theirs. Allow them to 'own' the space and freshen it so it is Pacific/ Youth-friendly
- Always acknowledge the customers; learn names; say 'hi' often – it makes our youth feel valued
- Speaking the customer's language is immensely important and often I hear my Samoan staff helping Samoans who are in need but lack the English skills to express that
- Build relationships with the people you serve

To end my reflection off, here is an example of a programme we run to help make Tupu an accessible place for our youth. Every Friday night, with dedicated volunteers, we run a boys club called Adullam. This is aimed at boys from Years 7-13 and was initially designed to help combat the gang problems that surrounded Tupu around 2006/2007. While the programme is based at Tupu, it is not library-based. Rather the aim is focussed on building relationships with local male youth and building 'men' of good character. Most of the boys who attend or who have gone through Adullam (the club has operated at Tupu since 2007) are of Pacific descent and often find mainstream learning non-relatable, so our teaching methods have been shaped to fit this. At the time of this writing, one young boy asked if 'club' is on this Friday and I replied saying, "Yep". As he turned around and walked off, I heard him say, "Yeah!" That's the type of thing we want to hear all our Pacific youth/people say when thinking about the library.

Richard Misilei
Community Library Manager
Tupu Youth Library



PROGRESSION AND SMILES: VĀ PASIFIKA AT CHRISTCHURCH CITY LIBRARIES



Christchurch City Libraries is home to a group called Vā Pasifika that was established in 2013. The group is made up of seven women of Samoan and Niuean backgrounds - Malotele Polata, Rosie Levi, Betty Situe, Ebony Smith, Tai Sila, Ebony Smith, and Jan-Hai Te Ratana. More recently, our former colleague Rhia Taonui has made the move north, extending the Vā as far as Palmerston North City Libraries.

In our various library roles throughout the Christchurch City Libraries network, it became very apparent that the Pasifika communities of Christchurch were missing out on the plethora of educational resources and support networks that are available to them - for free! Being in the colder climates of the South Island, Christchurch is home to around 10,000 Pasifika peoples - 3.1% of the total population. Around two thirds of that 10,000 are Samoan with Tongan being the second largest group. Despite our small numbers in Christchurch, there are many long established and very vocal Pasifika families and community groups. In 2012 when the Christchurch City Libraries hosted their first Samoan Language Week celebrations, the overwhelming public response made it very clear that there was a need for more Pasifika directed initiatives and programming in public libraries.

To create a pathway and clear mandate for our initiatives, we sat down as the Vā group and penned a Pasifika Project Plan which was largely based on and supported by the Māori Services plan and presented to the network bi-annually. Our vision was to encourage a strong working relationship between Pasifika and the Christchurch City libraries through fostering a Pasifika friendly environment that reflects Pacific people in our library content, programming, promotions and staff. The plan and existence of Vā Pasifika was accepted and supported by our leadership team, and we have been working hard since 2013 to implement all of our initiatives, with much success.

We have adapted preschool programming by producing and delivering resources for our online training modules and electronic document catalogue in Tongan, Niuean, and Samoan. This year we are celebrating the most widely spoken Pacific Languages across the network - expanding on our original three to include Fijian and Cook Island Māori. As an attempt to also expand our services to Pasifika Matua, we held a WW100 Talanoa to commemorate the contributions made by the Pacific to World War I. It was an amazing opportunity to strengthen ties with the various Pacific communities and laid an excellent foundation for our community to begin sharing and recording their stories to be stored as part of our Pacific Family History resources. Last year we also held a half-day workshop on Pasifika Awareness - the challenges that are faced by Pasifika, how best to engage with the various Pasifika communities and age groups, and the Pasifika library resources - it was so popular that we are delivering another this year,



Our vision was to encourage a strong working relationship between Pasifika and the Christchurch City libraries through fostering a Pasifika friendly environment that reflects Pacific people in our library content, programming, promotions and staff.

and there are talks of making this kind of training available council-wide. These are just a few of the many initiatives and programmes we are delivering, with more to come.



“ it is a privilege and an inspiration to work with such driven and accomplished women in Vā Pasifika. Not only are they making things happen in their individual roles across the libraries, but they are also looking to encourage the educational progression of Pasifika people - and in true Pasifika style they do it with passion, warmth and big smiles on their faces.

Vā Pasifika has also firmly cemented their position in the future of Christchurch City Libraries by being awarded its own collection space in the “special collections” Te-Moana-Nui-A-Kiwa floor of the New Christchurch Central Library, which will be built in 2017. Without giving too much away, through our joint efforts with our amazing selection and access team - the Pasifika Collection will also house various measina or taonga, a new Pacific Family History resource, and all the recordings we have already begun to collect at various Pasifika community celebrations and gatherings around Christchurch. We are blessed as Vā Pasifika to have the support of a very forward thinking and innovative network in Christchurch City Libraries. Even in the working life of our Vā Pasifika Mama Malotele Polata, the space for Pasifika has grown enormously from just a few Pacific books in the nineties to an official collection at the Aranui Library (opened in 2012), and now the New Central. Personally, it is a privilege and an inspiration to work with such driven and accomplished women in Vā Pasifika. Not only are they making things happen in their individual roles across the libraries, but they are also looking to encourage the educational progression of Pasifika people - and in true Pasifika style they do it with passion, warmth and big smiles on their faces.

