

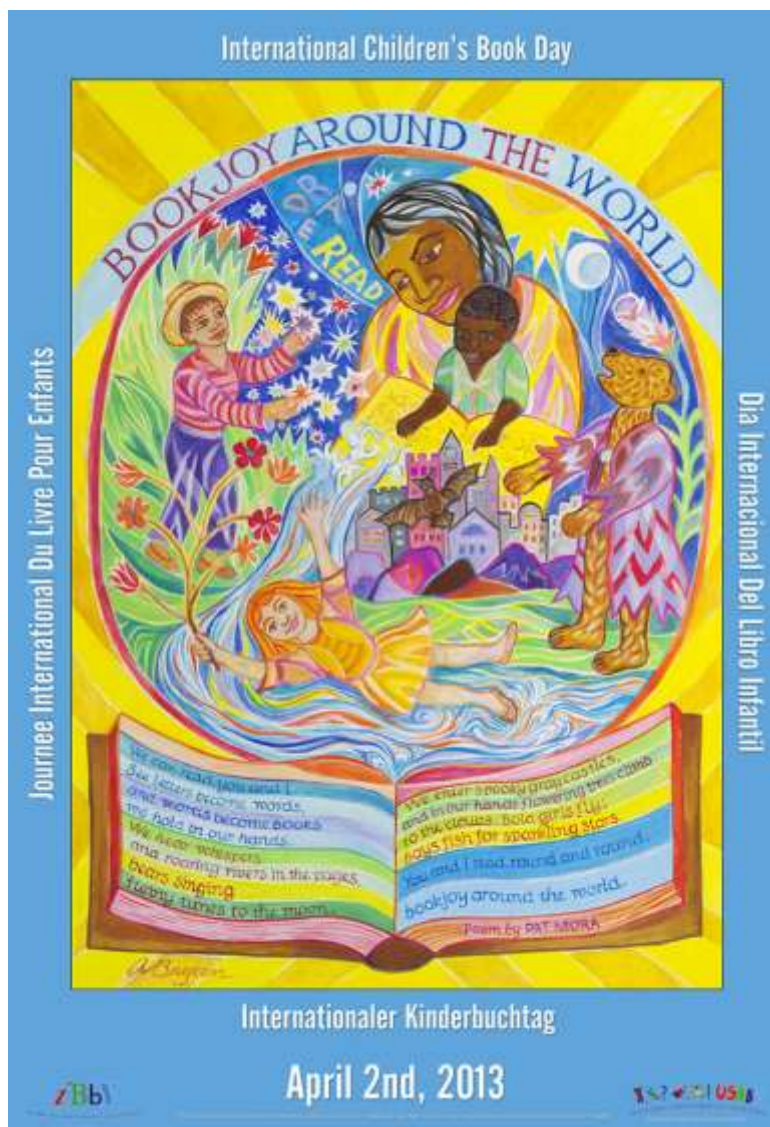


# Newsletter for IFLA section no. 11 School Libraries and Resource Centers



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<http://www.ifla.org/en/publications/school-libraries-and-resource-centers-section-newsletter>



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# IFLA Section 11 News



## ***Section Chair's Message***

Randi Lundvall, Section Chair  
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2013 is here; a new year with new opportunities. The IFLA Section for School Libraries will this year continue collaborating with different partners in the field of librarianship and other related areas.

Following the success we had with our joint session with the Section for Public Libraries in Helsinki on the theme of collaboration, which, by the way, gathered more than 800 people, we now have a Call for Papers out on the theme *School Libraries and Information for Civic Literacies* in collaboration with the Section for Information Literacy. Hopefully this will be just as interesting for the attendants in Singapore.

In Helsinki we also arranged an interesting and well attended offsite visit to the Sello Public Library, which is located a 20 minutes' train ride from central Helsinki. The three IFLA sections, Children and Young Adults, Public Libraries and us worked together on this event. I find it interesting to go offsite and experience something that is more related to the people of the country we visit and their daily life, in addition to attending the actual conference.

We continue working together with IASL. Our joint IFLA project on School Library advocacy was the theme of a workshop at the IASL conference in Doha in November 2012. It will also be the theme of the joint 1-day conference in Kuala Lumpur post-IFLA/ pre-IASL in Bali. Dianne Oberg, the former member of this Section, is in charge of this project, and I would like to thank her for doing this.

With IASL we have also started planning the revising of the IFLA/UNESCO School Library Manifesto and Guidelines as they are now more than 10 years old.

The Midyear Meeting will be in Oslo 10 – 12 April. A 1-day conference on Information Literacy is included on 11 April. It will be in English.

More information about all this and the Call for Papers is provided on the website and in this newsletter. I will also recommend you to read the thorough minutes from the two Helsinki Standing Committee Meetings written by our Secretary Barbara Schultz-Jones. Both meetings were very well attended, and we hope this will influence this year's election. We need more members to the Standing Committee.

**Minutes from the Helsinki meeting are posted at <http://www.ifla.org/school-libraries-resource-centers/minutes>**

Meet with other school library movers and shakers by participating in IFLA's conference to be held 17-23 August. The School Libraries section has as its theme: "School Libraries and Information for Civic Literacies." The deadline for proposals is 31 December. Other calls for papers and be found at <http://conference.ifla.org/ifla79/calls-for-papers>.



In addition, the School Libraries section will cosponsor a post-conference, along with the International Association of School Librarianship, on advocacy. This one-day training will be held in Kuala Lumpur on 26 August.

The 2013 International Summit of the Book will be held in Singapore at the beginning of the IFLA conference. Under the theme "A Book By Any Other Name" invited experts and supporters of literacy worldwide will debate the evolving concept of the book from an Asian perspective. Information on the conference, including [registration](#) information, can be found at the <http://blogs.nlb.gov.sg/booksummit2013/>.

Need money to attend IFLA? The Stichting IFLA Foundation has made available funds to support ten colleagues to attend the IFLA Congress in Singapore. Successful candidates receive support in the form of Congress registration and a subsidy towards travel, accommodation and additional expenses for a maximum total of 3000€. Interested people must be first time attendees and members approved by their national library association. Details are found at <http://conference.ifla.org/ifla79/news/conference-attendance-grant-by-the-stichting-ifla-foundation>. Several other opportunities for conference grants and scholarships may be found at <http://conference.ifla.org/ifla79/conference-participation-grants>.



