

focus

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Editorial

Thank you for taking the time to read this, the first issue of CILIP ILIG Focus for 2018! It's Awards Season as I write this, which seems appropriate as we feature a number of award-winners in this issue.

Susan Appleby won a CILIP John Campbell Trust Travel/Conference bursary in 2017. She writes about her experiences exploring multi-lingual provision in Norway and Sweden.

Sara Pritchard received the 2017 Travelling Librarian Award, jointly sponsored by the English Speaking Union and CILIP. She recounts her time in New Zealand, exploring joint-use libraries which have successfully brought together school and public communities.

The Kingston University (KU) Big Read project achieved the Widening Participation or Outreach Project of the Year at the Times Higher Education (THE) Awards 2017. Kingston librarian Wendy Morris writes about her time in Texas, participating in the First Year Experience (FYE) Conference in San Antonio.

We also look at some of the libraries which have lead the way on a global scale with a review of Godfrey Oswald's Library World Records by Naomi Hay-Gibson.

On a personal note, I am thrilled to have received a John Campbell bursary for this year. I will be going to Kuala Lumpur in August for the International Federation of Libraries Associations and Institution (IFLA) World Library and Information and Congress (WLIC). It will be my first IFLA WLIC and I very much look forward to seeing some of you there!

Phil Segall, Editor

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Editor: Phil Segall

Email: iligfocus@cilip.org.uk

Associate Editor: Alice Tyler Tel.: +44

(0)116 275 1379

Email: a.m.tyler@btinternet.com

Book Review Editor: Susan Appleby

Email: susan.appleby@highlifehighland.com

InDesign work by Gillian Harris

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Orders, remittances (payable to 'CILIP ILIG'), and advertisements to: Kathleen Ladizesky, Glantrisant, Trisant, Aberystwyth SY23 4RL UNITED KINGDOM Tel: +44 (0)1974 282 411 Email: ladizesky@hotmail.co.uk

ILIG's Website: www.cilip.org.uk/ilig

ILIG's discussion list: lis-ilig@jiscmail.ac.uk

ILIG on Facebook: www.facebook.com/groups/13131232426

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Multilingual Library Provision in Norway and Sweden

A reflection by John Campbell Trust Bursary recipient Susan Appleby* on her tour, undertaken in October 2017

The Opportunity

As a Network Librarian I have a wide remit, I am based in a school library but with responsibilities for local public library (and prison library) provision too. Each of these areas involves working with people whose first language is not English. As such, I am interested in how libraries might develop effective strategies to reflect and support the language requirements of linguistic minority groups within our communities.

I was delighted, therefore, to be given the opportunity by the John Campbell Trust to visit colleagues in Norway and Sweden, where national multilingual library services already exist. This enabled me to see first-hand how these services are managed, and consider whether anything from their best practice could work in Scotland.

The visit included the opportunity not only to meet colleagues responsible for national strategy but also those based in local libraries; staff who deal with and know their end user, and where the resources are highly valued.

The National Multilingual Libraries

Both Norway and Sweden offer a coordinated national approach to sharing multilingual resources and both give priority to minority languages, primarily to serve those who are new to Norwegian or Swedish (i.e. immigrants and refugees - “Ny i Norge” as this is known in Norway) as well as others with an interest in language learning. The services are also responsible for providing Norwegian and Swedish language course materials.

Norway’s national library card (available since 2005 and compliant with their Personal Data Act) permits a completely joined up approach. The Norwegian collection was originally housed in the Deichmanske (Oslo’s city library) but 2015 saw the National Library Strategy develop a new model to ensure long-term sustainability, as well as to streamline delivery. Det flerspråklig bibliotek (The Multilingual Library)¹ was incorporated into the national repository in Mo-i-Rana and launched in May 2017; by the time I arrived in October, the staff could testify that the overall number of national inter-library loans had doubled. Such statistical evidence is a clear indication of the impact and

**Susan Appleby is a Chartered Librarian working at High Life Highland – a charity working to deliver leisure and library services and community*



learning in Scotland - and a member of the CILIP International Library and Information Group Committee



Mo-i-Rana - National Library of Norway Repository

value of the multilingual service across the country.

Simply stated, the remit is to provide native language literature for linguistic minorities in Norway, allowing individual borrowers equal access to the entire collection via their local library, regardless of geographical location or size of community. The strategy is threefold: to oversee stock purchase and cataloguing (Oslo); to provide a national lending centre for literature and media in languages other than Norwegian (now run from Mo-i-Rana) and to provide guidance on library services to a multicultural Norwegian society.

I was also introduced to ‘chaos

storage’, an incredibly fast and efficient automatic storage and retrieval system where stock is stored according to barcode.

Super-efficient, and exciting to watch, but noisy: the workers need earmuffs! Everyone in the team takes a turn checking books in and out, including all the managers.

The language experts are based in Oslo National Library, where they offer expertise in a choice of 69 languages. As of October 2017, the collection comprised 87,000 books, 7,000 films and 600 language courses (films are of particular significance because not everyone can read their own language).



Chaos storage - it doesn't matter which box the book goes in; it's all done by barcode. Super-efficient, and exciting to watch!

In Norway, they are proud of their open access policy; no need to register for membership or Reader Pass first.

Unlike Norway, Sweden's Internationella Biblioteket (International Library)² based in Stockholm is not connected to the Kungliga Biblioteket (The Royal Library, Sweden's National Library) although it is a recognised partner. The 2013 Library Act is their guiding document, with one of its designated priority groups being people with a mother tongue other than Swedish. Since 2000 this has also been an 'open' library for those with a Stockholm library card, although anyone else has to borrow via an interlibrary loan request.

I spent a delightful afternoon discussing Arabic children's fiction with the Language Manager for Arabic,



Outside the National Library, Oslo.



Picture books at Sweden's Internationella Biblioteket.

who has generously offered to share her network of publishers. It was lovely to meet some of my colleagues from International Federation of Library Associations and Institutions' (IFLA's) standing committee Services to Multicultural Populations, both in Norway and Sweden, some of whom have been directly involved in developing strategy for their respective national library services. This group produced the IFLA/UNESCO multicultural library manifesto and toolkit [IFLA/UNESCO Multicultural Library Manifesto](#)³ which can be used as a standard by any library anywhere in the world. My IFLA colleague Alireza Afshari was delighted when, at our Stockholm meeting, he was shown versions of the famous Little Black Fish story, originally written in his own home language, Farsi (Persian), and which he has known since childhood.