Jan-Hai Te Ratana
Community Learning Librarian
Aranui Library, Christchurch.



CHAMPIONS IN THE MAKING

Caroline Syddal, research services librarian at Te Puna Rakahau o Macmillan Brown: Macmillan Brown Library outlines the myriad ways in which Te Whare Wānanga o Waitaha: University of Canterbury is working to embed support for Pasifika Students and Researchers



Initial meeting between library staff and the Pacific Development Team- well supplied with cake and not nearly as serious as the picture would suggest!

The launching, in November last year, of the [UC Pasifika Strategy 2014-2018](#) was an exciting development for our institution. This strategy, and particularly its implementation plan, has provided an excellent framework for the Library's initiatives to better support Pasifika students and staff and Pacific research at the University of Canterbury.

The Library has several specific objectives in its 2015 Operational Plan to support this strategy. A key focus of our objectives is building relationships with students. We are working with the Pacific Development Team to develop strategies to make this happen. This super-friendly and helpful team is providing ideas and advice and helping us make contacts with Pasifika students. One of our first actions has been to get representatives from each of our four libraries to be contact or go-to people for Pasifika students. At the Pasifika Welcome event on campus, the Director of Student Services used the phrase "Pasifika champions" for this group. This struck me as an excellent description. Being champions for Pasifika students, being advocates, allies and supporters and making a difference to their academic outcomes, is exactly what we want to be and do.

Soon after forming, the group was able to attend Pasifika Cultural Intelligence training run by Pauline Luafutu-Simpson of the Pacific Development Team.

This training was very valuable, giving an insight into Pasifika student experiences and realities, and enabling us to get some perspective on broader

“ Being champions for Pasifika students, being advocates, allies and supporters and making a difference to their academic outcomes, is exactly what we want to be and do.

issues of identity and culture in a personal way. The training will be offered to all library staff.

Following on from the training, our Pasifika Champions met with the Pasifika Mentors who provide peer support to fellow students. This was a great opportunity for the mentors to find out how the library can help students (including themselves), for library staff to understand what the mentors do, and for us to get to know each other. The mentors then brought their first year students into our libraries as part of their campus orientation and introduced them to the library Pasifika champions who then took tours of the libraries. This connection building is what will make the all the difference to our ability to support Pasifika students.

Some of our staff have been involved in the library component of UCPathways, a new initiative of the Student Success team at the University of Canterbury. The programme is attached to a particular paper and in addition to academic course work has embedded information literacy sessions delivered by library staff. The programme includes a separate Pasifika cohort that move through the programme together. Library involvement in this project was to provide targeted, intentional teaching and customer service designed in collaboration with UCPathways leaders and tutors. Our biggest learning as librarians has been the realisation that whilst the content of our sessions may remain the same across different cohorts, our delivery may not. Culture counts in terms of how we understand and support our students and the prior knowledge and experience they bring with them. While our sessions teach technical skills our real focus has been on relationships and getting to know the students as individuals. The aim is to build relationships between staff and students that continue throughout their study at UC.

Our future plans include developing guidelines for all library tours and classes for Pasifika students, working directly with Colleges to be a part of their efforts to support Pasifika students, and raising our profile in the Pacific Development Team's publications and publicity. These are all small steps but they get to the heart of the matter; building relationships so we can serve our Pasifika customers better.

The appointment of the new Macmillan Brown Centre Director, [Professor Steven Ratuva](#) signalled an exciting opportunity for the Macmillan Brown Library to support Pacific research. The Centre's focus is on "interdisciplinary research in a range of areas within the broad disciplines of politics, sociology, anthropology, history, economics, development, management, technology, innovation, music and art". The Macmillan Brown Library's very strong Pacific collections are well placed to support this research and we are taking the opportunity to identify potential for further strengthening the collection and to promote our collections and services to new researchers.

One of the Library's Operational Plan objectives is to "review collecting processes and digital preservation issues particularly for Māori and Pacific material born digital" and we are reviewing what we receive and from where to determine gaps and other resources we should be acquiring. Long term access to Pacific publications, particularly digital material produced by smaller Pacific organizations, is an area of concern. We have just begun contacting some of the smaller organizations to seek permission to archive digital copies of material that we would like to preserve for our researchers. Making these changes will ensure the long term sustainability of Macmillan Brown Library's rich research resources, regardless of ever changing formats of materials.

The achievement of our colleagues in getting the Pasifika Strategy signed off at the most senior level in the University has inspired us in the Library to improve our support of students. The work we are now doing to achieve this is proving to be really enjoyable and satisfying. Seeing Pasifika students thrive and succeed is the best reward for our efforts.