### **Section Newsletter Editor**

**Dr. Lesley Farmer**, [lfarmer@csulb.edu](mailto:lfarmer@csulb.edu) Thanks to the membership for sending me information about projects, events, and resources. Your articles and photos are welcome throughout the year.

## ***Building Strong Library Associations***

The IASL / IFLA SLRC Joint Committee has been awarded funds from IFLA to develop and implement a module, titled "School Libraries on the Agenda," to train school librarians on ways to build strong library associations. To this end, an eight-part module has been created, incorporating other IFLA training and adding school-specific content. The complete kit includes a training manual, a set of PowerPoint presentations, participant handouts, and case studies. Both one-day and two-day workshop frameworks are possible. The module was tested at a workshop held during the IASL conference in Doha, Qatar, held mid November 2012. About half of the three dozen participants indicated an interest in keeping abreast of the project. Another workshop is scheduled for the IFLA/IASL pre-conference to be held 24 August 2013 in Kuala Lumpur.

The IFLA School Libraries Section is taking the lead in revising the 2002 IFLA/IASL School Library Guidelines (<http://www.ifla.org/publications/the-iflaunesco-school-library-guidelines-2002>) and the 1999 UNESCO/IFLA School Library Manifesto (<http://www.ifla.org/publications/iflaunesco-school-library-manifesto-1999>). Members who have suggestions should send their suggestions for revisions to Randi Lundvall ([rlundvall@hotmail.com](mailto:rlundvall@hotmail.com)) and Barbara Schultz-Jones ([barbara.schultz-jones@unt.edu](mailto:barbara.schultz-jones@unt.edu)).



**IFLA School Libraries Section Committee and meeting attendees at the 2012 IFLA Congress.**



## International Projects



### ***New Guidelines for School Libraries in Croatia: The 24<sup>th</sup> Spring School for School Librarians***

**Luisa Marquardt**

Director Europe for IASL, IASL-IFLA Joint Steering Committee,  
Università "Roma Tre"

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Over 350 school librarians from all over Croatia gathered in Dubrovnik, from March 21 to 24, to attend the 24<sup>th</sup> Croatian Spring School for School Librarians. This traditional and not-to-miss meeting, promoted and organized by "[AZOO - Agencije za odgoj i obrazovanje](http://www.azoo.hr/)" (i.e., Education and Teacher Training Agency, <http://www.azoo.hr/>), in collaboration with the "[Hrvatska udruga školskih knjižničara](http://www.husk.hr/)" (i.e., [Croatian School Library Association](http://www.husk.hr/)) (<http://www.husk.hr/>), has had as its main theme "Smjernice za rad školskog knjižničara" (i.e., Guidelines for school libraries) and focused on standards and guidelines for school library and librarians, librarians' skills and competences, required by the new national school curriculum. The intensive professional development program (including keynotes, workshops etc.) aimed at improving the quality of education through the implementation of the school librarian's educational role and his/her skills and competences.

The 24<sup>th</sup> Spring School was opened by several authorities, such as the Director of AZOO, Mr. Vinko Filipovic (see picture at left), the Head of Education, Culture and Sports of the Dubrovnik-Neretva County Mrs. Marijeta Hladilo, and the Deputy Mayor of Dubrovnik Tatjana Simac Bonacic. Filipovic said that the ever changing role of the school library doesn't alter its main function – providing a gateway to information and resources for the whole school community and enriching its cultural dimension. The networking function of librarians contributes to enhance the quality both of the school as a whole and all its different components (teachers, pupils etc.), connecting them each other: this has been recently recognized as fundamental by the Ministry of Education and Min-



istry of Science and Technology, and, as a result, new funds have been allocated for the next year. This good news (following at least two years of budget cuts) was happily welcomed by the audience, eager to improve services, collection and structure of its libraries. The key role of the school librarian was also underlined by Tatjana Simac Bonacic, too. Dubrovnik and its history were introduced by the Deputy Mayor and then lively represented by music, dances and songs by a group of students in traditional costumes.

The following day a plenary session was held in the morning on the theme of quality work of school libraries as a fundamental requirement. In the first part Croatian experts talked on the development of Croatian guidelines for school libraries (Veronika Čelić-Tica and Mira Zovko), the school library in the electronic environment (Jasmina Milovčić), self-evaluation and evaluation (Korina Udina and Ivana Vladilo) and guidelines for a work of good quality in high school libraries (Ruža Jozić) and in primary school libraries (Helena Barić Karajković). During the second part, experiences, reflections and lessons learned from different countries were reported by international experts - Stela Dukic (Hong Kong), Jennifer Branch (Canada), Luisa Marquardt (Italy) and a Slovenian team with Fekonja Romana, May Miklič and Gregory Škrljevo, Mateja Drnovsek, Alya Bratuš, and Ursa Bajde. Several workshops addressed to primary and secondary school librarians. New titles were available in the exhibition area.

A cultural program completed the yet rich offer. It included a guided tour of Dubrovnik, an evening at the Theater of Dubrovnik, and a literary evening, at the conference venue, with the writer Damir Milos as a guest in a room full of attentive and interactive participants, who posed him a number of questions.

Within the Spring School the Croatian School Library Association held its 10<sup>th</sup> Assembly, with lively discussions, elections, school library awards and, of course, a great celebration of the important anniversary. Vanja Jurily has been confirmed for a second term as the President.

The 24<sup>th</sup> Summer School for School Librarians [Proceedings](#) are available (in Croatian) in PDF format at URL: [http://www.azoo.hr/images/razno/24\\_proljetna\\_skola\\_knjiznicara .pdf](http://www.azoo.hr/images/razno/24_proljetna_skola_knjiznicara.pdf) .

Once more this yearly event has confirmed the Croatian experience as an interesting and vital practice, a model for the quality of the program, the high motivation and commitment of its participants, the overall organization, the investment done by the public administration, fostering this ongoing initiative of professional development. The Spring School will be celebrating the silver anniversary: 25 years of professional development for school librarians!

NOTE: This article was originally slated for June 2012, but was inadvertently omitted.