The Public Libraries

Just north of the Arctic Circle, Bodø's beautiful Stormen Biblioteket sits right at the harbour, with one of the most stunning views that I have ever seen from a library window. The library opened just 3 years ago as a joint complex with the town's concert hall. The cultural centre brands itself as 'Stormen' ('the Storm') - a metaphor in complete contrast to the concept of a library being a refuge of peace and tranquillity; literature, language and learning challenges the mind, creating a storm. I was told that "the only thing that we cannot guarantee here at the Stormen library is silence".

All Norwegian Public Libraries have a statutory responsibility to provide stock which supports the official indigenous languages, Finnish and (three surviving versions of) Sami.

Around Bodø, Lulesamisk is most common and a children's book box is devoted to this in the Barnebiblieket (Children's Library). A Sami playgroup is run regularly from a library meeting room.

The Swedish libraries I visited around Stockholm were equally inviting and I particularly loved the children's book boxes at Hallonbergen, where even the picture books are sorted according to language. It was so colourful and a



Norway's Bodø Library, Stormen Biblioteket; right beside the harbour, on a perfect October day above the Arctic Circle.

In every library, signposting and signage is clear and attractive. Most significantly, languages are written in their own scripts - such an obvious thing to do! At Asker (outside Oslo) the whole library layout has recently been redesigned to provide a multilingual welcome, with clear pathways towards the language resources. Their multilingual collection is right beside the travel books, creating a sense of adventure and possibility, and giving languages pride of place. Seventeen languages are on offer here as part of Asker's own collection, ranging from Amharisk to Vietnamesisk, and reflecting the local population's linguistic needs.

wonderfully inclusive way to combine languages and visual literacy right from the early years.

Helpful statistics at Hallonbergen mapping the local communities (provided to the library via school rolls) give insight into the wealth of languages spoken locally and help to understand and respond to current and emerging needs and trends.

At Hallunda, the staff gave an impressive presentation about their local communities, the need to listen and be prepared to try out new ideas. The multilingual collection is given central stage; here all sorts of events



Leaflets in a variety of languages at the entrance of Asker Library, welcoming all local residents to their public library.



The children's library is also well catered for: 'books in many languages'



Sweden's Hallonbergen Library: picture books in a range of languages, reflecting the diversity of the local ethnic communities.



The Arabic version of “I am Malala” on the shelves of Hallonbergen Library

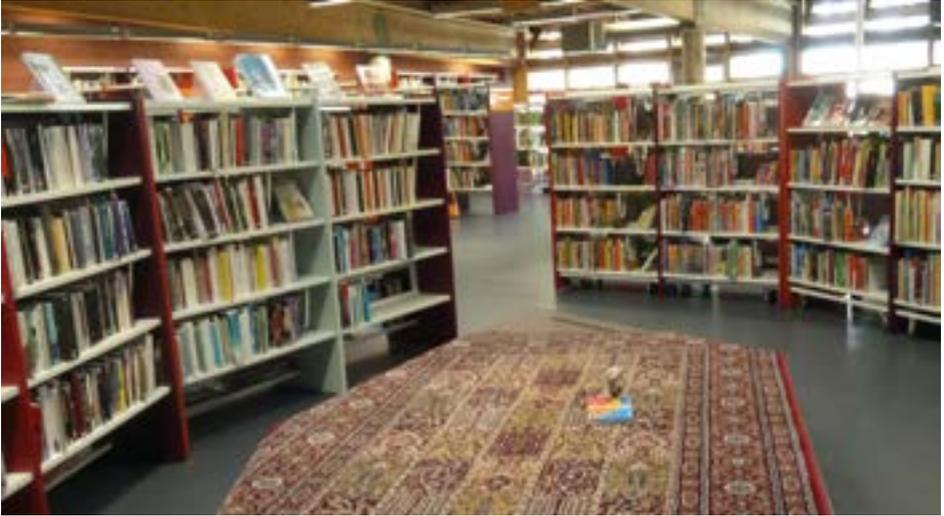
take place involving (and often led by) the local community. Their emphasis has moved away from multilingual to intercultural: ‘from co-existence to co-operation.’ People are actively encouraged to learn from each other’s culture and experience, and promote ‘social sustainability.’

For the staff, this is more than just a job. They know their community, and are committed to making the library a welcoming place, where residents can play an active role. They are not afraid to try new thing for the sake of inclusion: “a lower service for some

means equal access for everyone,’ says Library Manager Marie Johansen.

They are experimenting with an integrated signage system; the clear symbols make the collections accessible for adults with learning difficulties as well as those learning Swedish; “very easy reads”.

Sometimes in the most stunning settings, and sometimes in very ordinary surroundings, each library demonstrated an appreciation and understanding of its own particular context. This is fundamental to



Hallunda Library

providing a relevant, inclusive local service, underpinned by an efficient and supportive national strategy of sharing resources.

The Overall Experience

An Oslo University Massive Open Online Course (MOOC) released shortly before the visit provided a taster of the Norwegian language, so that I could at least say “hyggelig å hilse på deg,” “Jeg kommer fra Skottland” and “Jeg liker å møte nye venner i Norge” (“nice to meet you,” “I come from Scotland” and “I like to meet new friends in Norway”)! I made less progress in Swedish but it was a token of interest in what are globally considered to be minority languages themselves. The intention is to carry on learning, not least because of the bi-annual multilingual library

conferences offered by the Norwegian team.

There were some thought-provoking discussions with colleagues about how to balance the importance of cultural heritage with what is actually going to entice young people to read: what is the best language strategy when it comes to stock purchase policy? Arabic stories tend to be moralistic; Persian is poetic, beautiful but hard to understand. Whilst recognising the immense value of cultural heritage, this has to be balanced with providing material that will get young people reading at all, and reading in their home language in particular, so perhaps it is best to start by providing what their peer groups are reading – even if this means a title in translation rather than an indigenous text. Another viewpoint, however, is that traditional, culture-

based texts should be given priority, because 'cultural identity' trumps more 'Westernised' translations. It is a fine balancing act. These library colleagues know their end users well, and understand the cultural dichotomy for a teenage girl whose family has settled in Scandinavia. The right text plays a significant role in discovering and maintaining one's identity, but also in developing a love of reading, in any language.