LINKS:

UC Pasifika Strategy 2014-2018

http://www.canterbury.ac.nz/pacificstudents/documents/UCPasifika_Strategy2014.pdf

Pasifika Development Team:

<http://www.canterbury.ac.nz/pacificstudents/about/pacificdevelopment.shtml>

UC Pathways:

<http://www.canterbury.ac.nz/future-students/services-for-new-students/uc-pathways/>

Macmillan Brown Centre for Pacific Studies:

<http://www.pacs.canterbury.ac.nz/>

Professor Steven Ratuva:

<http://www.pacs.canterbury.ac.nz/people/ratuva.shtml>



Aurelia Arona, Māori Liaison Librarian
presenting at the 2014 UC Pasifika
Research Symposium

LEARNING GAGANA SĀMOA AT CPIT

Hui Fono 2015



Afio mai, maliu mai, susū mai

Ko Tainui taku waka
 Ko Waikato taku awa
 Ko Taupiri taku maunga
 Ko Waikato taku iwi
 Ko Tina Verschoor taku ingoa

Recently I took the opportunity to attend a gagana Sāmoa course at CPIT with a view to compare it with my, also institution-learned, reo Māori and to improve my current Sāmoan vocabulary and pronunciation. This free 10 hour CPIT course runs over two consecutive days and “officially” offers learning outcomes to:

- pronounce components of the language with some confidence
- participate in prayer/tatalo and song/pese and
- understand basic cultural protocols/aganu’u or fa’aaloalo.

Jason Tiatia, the tutor/ faiā’oga shared all the above and much more in an action-packed, fun-filled 10 hours of dynamic teaching of the Sāmoan language. Taught with passion and humour, Jason interspersed his own experiences of his journey to learn the language which in turn helped us to remember some of the cultural and linguistic nuances. It brought home such things as the importance of the macron, glottal stop or koma liliu in pronunciation to distinguish

between whether you are talking about your head, ulu or breadfruit ‘ulu. You’ll have to attend a class yourself to see some of the more entertaining differences a koma liliu can make. The course makes use of language immersion techniques which means we were all using Sāmoan terms throughout the class like ‘fesili fa’amolemole’ when we had a question or ‘i mālamalama fa’afetai’ in response to Jason’s ‘Tou te mālamalama?’ Do we understand?

We also participated in:

- a game similar to musical chairs called fesuia’i nofoa literally switch chairs to practice a few common conversational sentences
- an alphabet dance to help embed simple vocabulary and pronunciation
- an ‘ava ceremony (similar to the kava ceremony of the Fijian.)

Jason is also the current Head coach for the Canterbury Men’s Rugby Sevens team, NZ7s men’s skills coach for the Canterbury region, having been a past New Zealand Rugby Sevens player himself (1999-2004). So it is not so surprising then that he delivers such inspirational classes with his extensive experience of motivational work. As well as reo Māori and gagana Sāmoa, he teaches Toa Sports at CPIT which is a course on sports training and indigenous culture.



Jason with 7's team

By attending such a Gagana Sāmoa course, we, as librarians can improve our service in libraries to our Pasifika clientele in two ways by:

- increasing our understanding of basic pronunciation, greetings and culture of one Pacific nation and
- letting our Sāmoan colleagues and clientele know about such courses, who, like me, might not have been brought up in their parents' language.

There is a saying that "it takes one generation to lose a language and three to get it back." Maybe we can, as a profession help to reverse this trend by connecting ourselves and others with Pasifika courses such as this one.

Feel free to let your Pasifika and Pasifika friendly staff and clients know about Jason's next Gagana Sāmoa course at CPIT which is on 9th and 10th of July. Find the course details on the [CPIT Short Courses](#) webpage under Pasifika Language and Culture.

Sometimes to learn a new language or reconnect with the original language of your parents it does require us to embark on an intrepid journey. Therefore in the same vein as Māori might say "kia kaha, a Sāmoan would say "fa'amālosi".



SHOWING YOU THE MONIES: LIANZA'S UPCOMING SCHOLARSHIPS

NO NUMPTIES - PAUL REYNOLDS SCHOLARSHIP

The Paul Reynolds "No Numpties" scholarship is made possible thanks to donations by the National Library of New Zealand, Internet NZ, and friends of Paul Reynolds in memorial. It is jointly managed by the National Digital Forum and LIANZA.

The scholarship, worth NZ \$5,000 enables the successful applicant to spend time working at an overseas institution to research or develop specialist digital knowledge. Applications are open to those working in the digital space, or in the New Zealand Galleries, Libraries, Archives and Museums (GLAM) sector.

Completed applications forms must be submitted to LIANZA by no later than 30 May 2015.

How to Apply: Simply fill out the application form and supply all necessary documents including referee forms. Referee guidelines are available on our website along with specific criteria for the award and the application form.

An internship for the 2015 scholarship has been offered by the Smithsonian's Cooper-Hewitt, National Design Museum in New York, but if NYC isn't your thing you can choose your own destination.

LIANZA RUA MANO SCHOLARSHIP

E nga mana, e nga reo, e nga karangatanga maha, tēnā koutou, tēnā tātou katoa.

Each year LIANZA offers a scholarship worth \$1,000 as the LIANZA National Council's commitment to tangata whenua studying librarianship and mātauranga Māori. The goal is to encourage and / or support Māori students undertaking library and information studies, and where appropriate, studies that strengthen their knowledge of te reo Māori and tikanga Māori.