### ***Resources for Library Disaster Relief***

The International Association of School Librarianship has gathered sources of information about disaster recovery, which is available at <http://iaslidsig.wikispaces.com/Disaster+recovery>. The wiki also has resources for other library development issues.

## ***New Italian Law on Information Professionals***

**Luisa Marquardt**

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I want to share with you the joy after a new law has been approved on 19 December. The Italian Library Association (AIB, <http://www.aib.it>) campaigned and advocated, with other associations, *for ten years* in order to have intellectual professions (as librarians, art historians etc.) recognized. This is a very important victory that proves how networking can be effective and successful. Here is the press release by the AIB President:

<http://www.aib.it/attivita/2012/29786-legge-professionisti-non-ordinistiche/>

The "Observatory of the Profession" (within the AIB, whose SL sector I'm currently chairing) is working to define new curricula (including the School Librarian/Information Specialist) to be hopefully endorsed by the University Rectors' Coordination. A long (and maybe very winding) road is still ahead, but a fundamental step is achieved!



## ***School Library Advocacy in the UK***

In October, school librarians in the UK lobbied their Parliaments to make school libraries mandatory in all schools. Authors and other library supporters also participated. The results from the day were positive: an [APPG Libraries](#) enquiry to collect impact evidence for school libraries, an Early Day Motion promise, and lots of MPs promising support. In the past year more than 200 libraries were closed in the UK. Currently, each school site's head decides whether or not to support a school library. A great collection of photos and posters from the lobbying effort is found at

<http://jabberworks.livejournal.com/518570.html>.



## ***Asian School Librarians Develop Model Professional***

SLAP (School Library Initiatives for Asia & Pacific) is a sub-project of the [GLOBALIS](#) project, and focuses on sharing practical knowledge and skills with school library practitioners in Asia-pacific region. Even in this century, the role of the school library professional has not been firmly established in many Asian countries. Most Asian countries have their own social systems, which do not always reflect Western-style professionalism. SLAM's goal is to establish an Asian model of the school library professional. The initiatives will take the first step in Tokyo in 2013, to identify the problems affecting the future of school libraries in Asia.

During a weekend in Tokyo, 12-13 January, 2013, participants from Asia will have the exciting opportunity to communicate with other participants from Asia-Pacific regions. Workshops and poster sessions are planned. The target audience for this event are struggling school library professionals/practitioners of Asia, but participants interested in school librarianship, from any region of the world, are welcome. For participants from Asia, the project will offer opportunities to present the practices and research of their own country, and to attend training sessions and lectures from leading countries with established school library professionals and education systems, such as the U.S., Australia and Singapore.



## ***African Advocacy Efforts***

**Mieke Wishart**

Library Technician British Columbia, Canada

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I was in Zambia for two weeks with a team of volunteers to set up a school library at an orphanage/boarding school for children affected by or infected with HIV in the city of Ndola. Through this link I was able to make contact with some librarians in Zambia, and we managed to hire a librarian to continue

the work of cataloging the books, to teach the students and staff about how a library works and to bring our library to life instead of just having a roomful of books on shelves. Our team also donated books to a school that is in a remote area between Ndola and Kitwe. This school has 1005 students and the head master told me they have a total 800 books, but they don't have a school library. Before I left Zambia I went to visit the Lubuto Library at Fountain of Hope in Lusaka. It was a joy to see how this library has become a vital part of the community. Here is a photo of beautiful Grace Academy Library with our librarian who just graduated from the University of Zambia.



**Margaret Baffour-Awuah**

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Botswana public libraries use mobile libraries, a service targeting rural populations. School children throng to them, and these mobile libraries have become more like a school library service in practice; they actually stop at schools on specific days. An evaluation of the service some years back conclusively found the majority of its users are school children. The buses have had problems of breaking down in sometimes harsh rural settings. We also have Village Reading rooms, which were also initially a service targeting new adult literates, who had finished the adult education program and needed reading material to ensure sustenance of their newly acquired reading skills; needless to say, the book hungry primary school children latched on to them, and the libraries have been found to serve a lot more school children than adults. Water will find its path no matter the objects along its route.

**Margie Headlam**

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As an alternative to mobile libraries, I have found in Tanzania that the village model such as the Jifundishe (“help yourself”) is a wonderful adjunct. It doesn't replace the requirement for school libraries but until the government is able to implement school libraries (Tanzania has signed up to the Millenium goals but doesn't have the teachers needed), the village library is serving the community including the area schools by holding the textbooks, providing Internet access, and supporting those students unable to attend secondary school by helping them sit for the national exams. The Seeds of Hope Children's Ministry <http://www.seedsofhopecm.com> supports these efforts, and details may be found at <http://jifundishe.org>.

**Daniel Mangale**

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The Kenyan Public Primary school Libraries advocacy website tries to create more awareness and ensure that as we turn the heat on the government we have enough evidence of how critical and tranformative school libraries can be in Kenya. We also hope through this major advocacy we shall place the primary schools library agenda in the political stage. Our clarion call is let our children read and have a better tomorrow with informed and empowered citizenry. Kindly join us and support our movement for primary school libraries in Kenya. For more information, read <https://www.facebook.com/PublicPrimarySchoolsBasedLibrariesKenya/likes>.

**African Library Project Library Manual**

In 2012 the African Library Project published a manual: *How to Set Up and Run a Small Library in Africa*. It features useful practices learned by the project over the years. The manual may be downloaded at <http://www.africanlibraryproject.org/our-african-libraries/library-resources>.

## ***American Library Association Projects***

To bring public attention to the unfair e-book lending practices used by some of the world's largest book publishers, the ALA recently released the "**ALA E-book Media & Communications Toolkit**," a set of materials created to support librarians and community members in publicly advocating for fair e-book practices. The toolkit includes op-ed and press release templates for library supporters interested in informing the public of the role that libraries play in building literate and knowledgeable communities. To download the e-book media toolkit, or to learn more about current e-book library lending practices, visit <http://www.ala.org/ebooktoolkit>.