It is impossible to pick out what I enjoyed the most: collaborative discussions with dedicated colleagues; colourful, fun, inviting library shelves full of resources in other languages, or just seeing for myself how effective a national strategy can be. Of course, the landscape and scenery made it extra special, with possibly the best autumn weather that could be hoped for.

The Next Steps

Academic research clearly points to the value of plurilingualism, on many different levels. As part of an overall Scottish strategy of inclusion, outreach and wellbeing, our libraries should have a key role in coordinating, supporting and sustaining linguistic minorities, as well as our own national languages and language learning in general.

There is scope for developing a working partnership with our Scandinavian counterparts and building on their expertise and experience to create a similar national model for the Scottish context. A fuller report will be submitted to Scottish colleagues

for analysis, in the hope that this vision might become a reality. This will also help build the economy and promote Scotland as being a welcoming nation, with its library service at the heart of our communities.

Meanwhile, my grateful thanks are extended to the John Campbell Trust for their generosity in granting the Travel Bursary which made this trip possible, and also to my Scandinavian colleagues for their welcome, hospitality and willingness to share their expertise.

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Find out more about the John Campbell Trust here:

<https://archive.cilip.org.uk/john-campbell-trust>

The Life as a Lone Star Librarian

by Wendy Morris*

Imagine the scene. I'm part of a Skype call with the University of Mississippi discussing our collaboration over a shared reading project. And the librarian at *OleMiss* says "Y'all should really come out to the Texas conference next year and co-present with us about this". Of course we never dreamed it would actually happen. But there I was in February in San Antonio speaking at the 37th Annual First Year Experience (FYE) Conference 2018.

First Year Experience

It wasn't even a library conference. But in a way that made it more special. The FYE Conference is a showcase for all the projects at universities in the States (and further afield) which they offer to welcome their 'freshmen'. I honestly thought I would be the only librarian there – but boy was I wrong. Inevitably the Learning Resources Centre (LRC) is often at the hub of these cross-university initiatives. And some bright spark tagged all the librarians attending (35 of us in total) and got us together for a seminar to share our experiences

and swap solutions to familiar problems and challenges. We ended up styling ourselves #crazylibrarians and included amongst our number - Ray from LA (help desk overlooks the beach), David from George Washington (has the luxury of being a librarian dedicated to the first year experience), Victoria from Qatar (worried that she needed to renew her CILIP membership), Sherry from New York (self-confessed Lord of the Rings geek) and Hubert from North Carolina (clearly a stand-up comedian in a previous life) - to mention but a few.

KU Big Read

I was there to co-present with Associate Professor Alison Baverstock (Project Director) on Kingston University's (KU) Big Read; a pre-arrival shared reading scheme aimed at engendering a sense of community where all our new students rock up on campus having read the same book. Let's be honest – rather ironically we stole the idea from the United States (US) in the first place. Attending the International Conference of the



**Wendy Morris is a chartered librarian with a background in special and academic libraries. Now Senior Information Advisor at Kingston University (KU) London, she currently specialises in outreach initiatives including the [KU Head Start](#)¹ programme, which supports students from groups typically under-represented in higher education. She has published and presented internationally on a range of topics particularly shared reading initiatives including the KU Big Read project. Wendy is co-founder of The Superhero Librarian Roadshow, an interactive workshop for university libraries which encourages library staff development through active engagement with scholarship. She is an Associate Fellow of the Higher Education Academy (HEA) and Winner of the Times Higher Award 2017 for Widening Participation (as part of the KU Big Read team).*



The Opening of the FYE Conference 2018

Book in Boston in 2006, Alison came across a paper on how to choose a book for common reading and had wondered ever since how to get it going in Kingston. So returning with a PowerPoint on what we had done was a coals to Newcastle moment; a phrase which doesn't really resonate across the pond! But we knew that universities in the States often have what they call a 'common read' with a similar purpose and we have been collaborating with Mississippi to pool ideas and learn from each other.

At Kingston we have found the project has increased the likelihood that students will enrol, improved their engagement once they arrive (through author events and bespoke reading groups) and thus made it less likely that they will drop out. The way in which the academic and support staff have joined in to make this a

real university community project has helped to involve students who were in danger of becoming isolated. The KU Big Read has been especially popular with students not living in halls and those who are commuters. The US experience has by contrast remained ring-fenced by campus boundaries but we have extended the original premise and reached out into the local community - involving the public libraries, University of the Third Age (U3A), women's groups and a night shelter for the homeless. We now run regular weekly reading groups for the homeless – an initiative which has grown out of the original Big Read. After our presentation in Texas several librarians expressed a particular interest in following up on this aspect of common reading – especially in New York where sleeping on the streets is a similar problem.

You can find out more about the KU Big Read project here: <http://commonreads.com/2018/02/28/letter-dr-alison-baverstock-shared-reading-scheme-kingston-university/>²

Publishers' Author Events

Although the idea of shared reading has an edgy innovative feel over here in the United Kingdom (UK), it transpires that it is a very familiar concept in the States. In the UK, while a few institutions have experimented with departmental reads (mostly within English Studies) we were the first university to run a whole institution, pre-arrival shared-reading research project. We have now involved two other institutions (Edinburgh Napier University and the University of Wolverhampton) with others now asking to join. In the US we discovered that nearly 800 universities are currently running 'common reads'. This has unexpected benefits for impoverished UK librarians and academics seeking inspiration for choosing their next book. Whereas we have to chase publishers to impress upon them the marketing opportunities of introducing their book – and their author's back catalogue - to 20,000 new readers (and all their friends and families) publishers in the US have clocked the financial advantages are busy chasing the book selectors on each campus. Net result? At a conference rammed with members of common read selection committees, huge numbers of authors' lunch and supper events where the writers extol the virtues of choosing their book for the next shared reading experience at

your institution. Every publisher was very keen for you to take a hardback copy away to showcase to your committee. Experienced selectors travelled light to the conference, returning with luggage bursting at the seams with reading matter. Let's hope this particular initiative soon catches on in the UK! And although we are behind in terms of the number of universities undertaking common reading, we are well ahead when it comes to the associated measurement of impact. There was strong interest in our analysis of three years' worth of sending questionnaires to students and staff – as well as monitoring other metrics.