The following selection criteria applies:

- Applicants Must be tangata whenua through whakapapa.
- They must be studying for a tertiary qualification in librarianship or information studies
- They must show commitment to whanau/hapu/iwi

- They must display commitment to learning or fostering te reo Māori and me ona tikanga.

To apply for the Rua Mano Scholarship, applicants must provide the following Information:

- The Qualification being undertaken in the current year
- Tribal affiliations
- Examples of involvement and commitment to whanau, hapu, or iwi
- Examples of how applicant currently improves his/her commitment to te reo Māori

Deadline is 30 May, 2015

JOHN HARRIS

The John Harris Award is awarded in recognition of notable published work. Established in 1961, the award is presented by the Association in recognition of notable published work, such as in the bibliographical, critical, historical or administrative fields, which represent a contribution to New Zealand librarianship.

Who's Eligible: A work published within the previous three years may be submitted either by the author(s) or by another person (with the author's consent). Applications close on May 30, 2015

How to Apply: Simply fill out the application form from our website.

Deadline is May 30, 2015

YBP AWARD FOR COLLECTION SERVICES

The YBP Award for Collection Services recognises the contribution made in libraries by the staff in the areas of collection development, collection management, and acquisitions or cataloguing.

The award consists of a \$2,000 grant generously donated by YBP and a citation.

How to Apply: Simply complete the entry form and either email us or post it with supporting documents to the LIANZA office.

The deadline is June 30, 2015.

POSTERS POSTERS POSTERS!

GET CREATIVE AND SUBMIT A POSTER TO LIANZA 2015!

A poster allows you to present your work visually to a knowledgeable audience without having to make a lengthy formal presentation. Your name, the title of your poster and the abstract will be included in the 2015 conference programme.

WHAT GOES ON A POSTER AND HOW DO I MAKE ONE?

There are several sites you can visit for advice on how to make a poster.

Here are a few:

ALA. <http://ala14.ala.org/general-tips-for-submitting-poster-sessions>

NYU Libraries. <http://guides.nyu.edu/posters>

Cornell. <http://colinpurrington.com/tips/poster-design>

Use your searching skills to look for others!

IF YOU ARE NOT INTENDING TO BE PRESENT DURING THE CONFERENCE

You should provide extra material that enhances what is on your poster by adding a QR code to your poster.

What is a QR code? Check Sarah Gallagher's "5 minutes on QR codes" at:

<http://www.lianza.org.nz/5-minutes-qr-codes>

It includes some links to sites you can use to make a QR code.



Use your QR code to open a video, for example, illustrating your poster, such as:

- a new physical space
- people attending a programme
- someone talking about the research, either yourself or someone else commenting upon its value.

Keep in mind most people will be watching it on a handheld device at conference, so there's no need to worry too much about high production.

If a video seems too much then at least try to make an audio file, with, perhaps, an interview with a colleague talking about the benefits you have observed coming from the research. When making either a video or an audio file, it is best to stick with the more popular file formats. There's no need to make anything that runs for more than 10 minutes.

IF YOU INTEND TO BE PRESENT DURING CONFERENCE

'Poster' sessions are scheduled for Conference at which you will be able to speak for a few minutes about your topic. These will take place during lunch and tea breaks and will be scheduled to not to conflict with other parts of the programme or be too burdensome on the poster presenter. You may wish to prepare some material to hand out to anyone who asks. We suggest keeping a list of people who ask for further information so you can share your work widely.

You should also considering adding a QR code to your poster to enhance the content and provide some additional materials for times when poster presentation sessions are not scheduled.

You will be responsible for your poster before, during and after Conference. Some assistance might be available for mounting the poster but you should be prepared by bringing your own pins, etc.

After the Conference, we would like to keep the posters (as a PDF) and associated materials so we can make them available through the Research SIG web pages.

This is a great opportunity to put your creative skills to use and get some experience with new tools!



THE LIANZA STATEMENT ON LIBRARY AND INFORMATION SERVICES TO PACIFIC PEOPLES

LIANZA is strongly committed to the principles that underpin this statement, however, little has been done in recent years to actively push for them to be embedded in New Zealand libraries. Of course this is also true of many of our other key principles stated on our website. This has in part been due to resourcing, and in part due to our approach to advocacy. We've been reactive instead of proactive – responding to issues as they arise, but not following a strategic approach to encouraging change. We have been working this year to address this – we have formed an advocacy group, and in the coming months we'll be developing a clear plan to support our advocacy work. We've begun by canvassing our members to understand what their key issues and challenges are. Once we have a comprehensive overview of the challenges facing the sector we'll be mapping New Zealand – identifying who we should be talking to at each level of New Zealand society and what our key messages should be. This will take some time as we build collaborative partnerships with the people who can help us to drive real change and look to secure the future of libraries in New Zealand, but we're excited about it. And underpinning all of our advocacy work will be the message of equitable access as we say in this statement – “That libraries should provide collections and services that reflect the cultural profile of the community they serve”.

View the LIANZA statement here:

http://www.lianza.org.nz/sites/default/files/LIANZA_StatementLIS_PacificPeoples_0.pdf



PROFESSIONAL REGISTRATION – DID YOU KNOW?