The Association of College and Research Libraries developed and approved **diversity standards** that call for cultural competence for academic librarians. These 2012 standards provide a framework to support libraries in engaging the complexities of providing services to diverse populations and insuring a diverse library workforce. The standards include: cultural awareness of self and others; cross-cultural knowledge and skills; organizational and professional values; development of collections, programs, and services; service delivery; language diversity; workforce diversity; organizational dynamics; cross-cultural leadership; professional education and continuous learning; and research. The standards are available at <http://www.ala.org/acrl/standards/diversity>.

The **Best Apps for Teaching and Learning** is a new recognition by the American Association of School Librarians to honor apps of exceptional value to inquiry-based teaching and learning as embodied in the American Association of School Librarians' [\*Standards for the 21st-Century Learner\*](#).

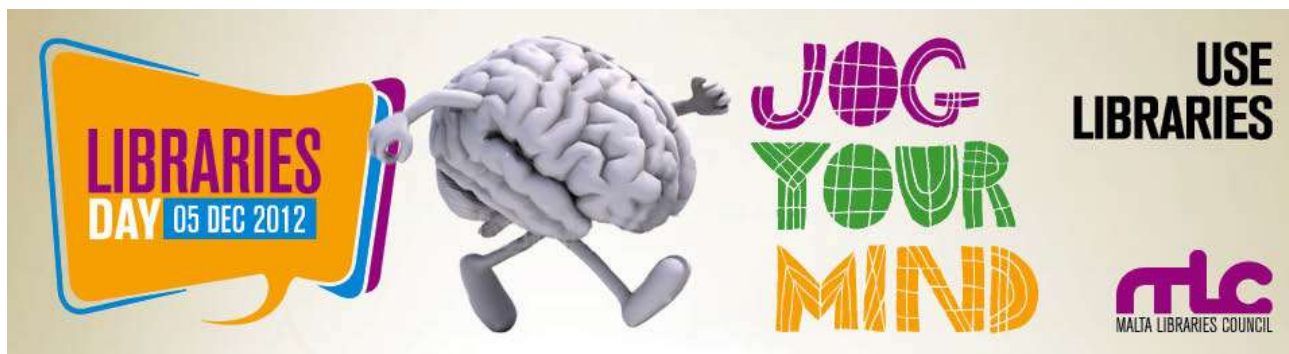


This **Teen Tech Week™** (10-16 March 2013), the Young Adult Library Services Association invites librarians to Check In @ your library! This year's theme encourages libraries to throw open their physical and virtual doors to

teens and showcase the outstanding technology they offer, from services such as online homework help and digital literacy-focused programs to resources like e-books, movies, music, audiobooks, databases and more. Visit <http://www.ala.org/teentechweek> to join!

The Association for Library Service to Children (ALSC), a division of the American Library Association, has added more online resources to Great Websites for Kids (<http://gws.ala.org/>).

The Library of Congress has announced three new literacy awards: the David M. Rubenstein [\*Prize\*](#) for a groundbreaking contribution to the sustained advancement of literacy by any individual or entity worldwide; the American Prize, honoring a project developed and deployed in the US during the preceding decade with special emphasis on combating aliteracy; and the International Prize, which would honor the outstanding work of an individual, a nation or a non-governmental organization (NGO) working in a specific country or region.



On 5 December over forty libraries in Malta and Gozo held activities during extended opening hours to raise awareness about the roles that various libraries have in today's society. This series of events was organized by the Malta Libraries Council in collaboration with the Malta Libraries, the Schools Library Services, and the Ministry of Education and Employment. The message of the day was "Jog your mind – use libraries." The organizations recognized that technology advances and the massive amount of information available has redefined library roles of providing educational and recreational information and related services. "... *There are two important networks of libraries that we need to sustain, empower and render more accessible to their users. These are school libraries and public libraries. ...*" For more information, see <http://www.mlc.org/mt/events.html>.

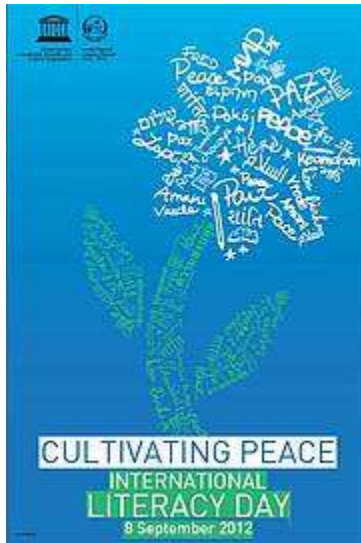


### ***International School Library Month Celebrated World-wide***

School libraries around the world celebrated International School Library Month (ISLM), which is held in October. This year's theme was "School libraries empower learners for life." The International Association of School Librarianship gathered stories of school library ISLM activities from India, Indonesia, Ireland, Kenya, Pakistan, Philippines, Poland, Portugal, Romania, Serbia,

South Africa, Spain, Turkey, and the Ukraine. See details at <http://www.iasl-online.org/events/islm/2012a.htm>.

## ***International Literacy Day, 8 September 2012***



### **Message from Ms Irina Bokova, Director-General of UNESCO**

This year, International Literacy Day has a special focus on the fundamental relationship between Literacy and Peace. This has tremendous relevance in our current turbulent times. Countries with patterns of violence have some of the lowest literacy rates in the world. Conflict remains one of the major barriers to the attainment of the Education for All (EFA) and [Millennium Development Goals](#) (MDGs). Conflict-affected countries are home to over 40% of the world's out-of-school population of primary school age.

We must not allow conflict to deprive children and adults of the crucial opportunity of literacy. Literacy is a fundamental human right, and the foundation of all education and lifelong learning. Literacy transforms the lives of people, allowing them to make informed choices and empowering individuals to become agents of change. Lasting peace depends on the development of literate citizenship and access to education for all. Amidst political upheaval and escalating violence in many parts of the world, literacy must be a priority in the peace-building agenda of all nations.

Peace and sustainable development are interdependent, and it is crucial for the two to develop and strengthen simultaneously. Literacy is also a development accelerator, enabling societies to grow more inclusively and sustainably. [Literacy programmes](#) can become a key component of future development strategies, opening new opportunities and skills for all. All of this is vital to achieving Education for All and the Millennium Development Goals.