Take Away Programs and Activities

Apart from the obvious benefits of networking with a huge range of professional colleagues, both from public and private universities, I attended sessions led by a number of them. These offered insights into the way information literacy is currently being developed in the States for first year students. Here's a snapshot of some stuff we could learn from them:

Search and Destroy – Ferris State University Library, Michigan

A multi-player, competitive card game that teaches students how to build search strings and run database searches – all while trying to remain the last player standing. It's a Bring Your Own Device (BYOD) session. Students often stay behind at the end of the session to finish the game. We did!



The conference program at FYE 2018

Absolutely brilliant. I'm using it already. The link is here:

www.thegamecrafter.com/games/search-destroy

Games Night at the LRC – George Washington University Library, DC

Several libraries run games nights during Welcome/Freshers' Week. The idea is to simply get students over the threshold so they know where the LRC is – and to debunk the mystique a little. Games offered include traditional board games (Monopoly, chess), physical activities (mini golf) and inevitably



Search and Destroy³

computer games – sometimes a retro games night with old consoles! Seems to work well.

Harry Potter and the Hogwarts Effect – State University of New York Library

Accio sources! Harry Potter is familiar to many first year students (perhaps more popular with this age group in the US than in the UK?) and provides a framework to structure initial information literacy and research skills. Students learn how to use physical and online resources and evaluate the validity of sources. The focussed fun involves unlocking an infocruix, being organised into groups via the Sorting Hat and being directed by Madam Pince. Email me for more details on lesson plans and e-resources available to be shared.

Long Night Against Procrastination (LNAP) - George Washington University Library, DC

My colleagues in the could not believe we do not have LNAPs in the UK! Increasingly common in the States this is a late evening session - typically about four hours long and timed just before major hand-in dates. Students who have been putting off either starting or finishing an assignment are exhorted to come to the LRC together (good psychological esprit de corps) at an appointed time. A number of professional librarians are constantly available during the session to advise on relevant matters such as research skills and referencing. Often members

of the academic skills staff from elsewhere in the university are also present to help with layout, structure and language. This is a real team effort much appreciated by the students and reaping huge benefits in terms of improving grades. After all “beginning is half the deed” (Roman poet Horace - and latterly Mary Poppins).

Escape Room Games – University of North Alabama Library

With the aim of making library orientation a lively and enjoyable experience, colleagues in Alabama

have devised an escape room game with clues to escape based on the library webpage and e-resources via the catalogue. They have assessed the impact and received very positive feedback. I have a contact who can advise if you think this is a goer for you!

Summer bridge programs and proof of impact on LRC use – State University of New York (SUNY) Library

Kingston has a *HeadStart* residential Summer scheme aimed at helping



Stetson Hat Shop

students from typically non- traditional academic backgrounds and I have presented previously on our LRC involvement in this valuable initiative. There are similar ‘Summer bridge’ programs in the US which inevitably involve the library in providing introductory induction sessions. Students on these programs have been shown subsequently to be regular users of the library service and have found huge long term benefits in early engagement. Data collected at SUNY proved that they used the LRC at a much higher rate than their first year peers – an outcome we had long suspected at Kingston but never analysed.

Conclusion

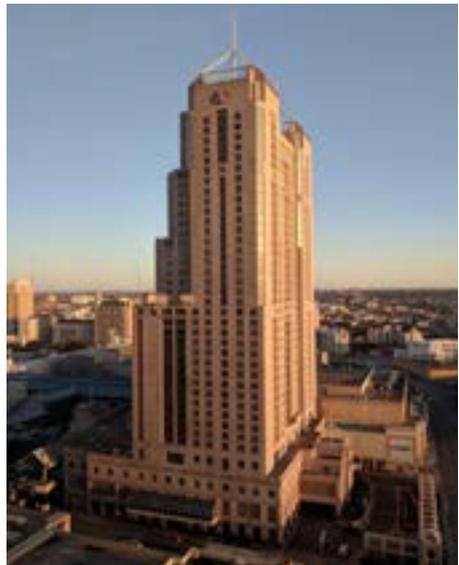
Despite this not being a library conference it was of tremendous value to meet with other colleagues internationally and share experiences, challenges and solutions to problems, as well as picking up some new and punchy ideas. We library folks all seem to have the common barriers of getting the students through the doors of the LRC in the first place and then encouraging them to attend what are often entertaining and very worthwhile information literacy sessions. I am going to keep in touch with all the #crazylibrarians and...do you know what? Ray On The Beach Helpdesk in LA – I can feel a library visit coming on!

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Image credit:

- ³The Game Crafter [TGC] (2017) Search and Destroy [Online]



The Grand Hyatt, San Antonio Texas, where the FYE Conference was held

Travelling Librarian Report: November 2017: New Zealand

Reflections on a study tour by Sara Pritchard*

Introduction

For my Travelling Librarian Award study tour I chose to visit New Zealand as there have been a number of recent initiatives in libraries and the education community there. The New Zealand government has actively encouraged schools to look at flexible learning spaces and to examine library spaces.

The earthquake which hit Christchurch in 2011 has also affected library development and reorganisation of schools. To give an example of this, the Christchurch National Library building was damaged in the earthquake and had to close its building and relocate, this was a major move. It is now housed in



National Library Christchurch



*Sara Pritchard works at Shropshire School Library Service (SLS) and was the recipient of the Travelling Librarian Award 2017 – sponsored by the English-Speaking Union and supported by CILIP.

an industrial unit and does offer a flexible amount of space for their resources. They offer a service to schools not only in Christchurch but across the South Island. By rising to meet challenges, there has been a chance for innovation. As a librarian in a traditional School Library Service (SLS), I also wanted the opportunity to learn more about how the National Library of New

Zealand works and importantly how it offers a free national service to schools

My main objectives for my visits were to:

- identify successful joint use libraries, between schools and communities and use of Learning Centres (LCs)
- learn about Modern Library-Learning Environments (MLEs) and identify how central the school library is in planning new or redeveloping schools
- learn about the educational system in New Zealand and the effect of the Investing in Educational

Success (IES) programme on school libraries as they move away from traditional spaces to multi-purpose flexible learning spaces for the 21st Century

- build relationships with colleagues in New Zealand, creating opportunities for collaboration and sharing ideas to enhance school library services
- identify best practice and gain inspirational ideas that could be introduced to improve Shropshire & Telford School Library Service and work with school librarians.