Have you ever wondered what criteria determines many of the decisions made by the Profession Registration Board? While LIANZA's website has some of the answers, Part 5 of LIANZA's Code of Practice provides much more detail on the structure and various procedures involved in running the professional registration scheme.

This includes a section on requesting an extension or leave of absence – see 8.4.

If you are a registered library and information professional who is retired, not in employment (eg parental leave), or working in a different profession, you can request a suspension and revalidate on your return to the profession. If the return is within the cycle of your three yearly revalidation period, revalidation is to be completed within the dates originally specified. If you have requested a suspension for an extended period of time outside your revalidation period, then you will need to submit your journal within three months of returning to the profession.

To obtain a leave of absence email your request to the LIANZA Office. This will then be referred to the Board for a decision.

As at April 2015 we have 865 RLIANZA members.

For a full list of who is registered and who isn't please check the Registration Roll at:

<http://www.lianza.org.nz/professional-registration/registration-roll>

You will also find a link through to Part 5 of the Code of Practice on this page.

One of the questions often asked is 'How long will it take before I hear whether my journal has been accepted?' As soon as a journal is submitted it is sent to a Board member to assess. Once this is completed your name is either added to the list of registrants with journals to be ratified at the next Board meeting (these are held monthly); or you are contacted, offered some feedback and requested to resubmit. Once the list of names has been ratified, the Office will then make contact with you. So to answer the question, it can be as short as 2 weeks or as long as 8 -10 weeks depending on when in the month you submitted your journal and how busy Board members are. Currently we are receiving a small number of journals each month. However as we move to the latter part of the year, projections show that the number of revalidations due will increase significantly.

If you have any questions about professional registration, please don't hesitate to ask.

Elaine Sides

Chair

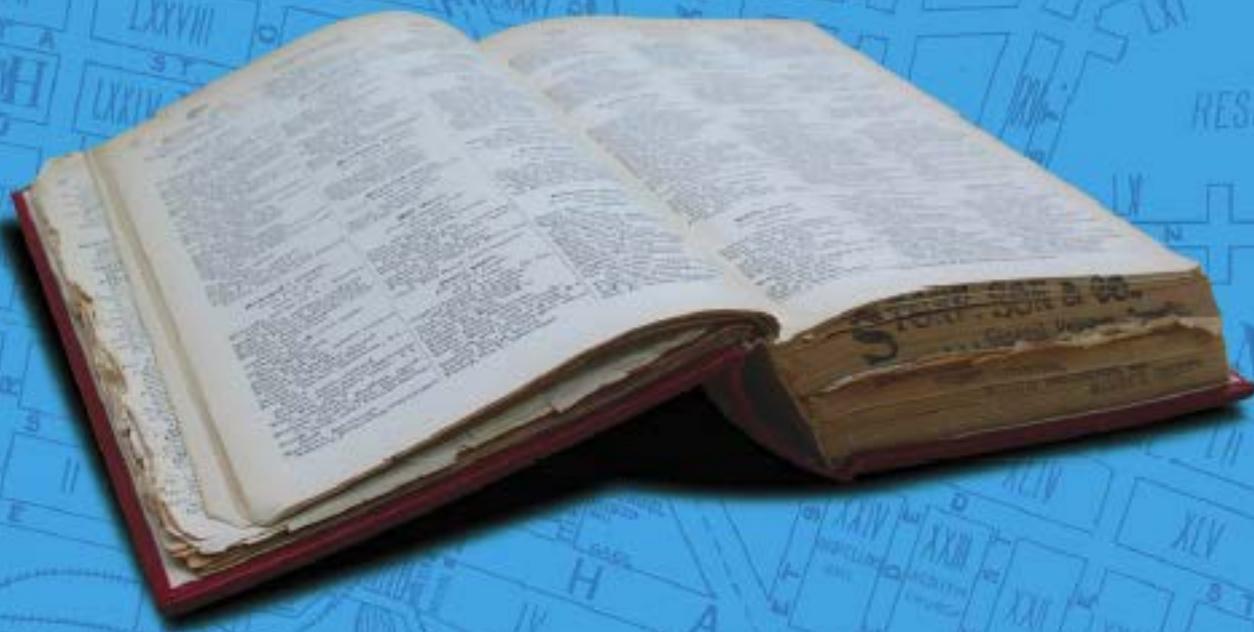
LIANZA Profession Registration Board

1990

25TH ANNIVERSARY

2015

Digital directories



Browse a directory like a book,
or research a fully indexed document -
we have a solution for you

μ NZMS
auckland wellington christchurch

0800 NZMS 1990
online: www.micrographics.co.nz
email us: Info@micrographics.co.nz

CALLING ALL LIBRARY ASSISTANTS

Library assistants are often the unsung heroines (and heroes) whose hard work keeps the library running. They are crucial to the smooth running of our libraries.

Following on from our successful inaugural Library Assistants day last year, LIANZA Te Upoko te Ika a Maui are planning another professional development day for library assistants in July 2015. To ensure the day is successful and relevant we need your help.

To ensure this year's event is successful can you please let us know the following?

1. Would you be interested and able to help organise the event
2. What topics would you like to see covered?

Please email Denise Donaldson at denise.donaldson@dia.govt.nz with your responses.