Progress has been made toward reaching the 2015 targets for literacy, but formidable challenges remain ahead. These challenges need to be met with stronger international resolve, if we are to deliver on the promises made in Dakar in 2000. UNESCO estimates that the global adult illiterate population stands at 775 million, while there are still 122 million illiterate youth worldwide. Women and girls make up nearly two thirds of the illiterate adult and youth population. Great potential is being lost.

We can end this cycle of exclusion. We all have a shared interest in ensuring that the world becomes a more literate place. As we approach the Education for All deadline in 2015, we have gained new momentum. UNESCO has worked tirelessly to place education and literacy at the top of the global development agenda. The United Nations Secretary-General's "Education First" initiative, to be officially launched later this month, shall be a strong advocacy platform at the highest level.

The winners of this year's UNESCO International Literacy Prizes demonstrate how successful literacy programmes can achieve outstanding results. They are living examples of the central role of literacy in promoting human rights, gender equality, conflict resolution and cultural diversity.

Today, I call upon stakeholders at all levels to strengthen partnerships that will accelerate quality literacy provision. It is essential that literacy programmes incorporate the values of peace, human rights and civic values, if literacy is to become a true means of empowerment. It can be the harbinger of peace and development. Let us make this happen, together and faster.



## ***IASL Gathers in Qatar***

### **Dr. Lesley Farmer**

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What happens when almost three hundred school librarians, library educators, and vendors from 48 countries gather in Qatar? Lots! From discussions about global literature to puppets, from technology

slams to bookmaking for children, from author presentations and branding to online community building, from henna painting to sword dancing.

The 41<sup>st</sup> annual conference and 1<sup>st</sup> research forum of the International Association for School Librarianship was held in Doha, Qatar, November 12-15. The theme, “The Shifting Sands of School Librarianship,” was most appropriate. Attendees included public and private schools (a surprisingly strong contingency of international school librarians), library researchers and educators, as well as authors and vendors. Almost a quarter of attendees came from Qatar. Out-of-country participants were greeted at the airport, and whisked to their hotels. Even before the conference officially began, some folks enjoyed local landmarks such as the National Museum of Islamic Art, or shopped at the local high-end shopping mall. On subsequent days, buses transported attendees to the conference center in Education City, going early to escape rush hour traffic.

The opening day brought greetings from local dignitaries, including past IFLA President Claudia Lux, who is now in charge of creating Qatar’s national library. Featured keynoter Eppo van Nispen shared his enthusiasm for creativity and innovation in libraries as he ran through hundreds of slides, even capturing opening activities. He spearheaded the efforts to create an internationally acclaimed innovative Dutch public library with no rules. Qatari child dancing groups also graced the stage.

The following days also began with riveting keynote speakers. Joyce Valenza showed how emerging technologies could deepen the library experience and collaboration. Stephen Krashen shared several studies as he emphasized the need for free reading and well stocked libraries, particularly as an effective and equitable way to insure literacy. Iranian Dr. Mahran Kamrava reviewed research processes, and empha-



sized its international aspects. The last day also featured a fascinating panel of authors and illustrators, moderated by Laurie H. Anderson. All of these top-notch speakers presented at additional sessions, so attendees were able to interact with them on several occasions.

Over fifty concurrent sessions filled the rest of the days. While most presentations were given in English, an Arabic strand was also offered. Several themes emerged from the talks:

- Cross-cultural issues: global and digital citizenship, bilingual programs, the use of Ar-ablish (txting in ersatz Arabic using Roman letters and numerals)
- Librarian roles: as change agents, advocates, models of happiness, writing supporters, leaders, and other reimagined roles
- Information literacy: as it is addressed in International Baccalaureate schools, building collaborative learning communities, using TRAILS, impact of library space. Web 1.0, In-folLit India, ICT skills, college readiness
- Reading motivation: meeting boys' needs, using blogs, bookmaking, book shows, story-telling, personalized literacy programs, imagining history, trickster tales and the Gigglet project
- Research: evaluating IASL conference attendance patterns, next generation school libraries, perceptions about ideal technology learning spaces, U.S. school library advocacy literature, school library environment assessment in international schools, ontological models of school librarianship, children's reading experiences, global case studies on literacies and libraries, a training toolkit for school libraries in developing countries, teacher librarian program information needs, collecting data about school libraries internationally, use of web 2.0 to support student inquiry
- Technology: QR codes, wikis, elearning, audio programs and zines, social networks, infographics, Zotero, Google sites, digital reading, mind mapping tools. Joyce Valenza's technology slam gave the audience the opportunity to share their favorite websites.



About a dozen vendors shared their wares throughout the conference, and several also gave demonstrations about their products. A couple of them also sponsored authors, who were a big hit – especially Chris Bradford in his samurai costume complete with sword. In addition, conference attendees also had a chance to visit two international schools' libraries, and chat with authors in the process.

All of these learning experiences about school librarianship were balanced with bountiful meals, often featuring Middle Eastern cuisine. In addition, an open-air cultural evening enabled attendees to enjoy more dancing, live music, regional food, and local crafts. Of course, the bidding was lively at the annual conference dinner and live auction. Throughout these events, librarians networked actively, a sure sign of a successful conference.



# Research

**American Association of School Librarians, (2012). *School libraries count!* Chicago, IL: AASL. [www.ala.org/aasl/slcsurvey](http://www.ala.org/aasl/slcsurvey)**

According to trend data collected by the American Association of School Librarians (AASL), library staffing, expenditures and physical usage remains consistent with 2011 results. The data also indicates connectivity to the school library continues to rise through increased networked computers in the school as well as [remote access](#) to school library databases. Data was collected as part of AASL's national longitudinal survey, conducted yearly since 2007.

**Barack, L. (2012, Nov.). The league of extraordinary librarians. *School Library Journal*. <http://www.thedigitalshift.com/2012/11/k-12/the-league-of-extraordinary-librarians-sljs-latest-tech-survey-shows-that-media-specialists-are-leading-the-way/>**

*School Library Journal's* annual technology [survey](#) indicates that teacher librarians often vanguard technology at their sites. So far, the results have been pretty impressive: 87 percent of school librarians report that they're in charge of their library's technology, with 60 percent adding that they've also introduced it into the classroom. Furthermore, 44 percent now serve on their school's tech team, and in these budget-troubled times, when many library [positions](#) are on the line, that role may mean increased job security. In fact, 55 percent of the elementary, middle, and high school librarians that responded to our survey say that their tech skills have increased their value in administrators' eyes.