Through achieving these objectives, I would aim to be a strong advocate for school libraries.



The interior of Halswell Centre Te Hapua.

Students participating in Learning Centre programmes experience e-learning embedded within traditional and future focused learning areas. Key competencies are developed as students work in collaboration with others across geographical and generational boundaries. Teachers gain professional learning opportunities as planning sessions with Learning Centre staff helps to focus on integration of ICT into their curriculum based unit plans.

Preparation and Planning

I contacted the School Library Association of New Zealand (SLANZA) and very helpfully my request for information was placed on their LISTSERV mailing list. Members interested in my trip then contacted me with the possibility of offering visits to their schools. The National Library of New Zealand staff offered their help by email and were instrumental in arranging school visits and transport. I also contacted the New Zealand Education Department who were able



Riccarton Library is a shared community and school library operated by Christchurch City Libraries in collaboration with Riccarton High School. The school library can request topic books for use at Riccarton from the entire Christchurch library service, ensuring that pupils have access to a wide range of stock. Safeguarding is not viewed as an obstacle to library use, as only older pupils in year 10 and above visit the library during school hours unaccompanied, younger pupils use the learning centres as classes with their teachers.

to give me ideas for suitable schools to visit. I found useful information on the websites of the Public Libraries in Auckland, Wellington and Christchurch too and made contact with the relevant librarians to organise visits. Annie Everall of [Authors Aloud](#)¹ also contacted me with useful contacts in Auckland. I received emails from librarians in New Zealand on an almost daily basis for a while and it took some time to plan my itinerary.

A school librarian in Christchurch offered to host me whilst visiting which was extremely helpful in terms of managing the budget and planning

visits. I discovered the joys of Airbnb, which also helped with budgeting. The visits flowed from North to South, so I arranged to visit Auckland, then Wellington and finally Christchurch. I allowed a week in each City and built in travelling time, so the entire trip was just over three and half weeks in total. I flew into Auckland and then caught the train to Wellington. I booked the ferry from North to South Island. Picton to Christchurch required a bus, due to the train track still being out of service due to the earthquake. I flew out from Christchurch at the end of the trip.



Heaton Library supports citizenship skills, and promotes reading for enjoyment. The Learning Resources Centre (LRC) is managed using a flexible booking system that allows teachers to utilise it when their programme will benefit from doing so. It is a multi-function learning space and also includes a small auditorium.

School Libraries and Community Spaces

School Library provision in the United Kingdom (UK) is under pressure. I was very much interested in the approach that the New Zealand Government were taking with regard to flexible learning spaces and the inquiry-based curriculum. School libraries are evolving from a traditional book hub to energetic Modern Library-Learning Environments (MLLEs). Schools in New Zealand are embarking on new and innovative teaching and learning

approaches to respond to the major shifts in the use of technologies and the way students are learning. The new curriculum, introduced in 2010, has prompted this focus on inquiry-based learning. Primary education starts at Year 1 and goes to Year 8 (around 5 to 12 years of age). Secondary education goes from Year 9 to Year 13 (around 13 to 17 years of age). The education system in New Zealand is different to the UK in that it offers Intermediate Schools for Years 7 & 8 and due to the fact that pupils transition to



Sylvia Park School library is called Te Puna Ngoi - The name of the Library translates to The Spring of Strength/Energy. This is a lower decile school but this is not used as an excuse for low expectations, rather the opposite. The Librarian had cleverly designed library furniture in the shape of 'AKO'. The word AKO means learning and teaching.

high school later than in the UK. The Curriculum actively encourages working with each schools' community and I was interested to see how this works in practice.

The school day is based on a 'unit of inquiry' which is a conceptually-based theme running through the term. Class-based subjects are integrated in this unit of inquiry and this is complemented by specialist subject work. Class-based teachers go with their students to the specialist subject areas to work and learn together. Students have a voice in developing

what is happening in the school – they help to develop the inquiry model. The classroom is 'learner centred' not 'teacher centred'. The New Zealand Curriculum states that inquiry can be visualised as a cyclical process.

This model is thematically different to the UK curriculum and I wanted to see how this inquiry model affects school library provision and community engagement. The school library is promoted as the place where inquiry can take place.



Auckland's Central City Library – This shows a seating and shelving unit in the children's area. The pattern relates to a Maori water folktale. The design elements all complement and enhance the feeling of flow. A reading group meets weekly in the Te Mārama room to discuss Te Reo texts in the library and is aimed at adult learners. Providing a space where people can improve their reading competency of te reo Māori.



Devonport Library - The library takes inspiration from the large native trees growing outside. The teenage area has a large round window encouraging readers to make themselves comfortable. The library offers storytimes, Minecraft sessions and digital drop-ins.



Chisnallwood School - is specifically designed to meet the needs of students in their pre-adolescent years. In addition to the library, Chisnallwood offers its pupils a Successmaker Suite, Performing Arts Centre and a Whare Wānanga (Maori learning centre).



Picture 10: Rōwhiti School is a merger of three schools closed by the earthquake. Flexible learning spaces allow teachers to design learning to meet the needs of every student. There are also areas for teachers to plan, meet collaboratively, and access resources to support the way they teach.

Library visits

Here is a list of the libraries I visited during this tour:

- National Library Auckland and Christchurch
- Auckland school libraries – Baily Road School, Sylvia Park School, Rangitoto College, Red Beach School, Kingsway School Junior Campus
- Auckland public libraries – Central City Library, Devonport Library, Tupu Dawson Road Library, Toiā Otauhu Library
- Wellington school libraries – Karori Normal West, Roroa Intermediate, Wellington Girls,

Tawa Redwood

- Wellington Central Library
- Christchurch school libraries – Villa Maria, Heaton, Chisnallwood Intermediate, Rōwhiti
- Christchurch public libraries – Riccarton, New Central Library, Halswell Centre Te Hapua, South Library, Kaipoi Library, National Library Christchurch

Key Themes and Learning Points

Inquiry-based learning, flexible learning spaces, partnerships, community outreach and community spaces were the common themes throughout my study tour. These themes inform



Halswell Centre Te Hapua is a new library and community facility that has been built alongside the Halswell swimming pool. The shape of the building has presented some challenges for staff with shelving and displays. The design allows for maximum natural light and feels very open and modern. The library is at one end of the building with the café and swimming pool and community rooms at the other end. The name gives reference to pools of water.