PARBICA 16

Sixteenth Conference of the Pacific Regional Branch of the International Council on Archives

Auckland, New Zealand 7-10 September.
<http://www.parbica.org/conferences-and-events/conferences/parbica16/index.aspx>

There is a joint conference website where you can submit abstracts, find out more about our key-note speakers and the conference theme - Footprints in space and time. <http://aranzconference2015.org.nz/submissions-2>

Further info: PARBICA.Secretariat@dia.govt.nz or Parbica.Treasurer@naa.gov.au

REALM

'Libraries, Literacy & You' 2015 Friday 12 June

Massey University Sport & Rugby Institute, Palmerston North

Speakers taking part this year include:

- David Hill - author, journalist, reviewer and playwright
- Des Hunt - author, presenter and champion of young writers
- Paul Adamson - author and expert mentor of young adults

Registration fee is \$125 pp with an earlybird price of \$100 available until 22 May.

Further details and registration forms can be found at manawaturealm.weebly.com or contact manawaturealm@gmail.com

REVALIDATIONS AND NEW REGISTRATIONS

Congratulations to those who have successfully revalidated or became professionally registered in the past month:

Hikuwai

Eliza Richards (new app).
Rex McGregor
Kathy Neivandt

Ikaroa

-

Aoraki

-

Te Upoko o te Ika a Maui

Deborah O'Connor
Dirk Anderson (new app).

Waikato/Bay of Plenty

Theresa Rielly (new app).

There will be monthly updates of new registrations and revalidations. For up to date information of registrants see lianza.org.nz/professional-registration/registration-roll.

INFO STUDIES @ VIC

NEW COURSES AND TEACHING RESPONSIBILITIES FOR OUR STAFF

There are several changes happening in the School of Information Management at the moment. Staff have had shared responsibilities for teaching our new Information Professions course, with several IST lecturers covering off a week each. Students have enjoyed hearing from various guest speakers from the sector. Special thanks to all employers who have agreed to host one or more of our students for a day's work shadowing, to broaden their view of the information professions.

SIM has started offering courses on research methods and theory for PhD students, and some of the Information Studies academics have been involved in delivering these. Both students and staff are enjoying these new courses so far. IST lecturers are also taking on teaching in the undergraduate Information Systems programmes which is a new and exciting challenge (and a chance to promote our courses to the undergrads!).

ENROL TO STUDY WITH US IN TRIMESTER TWO

Thinking of starting your studies at Victoria? You can now enrol with us to start in Trimester two. You don't have to sign up for one of our full qualifications, you can take a single course as a Certificate of Proficiency. The following courses are on offer in T2:

- INFO521: Management in Information Services
- INFO522: Information Policy: Concepts, Issues & Processes
- INFO525: Digital Technologies for Information Professionals
- INFO528: Research Methods for Information Management Environments
- INFO534: Archival Systems
- INFO544: Online Searching

You can find out more details about the courses at: <http://www.victoria.ac.nz/sim/study/courses#500>

And enrol at:

<http://www.victoria.ac.nz/study/apply-enrol/apply>

WHERE WILL YOUR COMPANY'S NEXT BIG IDEA COME FROM?



INTERNATIONAL NEW YORK TIMES CORPORATE DIGITAL SOLUTIONS

A competitive edge often begins with inspired thinking. An International New York Times Corporate Digital Solution will keep your employees more fully aware of emerging trends and developments that can prompt your company's next big idea.