**National Literacy Trust. (2012). *Children's reading today*.**

[http://www.literacytrust.org.uk/research/nlt\\_research/4816\\_childrens\\_reading\\_today](http://www.literacytrust.org.uk/research/nlt_research/4816_childrens_reading_today)

Funded by law firm Slaughter and May, the research with 21,000 children and young people across the UK reveals the number of children who enjoy reading very much or quite a lot has remained static since 2005 (50% today vs 51% in 2005). This highlights a clear issue with children's leisure time with many children enjoying reading but pushing it out in favor of other activities. The research found:

- More than a fifth of children (22%) rarely or never read in their own time
- More than half (54%) prefer watching TV to reading
- Nearly a fifth (17%) would even be embarrassed if their friends saw them reading
- 77% of children read magazines in 2005 now just 57% do, comic reading has dropped from 64% to 50%, reading on websites from 64% to 50%

It is essential to make the time for children to read as the research shows there is a clear link between reading outside of class and children's achievement. It found young people who read outside of class daily were 13 times more likely to read above the expected level for their age. Children in the UK are currently ranked 25th out of 65 developed countries in reading.

**Institute for Research on Reading and Media. (2011). *Potential of e-readers in the promotion of reading*. Mainz, Germany. Stiftung Lesen.**

With the use of e-readers, reading becomes more appealing for children and teenagers. The study clearly shows that the use of e-readers lowers the inhibition threshold for the first contact with books. The analysis of the sixth grade students' reading attitudes showed that children who are provided with ereaders and e-books are much more attracted by the literature available than those who have access to printed books only. The same is true for „thick books“: as e-books they are chosen far more frequently than their printed counterparts. An e-book cover obviously looks harmless, whereas a book spine may have a discouraging effect on unexperienced readers. However, to keep the initial enthusiasm alive and to turn it into a sustainable interest in reading, some essential (technical) preconditions have to be fulfilled: appealing selection of literature (books, comics, etc.); fast, smooth and intuitive access to e-books; chat function; and comment function. From the perspectives of children, e-readers give books a “cool“ and modern image. Therefore, the use of this technical device will surely play a major role in tomorrow's promotion of reading.

**Institute for Research on Reading and Media. (2011). *Reading to children*. Mainz, Germany. Stiftung Lesen.**

Research findings on reading to children clearly demonstrate that reading to children has many immediate as well as medium-term benefits. Parents who instill in their kids a love for reading make a major contribution to an integral education of their children. They help build cognitive, emotional and social skills, and thereby encourage their offspring to become open-minded and active members of society. Reading to children immediately encourages comprehension of symbols and therewith competences in communication, stimulates cognitive competences and enhances emotional competences. Reading to children in medium-term dimension encourages them to become readers and love reading – not only books but also electronic reading devices; builds several skills that lead to more success at school in a variety of subjects including languages, math, music and sport; is especially useful for boys; helps moderate the big drop in reading that usually occurs during adolescence, in particular among the 14 to 19-year-olds. Reading to children in general is especially useful when parents do it regularly. The more often children are read out to, the more they benefit from that. But even if parents practice reading out only once a week, it still has a positive impact on their children's reading attitudes. This is especially true for boys. Unfortunately, the reading situation in families is not at all satisfactory; the less the formal education of the parents the less the frequency of reading to their children, and such disadvantages in education are passed on to the children. Furthermore, fathers – who are important role models for boys – often leave reading to children to the mothers. That gives boys the impression that reading is only for girls.

**Medaille, A. (2012). *Pleasure reading offers educational, social, and personal benefits for young teenagers*. *Evidence Based Library and Information Practice*, 7(2), 77-79. <http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/17440>**

This study found that young teenagers derive numerous benefits from pleasure reading. Academically, pleasure reading helps improve literacy and thinking skills, and helps young teenag-



ers clarify and explore career goals. Socially, pleasure reading helps young teenagers understand historical and current events, helps them develop compassion and empathy, empowers them to develop and act on their beliefs, and helps them to understand the consequences of risky behaviors. From a personal perspective, pleasure reading provides young teenagers with entertainment, relaxation, reassurance, a creative outlet, and a means of escape.

**Softlink. (2012). *Australian School Library survey report.***

**<http://www2.softlinkint.com/?au/softlink-australian-schools-survey>**

Softlink has conducted an annual survey of Australian school library budgets, staffing and literacy levels since 2010. Findings from these reports have been recognized and used by the Australian Government, the Australian School Library Association (ASLA) and Australian Library and Information Association (ALIA). Principal findings from the 2012 Softlink Australian School Library Survey include:

- There is a positive relationship between well-resourced libraries and higher student literacy outcomes
- School library resourcing is inconsistent across school type (primary, secondary, P-12) and education provider (Government, Catholic, Independent)
- The majority of school libraries had no change in budgets in the past 12 months
- Very few school libraries received additional resources for implementing the National Curriculum
- Staffing levels remained unchanged for the majority of school libraries during the past 12 months
- There is a strong intention to purchase eBooks in the coming year
- Mobile technology (iPod, iPad, smart phone and tablet) use by students is widespread across all school types and education providers and is having a greater impact on the role of the school library

Challenges continue to be: gaining funding, finding a balance between the physical and digital collection, collaboration with teaching staff and the recognition of Teacher Librarian's skills and their evolving role.

**UNESCO. (2012). *Preliminary results from the International Media and Information Literacy Survey of the habits and practices of university students when undertaking research assignments.* Paris: UNESCO.**

**[http://www.albertkb.nl/mediapool/60/608240/data/IMILS\\_Final\\_Report\\_Rev.pdf](http://www.albertkb.nl/mediapool/60/608240/data/IMILS_Final_Report_Rev.pdf)**

This report recommends using six socio-economic sectors to frame research about media and information literacy: education, health and human services, politics, economics, natural resources, and disadvantaged. The project is continuing, and seeks participation to survey different countries.