South Library. The library offers a varied programme of activities for the local community. In addition to storytimes for pre-school children, the Learning Centre offers a school programme. Library Learning Centre staff are trained teachers with experience in both Secondary and Primary schools. The staff ensure continual professional development within the area of ICT and are able to offer innovative new courses.

the direction and work at each library; how each engages with their communities and aims to meet the needs of pupils. I feel that the UK has a lot to learn about school library provision from New Zealand, notably the free nationwide service offered by the National Library and funded by Central Government. In addition, the joint use successful model of a school and public library in Riccarton offers an encouraging way forward. New Zealand could also learn from Wales about dual language provision in schools and libraries.

I consider myself lucky to have been awarded this amazing opportunity. I have visited some wonderful libraries

and places. I have met some truly inspiring librarians too. I have also made some new contacts with whom to share best practice and to explore new ideas.

I hope that what I have discovered and learnt will help inform school and community librarian developments.

Blog Link

More information about Sara's travels can be found on her blog via the link below:

<https://sarap68.wordpress.com>

References

¹ Authors Aloud UK (2017) Welcome to Authors Aloud UK [Online] Available at: <https://authorsalouduk.co.uk/> [Accessed 13.2.18]

Notes for contributors to Focus

Articles for publication in *Focus* are always welcome. *Focus* is not peer-reviewed, and articles are primarily intended to keep readers (who are professionals from a variety of different types of library and information services) informed about what is going on in the international library and information world, to introduce new ideas and programmes, report on activities and experiences, etc., rather than be 'academic treatises'.

Articles are normally between 1,500 and 2,000 words, though can be a little longer if necessary. The inclusion of references and URLs/links to further information is valuable, as are relevant photos (640 × 480 at 300dpi), if appropriate.

Focus is published in March, July and November.

Copy deadline is normally the end of January, May and September, respectively.

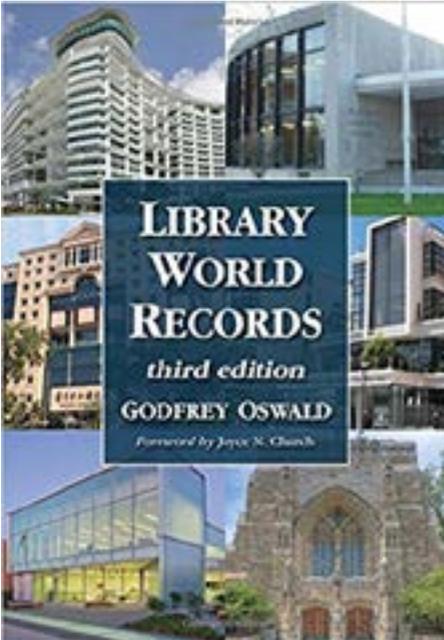
Please email material for consideration to the editor at iligfocus@cilip.org.uk

Articles should normally not have been previously published, or be under consideration elsewhere.

Book Review

Oswald, Godfrey. Library World Records (3rd ed.) by Godfrey Oswald, Foreword by Joyce N. Church. Publisher: New York, McFarland & Co Inc: 2017. ISBN: 9781476667775. Paperback: 277 pages

Review by Naomi Hay-Gibson, Medical Librarian, Tees, Esk and Wear Valleys NHS Foundation Trust, Durham



In looking at *Library World Records*, I would caution the reader that Oswald's book is a less a book of records than a miscellany of facts and history about the development of writing and creation of libraries. In this, it is unusual – other works looking at the history of libraries have a finer focus (see for example *Library: An Unquiet History* by Matthew Battles) but can miss the most delightful aspect of discovery. This book does not set itself out to be a history of the library as an entity, but instead gives small

glimpses rooted in history and culture about the reason why library 'firsts' are so important. Take, for example, the first fire at Harvard University Library in 1764. Destroying over 90% of its collection of books, the resulting rebuilding and donations took only two years to grow the collection back to its original size. Phoenix-like, Harvard is now the largest university library in the world. Was the course of its development as a library shaped by that early disaster? Quite possibly. But without the records of how libraries have interacted with others historically and culturally, we lose the sense of how much the concept of a library is a cultural touchstone.

The layout is fairly conventional for a record book, with sensibly enumerated chapters describing largest, oldest and firsts in library science, history and culture. One of the dangers of such a genre is that the facts themselves turn out to be banal, or outdated. However, Mr Oswald has obviously striven to keep the volume current and relevant to the concept. One small criticism is that the column-style typesetting makes the text sometimes a little fragmentary, but even in this, it feels right for a book of records – each seems like a small epigram waiting to be read. The book is unusually paperback for such a large

format volume. In an age where trade paperbacks can dominate the shelves, it's lovely to have a well-illustrated large format book available. Although I was slightly disheartened to see the illustrations were monochrome, it gives a different feel to the book – it's less of an illustrated cyclopedia of facts than a charmingly written collection of the unusual, urbane and delightful about libraries and the world of literacy. Sections are devoted to the old and new – one to firsts in earliest works and printers, and others to largest databases of every shade and hue. It gives the casual reader a canny reminder that our current technology will, eventually, perhaps be replaced by other firsts in the futures of academic and public libraries.

The records themselves are unusual, to say the least – an entry on the first outer space library, a list of first

full-time librarians, and (by far my favourite) a list of eight unusual things that happened at libraries. In this, Oswald has found a gem. Librarians, after all, by nature are curious about the world and their place in it, but also about the stories behind the unusual, abstruse, or fantastic. By letting us rediscover the joys of library minutia (such as why Dante Aligheri's remains were found somewhat incongruously in a section of the National Library of Italy in Florence, 1999) he has given back to everyone one of the reasons why we love libraries qua libraries, and not just as places – they are storehouses of buried treasures, with fantastic amounts of detail, novelty and interest.

Please follow the link below for a list of supplies for this book: <http://www.lwrw.org/order.htm>

Why not use this space to advertise your service to libraries?