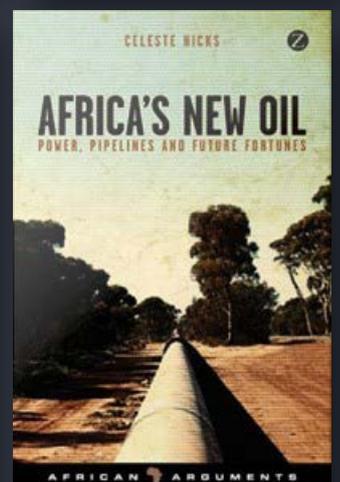
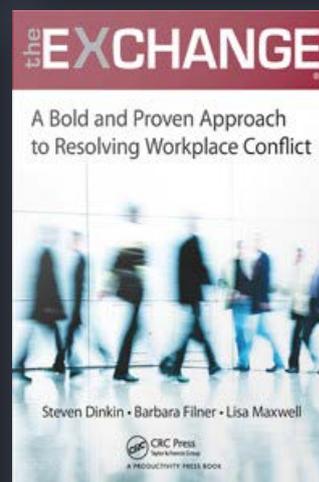
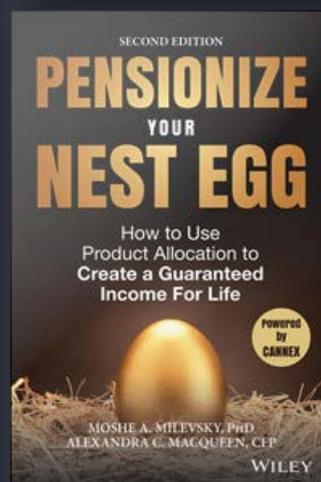
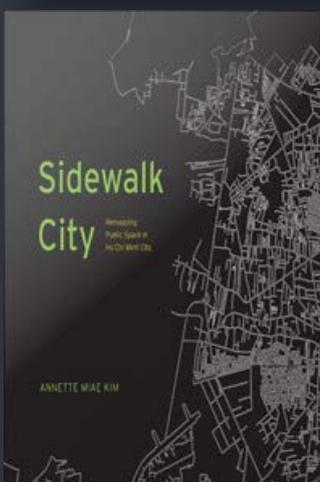
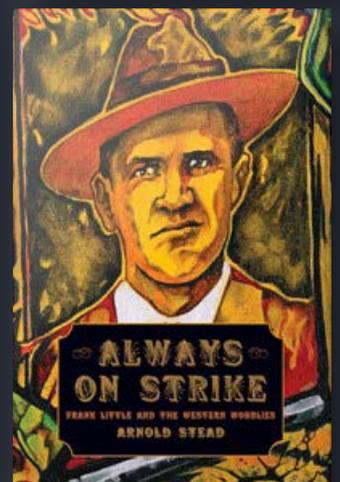
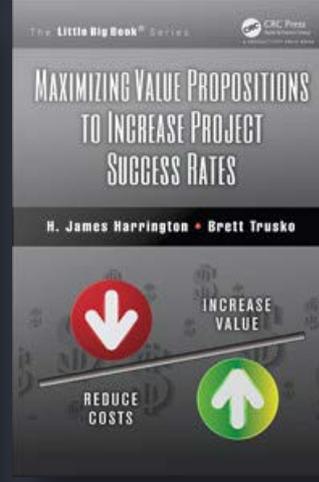
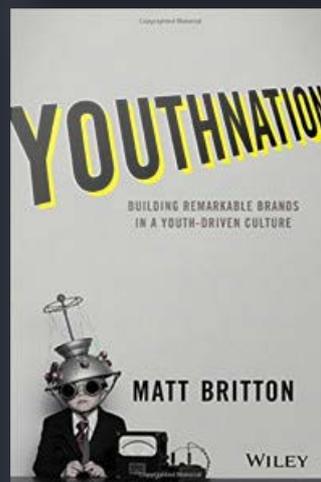
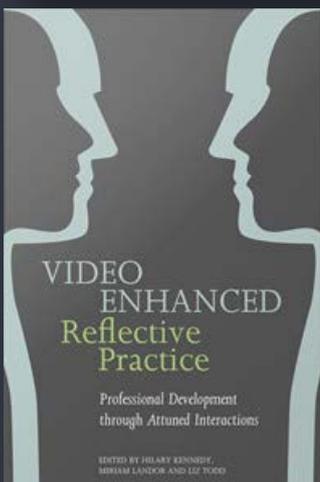
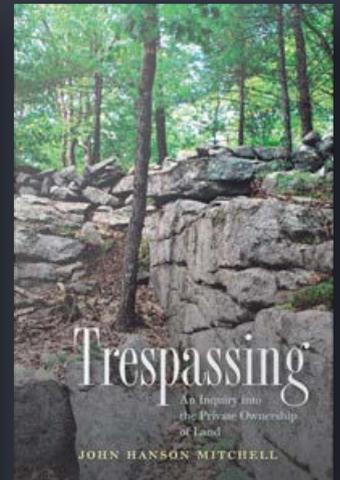
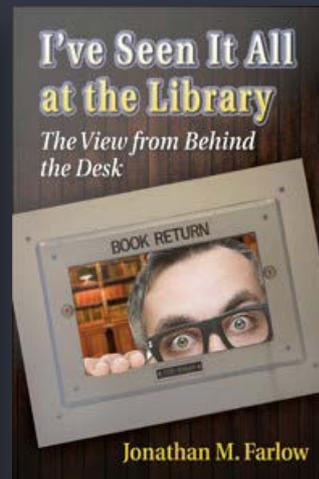
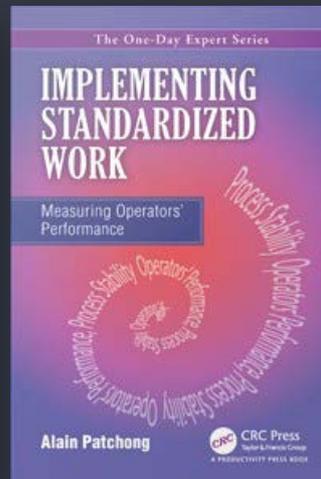
Benefit from **special rates**, **convenient billing** and **access management**, plus a dedicated support team.

TO LEARN MORE, CONTACT CHERRY HO | CHERRY.HO@NYTIMES.COM | +852 2922 1169



EBOOK LIBRARY UPDATES

New titles are always being added to our EBL service. Here are our top picks:



Members can access these titles and many more via the LIANZA EBL portal at lianzamembers.memnet.com.au/lianza-eb/



UPCOMING CALENDAR EVENTS

Remember to check lianza.org.nz/event-calendar for full details on these listings, and for new events.