## Awards and Recognitions

### ***Storylines Betty Gilderdale Award Given to School Librarian***

Gerri Judkins, Southwell School Librarian in Hamilton, New Zealand, received the 2012 Storylines Betty Gilderdale Award for services to children's literature in New Zealand. In the past, the award has been given to authors, publishers, book sellers and university lecturers but not to someone currently working as a school librarian. Judkins' activities to promote books for children over twenty years have included a key role in organizing the 2011 World Final of the Kids Lit Quiz held in Hamilton and coaching local teams for the popular annual quiz. At the award conference, Judkins presented a talk: "Reading takes you places..." After the back story of family and books that influenced her growing up, and the road to becoming a school librarian, Judkins shared her story about how she came to attend the IASL Conference in Italy in 2009. The poster she presented showed links to all the organizations she talked about.



## JOIN IN THE FUN!

**TD Canadian Children's Book Week**      **May 4 -11, 2013**

**TD Canadian Children's Book Week** is the single most important national event celebrating Canadian children's books and the importance of reading. Close to 35,000 children, teens and adults participate in activities held in every province and territory across the country. Hundreds of [schools](#), public libraries, bookstores and community centers host events as part of this major literary festival. Their website, <http://www.bookweek.ca>, contains valuable information about the [history of Book Week](#); the [plans](#) for this year's touring program; the costs involved in [hosting a reading](#); information about the touring [authors, illustrators and storytellers](#) and the presentations they do.



# Resources

## IFLA and UNESCO Resources

**Stricevic, I., & Ksibi, A. (Eds.). (2012). *Intergenerational solidarity in libraries / La solidarité intergénérationnelle dans les bibliothèques*. The Hague: IFLA.**

This book follows the ideas and vision of the International Symposium ‘Reading as a link between generations: Towards a more interdependent society,’ held in Hammamet, Tunisia, in September 2011. Rapid and intensive changes in the information landscape cause changes in social relationships and, consequently, relations between generations. Within their social role libraries should work actively to reduce age segregation and isolation and build cohesive society through intergenerational services and programs. The authors speak about the intergenerational dialogue in libraries – theories, research and practice and about reading as a link between generations, thus offering to libraries strategies for building social cohesion.

***Building strong library associations*. (2012). The Hague: IFLA.**

**[http://www.ifla.org/files/assets/alp/BSLA/impact-report/IFLA\\_BSLA\\_impactreport\\_2012.pdf](http://www.ifla.org/files/assets/alp/BSLA/impact-report/IFLA_BSLA_impactreport_2012.pdf)**

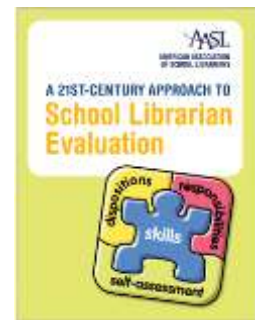
This impact report presents preliminary program impact of project activities. Six countries progressed in their goals, and identified new issues. Participants stated that increased confidence in their own ability to lead their profession and association was the chief impact of the program. The IFLA/IASL steering committee is developing and pilot-testing modules to train school librarian leaders.

UNESCO has published a timeline of media and [information](http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-framework-on-mil-indicators/development-of-the-media-and-information-literacy-indicators/) literacy indicators mileposts:  
<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-framework-on-mil-indicators/development-of-the-media-and-information-literacy-indicators/>

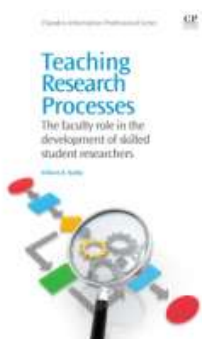
## New Publications and Digital Resources

***A 21st-century approach to school librarian evaluation*. (2012). Chicago, IL: American Library Association. ISBN: 978-0-8389-8618-9**

This book uses the AASL *Empowering Learners* program guidelines as a basis for a school librarian evaluation rubric—one that can be adapted or duplicated by school librarians and shared with school administrators. Workbook style prompts walk school librarians through suggested readings, action tips, and evidence collection to help gauge their current levels of achievement, set goals for progress, and form plans for future professional development.



This book provides school librarians an opportunity to engage in rigorous self-evaluation and to shape school administrator evaluations.



**Badke, W. (2012). *Teaching research processes: The faculty role in the development of skilled student researchers*. London: Chandos. ISBN: 9781843346746 \$90**

The author suggests a novel approach in which information literacy can fall within the purview of teaching faculty, supported by librarians, and reconceived as a set of research processes. Badke points the way toward transforming education into an interactive practice involving the core research tasks of subject disciplines.

**Wilkinson, C., & Bruch, C. (Eds.) (2012). *Transforming information literacy programs*. Chicago, IL: American Library Association.**

Information literacy is now an established worldwide movement and one of its prominent advocacy organizations in the United States, the National Forum on Information Literacy, recently celebrated its 20th anniversary. This book aims to broadly analyze current and future issues for information literacy programming development in academic libraries.

***Library use of eBooks*. (2012). Dublin: Research and Markets. 96€**

[http://www.researchandmarkets.com/publication/4dxawl/library\\_use\\_of\\_ebooks\\_2012\\_edition](http://www.researchandmarkets.com/publication/4dxawl/library_use_of_ebooks_2012_edition)

The report looks closely at library eBook purchasing and deployment policies. It includes data on overall spending, spending on particular products, the breakdown of spending between aggregators and individual publishers among thousands of other data points. The study presents detailed data on eBook and technology purchasing and plans, and presents data for spending on particular aggregators and for particular types of technology. The study covers how libraries are developing eBook collection plans, integrating eBooks into course reserves, developing information literacy training, and handling interlibrary loan plans, including use of eBook “borrowing” sites.

***Library technology and user services: Planning, integration, and usability engineering*. (2012). Dublin: Research and Markets.**

<http://www.researchandmarkets.com/product/93hp9v/>

Written as a technology guide for practitioners, and administrators, the focus of this book is on introducing current and future trends in library technology and automation within the larger context of strategic and systems planning, implementation, and continuous improvement. The concept of usability engineering is also examined.

**50 essential sites for school librarians** <http://www.deeplibrarian.com/top50/>

The information is oriented towards school librarians in North America; however, some of the sites and information which they contain is also relevant to work in school libraries elsewhere.