Reach over 600 librarians / libraries around the world by placing an advert in this journal

see page 2 for details and costs

News from Around the World

Library Map of The World

Update from the International Federation of Library Associations and Institutions (IFLA)

“As we move forward with the Library Map of the World development, we would like to inform you about the upcoming activities in which we are going to need your engagement.

country-level basic library statistics from 105 countries across the world. In just six months since the launch, the [LMW website](#)¹ has been visited by users from 183 countries. It is a remarkable success; however, we are looking forward to improving the quantity and quality of data, especially on the number of libraries as well as library service points providing



LIBRARY MAP OF THE WORLD

Visualising the Power of the United Library Field



Data Submission Survey

Library Map of the World (LMW) 2018 Data Submission Survey will be open shortly and the LMW team will reach out to existing contributors and new countries with invitations to submit and update a country's library data. In 2017, we were able to gather

Internet access. Reliable data on those two very basic library statistics is our priority as we start using the LMW website as the representative source of information for library advocacy, especially when demonstrating contribution of libraries to free access of information, technology and skills.



SDG Logo

SDG Storytelling Manual

To provide guidance on how to tell compelling stories about library activities, project and programmes and their impact on communities and people's lives, and to support sharing of stories that demonstrate contribution of libraries in achieving the [United Nation's Sustainable Development Goals \(SDGs\)](#)² through the LMW SDG Stories platform, the LMW team worked together with IFLA's [International Advocacy Programme \(IAP\)](#)³ and Associates of IFLA's [International Leaders Programme \(ILP\)](#)⁴ to prepare the SDG Storytelling Manual. During the next couple of weeks, the Manual will be released, and an electronic submission form will be opened to facilitate the submission of SDG stories for publication on the LMW website. We will then be looking forward to receiving at least one SDG story from each IAP participant country as well

as will welcome librarians and library advocates from all countries to submit their stories for the LMW website. We are aiming at having more stories from more countries online to support our joint library advocacy within the UN 2030 Agenda.

LMW Country Pages

The next big step in the LMW development is the opening of the LMW Country Pages in August this year, during the [IFLA WLIC 2018](#)⁵ in Kuala Lumpur, Malaysia. Each country will have its separate country page that will include information about libraries and the library field in the respective country. During the next couple of months, the LMW team will reach out to existing contributors and new countries with invitation to submit the necessary information for their country pages, e.g. brief description of the library field, list of organisations, information about the library legislation, and LIS education. There will be an interim deadline for submission of this data at the end of June for those countries who would want to see their country page fully populated with information at the launch during WLIC 2018.

More information will follow from the LMW team and we look forward to working with you this year as we are developing the LMW website to be a truly representative source of basic library statistics around the world, as well as powerful advocacy tool at all levels."

Gerald Leitner
IFLA Secretary General

References:

¹IFLA (2018) Library Map of the World [Online] Available at: <https://librarymap.ifla.org> [Accessed 17 Mar 2018]

²United Nations Division for Sustainable Development (2018) Sustainable Development Knowledge Platform [Online] Available at: <https://sustainabledevelopment.un.org> [Accessed 17 Mar 2018]

³IFLA (2018) The International Advocacy Programme [Online] Available at: <https://www.ifla.org/ldp/iap> [Accessed 17 Mar 2018]

⁴IFLA (2018) IFLA International Leaders Programme [Online] Available at: <https://www.ifla.org/leaders> [Accessed 17 Mar 2018]

⁵IFLA (2018) IFLA WLIC 2018 [Online] Available at: <https://2018.ifla.org/> [Accessed 17 Mar 2018]

IFLA/Systematic Public Library of the Year Awards

“We are excited to announce that the IFLA/Systematic Public Library of the Year Awards I launched on 1 March 2018. First offered in 2014 the Award is a wonderful opportunity to showcase new public library buildings and associated programs, and consider their impact on the community.

The award is presented to a library anywhere in the world that best combines open, functional architecture with creative IT solutions and also

takes into account both digital developments and local culture. To qualify, the library must be newly built or housed in buildings not previously used as a library. This means that it must have been completed between 1 January 2015 and 31 December 2017. Applications close on 15 May 2018.

The award will be presented at the IFLA WLIC in Kuala Lumpur this August and is accompanied by a USD 5,000 prize. Systematic is a proud sponsor of this award.

In 2018 the Awards are being coordinated by IFLA’s Public Libraries, Metropolitan Libraries and Library Buildings and Equipment Sections.

We look forward to receiving your entries.”

*Ms Jan Richards
Chair IFLA Public Libraries Section*

Reference:

¹ Systematic (2018) “PUBLIC LIBRARY OF THE YEAR” – THE SEARCH FOR THE WORLD’S BEST NEW PUBLIC LIBRARY [Online] Available at: <https://systematic.com/library-learning/nyheder/2018/public-library-of-the-year/> [Accessed 22 Mar 2018]

ALIA's Sustainable Development Goals

News from Australia about how the Australian Library and Information Association (ALIA) is promoting libraries' role in delivering the Sustainable Development Goals, on behalf of Sue McKerracher Chief Executive Officer of ALIA:

1. New Sustainable Development Goals publication

The Australian Library and Information Association (ALIA), the Australian Public Library Alliance (APLA) and National and State Libraries Australasia (NSLA) have published a report about how [Australian libraries support the Sustainable Development Goals](#)¹.

It features case studies of outstanding library programs in every state and territory. The report has been shared with the United Nations (UN), government departments and politicians, and will form the basis for ALIA's response to the Australian Government's Inquiry into the UN Sustainable Development Goals.

2. Our Global Future, the Asia Pacific Sustainable Development Goals Summit (Gold Coast Convention Centre, Queensland, Australia)

In 2018, ALIA is holding the first [Asia-Pacific Library and Information Conference](#)² (APLIC), on the Gold Coast, as a three-way partnership between ALIA, the Library Association of Singapore and the Library and Information Association of New Zealand Aotearoa (LIANZA). The

conference takes place from Monday 30 July to Thursday 2 August.

APLIC provides the perfect opportunity to bring together library and information professionals from across Australia and the Region to compare strategies for incorporating the Sustainable Development Goals (SDGs) in their work in communities, in schools, in academia, with government and with other stakeholders.