MAY

01 HealthSIG Study Days

Faculty of Medical & Health Sciences,
University of Auckland

07 Library Assistants Day

Winton

15 Creative Commons Aotearoa

Invercargill

22–24 Waikato/BOP Weekend School

Tauranga Hospital Conference Centre

26 7th Qualitative and Quantitative Methods in Libraries International Conference

Paris, France

27 Webinar; Corin Haines

On Turkey and ANZAC - a recap of his recent visit

JUNE

23 Webinar; Laurinda Thomas

Why the future of libraries isn't what you think!

JULY

15–18 30th Australian and New Zealand Theological Library Conference

King's College, Auckland

21 Webinar; Irena Burton

Making great video

AUGUST

25 Webinar; Kris Wehipeihana

Meet your president

SEPTEMBER

21 International Conference & Business Expo on Wireless Communications & Network

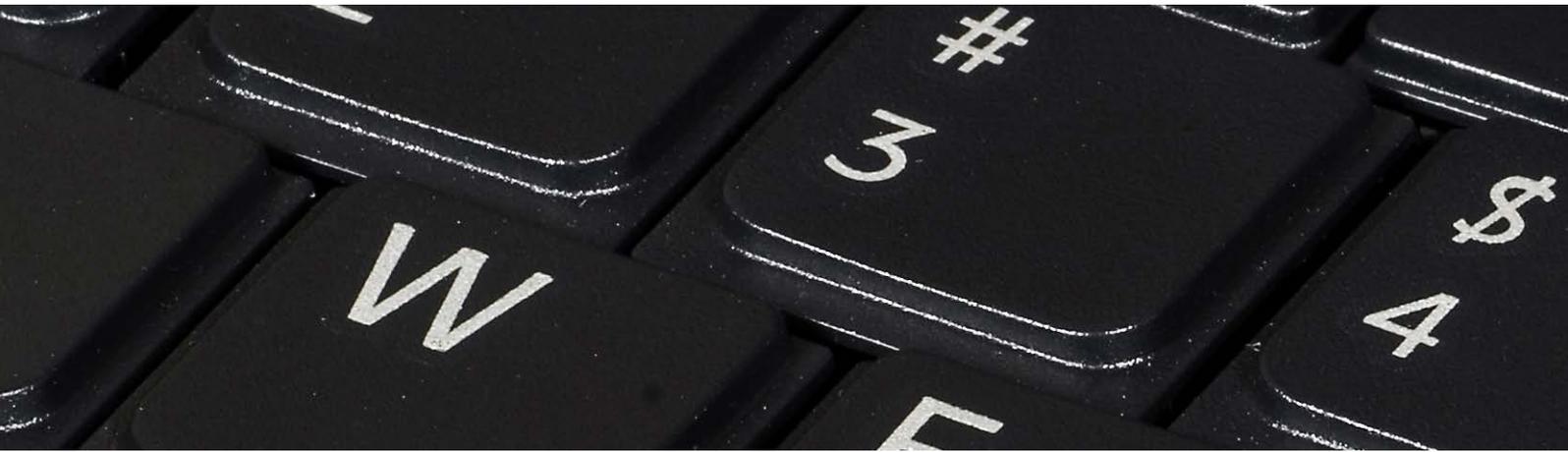
Linthicum Heights, USA

28–30 SLANZA 2015 Conference

St Andrews College, Christchurch

To be kept up-to-date with the latest eLearning opportunities in library and information management, sign up to regular email announcements with these great course providers:

www.alastore.ala.org • infopeople.org



BIBLIOBROWSING

This month's links feel distinctly un-Pacific

If you haven't discovered it yet then you should...

<https://theissuesdesk.wordpress.com/>

Why should public libraries have all the fun: large-scale, live-action gaming events in academic libraries

<http://crln.acrl.org/content/76/4/210.full>

The user experience is a social justice issue requiring empathy

<http://journal.code4lib.org/articles/10482>

Academic librarians and social justice: a call to microactivism

<http://m.crln.acrl.org/content/76/4/193.full>

Surveillance and resistance: can librarians resurrect privacy in the digital age?

<http://www.cilip.org.uk/cilip/blog/libraries-forefront-digital-privacy-movement>

A crowdsourcing approach to designing a new library

<http://www.dailygood.org/story/1038/how-a-new-dutch-library-smashed-attendance-records-cat-johnson/>

How are libraries supporting MOOCs?

<http://information-literacy.blogspot.co.uk/2015/04/report-on-types-of-mooc-support-offered.html>

Can only librarians teach information literacy?

<http://www.infodocket.com/2015/03/02/new-article-can-only-librarians-do-library-instruction-collaborating-with-graduate-students-to-teach-discipline-specific-information-literacy/>

Reimagining the library: a five minute film festival:

<http://www.edutopia.org/blog/film-festival-reimagining-library-design>

Volunteer Service Abroad are seeking a Library Advisor for the Solomon Islands:

<http://vsa.org.nz/what-you-can-do/volunteer-overseas-hub/volunteer-overseas/library-adviser-3533/>

Over 2,000 Current Newspapers and Magazines. One Subscription.

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- PC and mobile access
- On-site and Off-site access
- Advanced Keyword search
- Translation and article sharing



press reader

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library.pressdisplay.com