**Gifford, A., & Spiller, B. (2013). *Australian thesaurus of education descriptors* (4<sup>th</sup> ed.). Camberwell: ACER.**

This thesaurus is an indispensable tool for indexing and searching Australian education literature. The flyer and order form is available at

<http://cunningham.acer.edu.au/multites2007/ATED%20Flyer%20%282%29.pdf>

**The European Library** [www.theeuropeanlibrary.org](http://www.theeuropeanlibrary.org)

Research communities worldwide now have unrivalled online access to the collections of national and university libraries from 46 European countries following the launch of the new European Library portal. The service was officially launched on 27 June at the 41<sup>st</sup> Annual LIBER Conference in Tartu, Estonia. Providing a single point of access to over 200 million high-quality sources, plus excellent search and retrieval tools, The European Library portal enables researchers to find, use and share a vast range of materials (including digital and multimedia content) with speed and ease.

**Cyberfamilies** <http://cyberfamilies.blogspot.com>

This bimonthly website provides family-friendly Internet-based activities that promote information literacy and digital citizenship. Developed by Dr. Lesley Farmer to help school librarians provide outreach to their communities, each posting is a themed set of websites and suggested activities to do, focusing on connecting, creating, caring, and career exploring. Some of the themes are forensics, family name origins, virtual museums, sports mathematics, holidays, mass media, and nutrition.

**Beyond Literacy** <http://www.beyondliteracy.com/>

ACRL and the Ontario Library Association (OLA) announce the online publication of *Beyond Literacy* by Michael Ridley of the University of Guelph. *Beyond Literacy* is an interactive serialized online thought experiment exploring the demise of literacy and the rise of other capabilities, capacities or tools that will effectively and advantageously displace reading and writing. The work is freely available for reading, comment and discussion.

**Reading Worldwide** <http://www.readingworldwide.com/>

This website highlights successful and innovative literacy initiatives from Austria to Venezuela with the hope generating project ideas that may be adapted locally – or to foster international collaborations. Current literacy events worldwide are listed on a dedicated webpage. The research section looks at findings from current or recent literacy and reading research. Topic pages summarize current literacy issues such as “New media” or “Early literacy” with related links and resources. *Reading Worldwide* was created by the German Institute for International Educational Research (DIPF) in cooperation with the Stiftung Lesen (German’s leading non-profit foundation on reading and media).



# Conferences

## **School Library Forum**

12-13 January 2013 in Tokyo, Japan

<http://www.globalis-net.com/SLAP/forum2013.html>

## **21st BOBCATSSS Conference**

23-25 January 2013 in Ankara, Turkey

Theme: From Collections to Connections: Turning Libraries “Inside-Out”

<http://www.bobcatsss.net>

## **New Learning Technologies SALT (Society for Applied Learning Technology) Conference**

6-8 March 2013 in Orlando, Florida, USA

<http://www.salt.org/fl/orlandoP.asp?pn=orlando&ss=1>

## **International Symposium of Information Science**

19-22 March 2013 in Potsdam, Germany

<http://www.isi2013.de>

## **International Children’s Book Day April 2**

[USBBY](http://www.usbbyspb.org/) (United States Board on Books for Young People) has been awarded the sponsorship of the 2013 International Children’s Book Day. Program ideas, a poster created by artist Ashley Bryan and poet Pat Mora, and much more are available now at

<http://internationalchildrensbookday.wordpress.com/>



## **International Reading Association Convention**

<http://www.reading.org/annual-convention/2013/>

## **eLearning Africa Conference**

29-31 May 2013 in Windhoek, Namibia

Theme: Tradition, Change and Innovation

<http://www.elearning-africa.com/>

**Canadian Association for Information Science Conference**

6-8 June in Victoria, BC, Canada

Theme: Tales from the Edge: Narrative Voices in Information Research and Practice

<http://www.diigubc.ca/cais-acsi/en/>

Call for proposal deadline is 14 January

**EdMedia Conference**

24-28 June 2013 in Victoria, BC, Canada

<http://aace.org/conf/edmedia>

**Conference on Diversity in Organizations, Communities & Nations**

26-28 June 2013 in Darwin, Australia

<http://ondiversity.com/the-conference>

Call for proposal deadline is 7 February

**American Library Association Conference**

27 June – 2 July 2013 in Chicago, IL, USA

Theme; Transforming Our Libraries, Ourselves

<http://ala13.ala.org/>

**InSITE (Informing Science and IT) Conferences**

30 June - 6 July 2103 in Porto, Portugal

<http://InSITE.NU>

Call for proposal deadline is 15 January

**International Conference on Learning**

11-13 July 2013 in Rhodes, Greece

Theme: Two Decades Exploring Innovation in Education

<http://thelearner.com/the-conference/>

Call for proposal deadline is 5 February

**International Conference on Evidence-Based Library and Information Practice**

15-18 July 2013 in Saskatoon, Canada

<http://eblip7.library.usask.ca>

**International Conference on Education and e-Learning**

26-27 August 2013 in Singapore

<http://www.e-learningedu.org>

Call for proposal deadline is 28 March

**IFLA/IASL Pre-Conference**

24 August 2013 in Kuala Lumpur, Malaysia

Theme: Advocacy for School Libraries

**International Association of School Librarianship Conference**

26-30 August in Bali, Indonesia

Theme: Enhancing Students' Life Skills through the School Library

<http://iasl2013.org/>

Call for proposal deadline is 15 February

**International Council for Educational Media (ICEM) Conference**

1-4 October 2013 in Singapore

Theme: We-Learning: Content, Community and Collaboration

<http://icem2013.ntu.edu.sg>

Call for proposal deadline is 31 March

**European Conference on Information Literacy (ECIL)**

23-25 October 2013 in Istanbul, Turkey

<http://www.ilconf.org/>

**I Congress of ISKO Spain and Portugal**

7-9 November 2013 in Porto, Portugal

Theme: Information and/or Knowledge: The Two Faces of Janus

<http://ocs.letras.up.pt/ocs/index.php/ISKO/ISKO/>

Call for proposal deadline is 15 January

**American Association of School Librarians Conference**

14-17 November 2013 in Hartford, CT

<http://national.aasl.org/>



California School Library Association 2012 Middle School Winning Poster