Major themes for the one-day pre-conference summit on Sunday 29 July will be:

- Ensuring public access to information
- Preserving and providing access to cultural heritage
- Promoting universal literacy

Summit attendees will depart with a clear understanding of how the SDGs can be embedded in their own sector; be it public, school, academic or special libraries. They will gain a national and international library perspective on the SDGs; be better informed about ways of progressing this agenda, and be equipped with the information they need to spread their message in their own communities and through professional networks.

Keynote address, Christopher Woodthorpe, Director of the United Nations Information Centre (UNIC), Canberra. UNIC Canberra covers,

Australia, Fiji, Kiribati, Nauru, New Zealand, Samoa, Tonga, Tuvalu and Vanuatu.

Financial assistance

The event has been made possible through funding from the IFLA International Advocacy Programme, which enables ALIA to offer financial assistance to support attendees from emerging nations in the Region.

Expressions of interest and enquiries should be directed to events@alia.org.au.

References

¹ALIA (2018) Australian libraries support the Sustainable Development Goals [Online] Available at:

https://www.alia.org.au/sites/default/files/Sustainable_Development_Goals_report_screen.pdf [Accessed 15 March 2018]

²ALIA (2017) Asia-Pacific Library and Information Conference 2018 [Online] Available at: <https://aplic.alia.org.au> [Accessed 15 March 2018]

ILIG on Facebook

If you're on Facebook, why don't you join us?

www.facebook.com/groups/13131232426

Make contact with librarians around the world and start networking!

CILIP ILIG Business

Alan Hopkinson Award

Applications for the 2018 newly established Alan Hopkinson Award are now open. Following his death, in 2016, a trust fund was set up to enable one CILIP member per year to attend the IFLA annual conference.

The Chartered Institute of Library and Information Professionals (CILIP) and its International Library and Information Group (ILIG) are delighted to offer the opportunity for any ILIG member (note: United Kingdom-based CILIP members can now join ILIG free of charge) or a CILIP member living outside the UK to attend the World Library and Information Congress organised by the International Federation of Library Associations and Institutions (IFLA) in Kuala Lumpur in 2018.

Alan Hopkinson was an active member of CILIP ILIG from 2004 until his death. As well as regularly attending IFLA conferences, he was very interested in assisting young professional librarians from developing countries. He was involved in the Commonwealth Fellowship scheme and in training young professionals from Eastern Europe.

A panel comprising CILIP President Ayub Khan, CILIP ILIG Chair Ian Stringer and CILIP ILIG Secretary Anna Jablkowska will consider applications.

Their decision will be final and they will not enter into correspondence on it.

The award covers the IFLA conference fee and 200 GBP towards travel and accommodation. You are required to write a reflective report of 2,000-4,000 words within six months of their visit, and a version for publication in Focus on International Library and Information Work, the ILIG journal.

You should submit a formal proposal in English of up to 400 words (equivalent to one to two pages of A4 paper) detailing how the visit will support your professional development and your organisation. Headings such as 'Visit objectives', 'Planned approach and content', 'Application of learning post-visit' may be used.

You should attach Curriculum Vitae of up to five pages in length, including the names of two referees in senior posts. You are encouraged to seek the support of your line-manager or organisation, prior to submitting an application. The deadline for the receipt of proposals for the 2018 Alan Hopkinson Award is midnight GMT on Sunday 8th April 2018. The successful applicant will be notified by the end of April 2018.

The proposal should be sent: by e-mail to: Anna Jablkowska, the ILIG Secretary, at ilig@cilip.org.uk

CILIP ILIG AGM

Face to face with Ayub: the new CILIP President shares his exciting international perspectives

Wednesday 11th April 2018 from 17.45 to 19.45
at CILIP HQ, 7 Ridgmount Street, London, WC1E 7AE

Programme

- 17.45 Reception
- 18.15 ILIG Annual General Meeting
- 18.45 Ayub Khan, CILIP President

AGM Agenda

1. Apologies
2. Minutes of the AGM meeting held on 10th May 2017
 - 2.1 Confirmation
 - 2.2 Matters Arising
- 3 Annual Report
- 4 Committee 2018. To note that, in line with CILIP Group Regulations, the appointed officers for the ILIG Group Committee for 2018 are:
 - Chair: Ian Stringer
 - Vice Chair: Vacant
 - Honorary Secretary: Anna Jablkowska
 - Honorary Treasurer: Kathleen Ladizesky
5. Treasurer's Report and Accounts
6. AOB accepted by Chair before the meeting.

18.45 Ayub Khan, CILIP President

Ayub has chosen "International" as his presidential theme and he will expand upon this in his talk. He will be bringing forward a commission to develop CILIP's International Strategy – a great opportunity to strengthen our international work and build up our overseas membership.

Join us to find out more about why Ayub feels that it is an exciting time to be president of CILIP and how his plans and priorities for the year will align with changes at CILIP including the new membership model and CILIP's Equality and Diversity Action Plan which aims to tackle inequalities in the library and information profession including the lack of ethnic diversity and the gender pay gap.

The evening's events end at 19.45 and are free, but for catering purposes, please [register online](#).

DATES FOR YOUR DIARY

CILIP ILIG INFORMALS AND MEETINGS

CILIP ILIG AGM

Wednesday 11 April 2018 at CILIP Head Office
ILIG AGM with CILIP President Ayub Khan
Ayub Khan will talk on how CILIP sees its international agenda

CILIP ILIG Informals

Wednesday 9 May 2018 ILIG Informal (details TBC)
Ferelith Horden: IBBY
(International Board on Books for Young People)
From Afghanistan to Zimbabwe: the A-Z of (working with) international children's literature

Wednesday 10 October ILIG informal (details TBC)
Stephan Roman
(Honorary Fellow 2017 and former Regional Director of South Asia for the British Council)

Wednesday 14 November
Joint presentation with the Information Literacy Group (CILIP ILG)
on the European Conference on Information Literacy

Please check the [CILIP ILIG](#) website nearer the time for further details:

Informals are friendly and informative gatherings. They are aimed at anyone who has an interest in the international library and information scene. Generally there is no charge and our Informals allow plenty of time for networking and free refreshments.

IFLA World Library and Information Congress 2018 **24-30 August 2018**

The International Federation of Library Associations and Institutions
84th Annual General Conference and Assembly - Kuala Lumpur, Malaysia.
More information: <https://2018.ifla.org/>

