



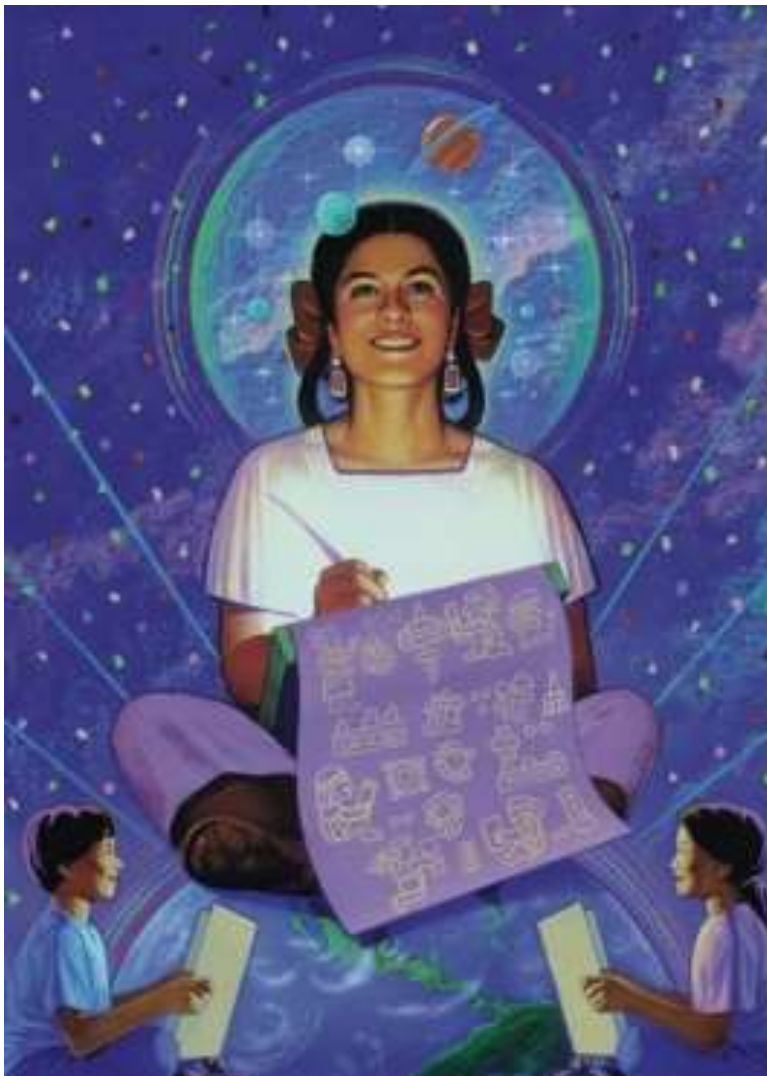
**International Federation of Library Associations  
and Institutions**

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



Issue 56, June 2013

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



*Latino Literacy Now Poster*

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# IFLA Section 11 News



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

**Randi Lundvall**, Section Chair  
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Dear school library friends,

As 2013 is an election year, this will be my last message as Chair of the Section. I find it a bit sad that my 4 year period is coming to an end. At the same time I am glad that I have had the opportunity to chair the Section. Working with and getting to know so many keen and knowledgeable colleagues have certainly added to my personal knowledge of the school library field.

During this period we have strengthened our collaborative work with other sections of IFLA, e.g. Section for Children and Young Adults, Section for Public Libraries and Section for Information Literacy on joint sessions and satellite meetings. We have also increased our joint work with IASL e.g. on conferences, workshops and on revising the IFLA/UNESCO School Library Guidelines that we have recently started.

Here are some of this term's events that are results of collaborating:

- a joint session with Section for Information Literacy at IFLA in Singapore 19 August, School Libraries and Information for Civic Literacies
- a workshop on revising the Guidelines at the National Library of Singapore 21 August (see our website for information to be announced)
- a satellite meeting as a workshop on School Library Advocacy with IASL in Kuala Lumpur 24 August. This is part of our 2 year Building Strong Libraries project funded by IFLA. For more information, see <http://umconference.um.edu.my/IFLA-IASL-Workshop>
- In April we held a Midyear Meeting for the Section in Oslo, which also included a successful day conference on Information Literacy with about 50 local participants, most of them school librarians. Our Section's members Barbara Schultz-Jones and Dianne Oberg gave presentations that were well received. Being able to meet physically at other times than the busy IFLA conferences is valuable to the work of the Standing Committee. I will recommend Midyear Meetings to my successor.

I thank you for my time as Chair of the Section for School Libraries. I will go on as a member for the next 2 years.



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 IFLA WLIC 2013 Final Announcement is now available to download from the web-site: [www.ifla.org](http://www.ifla.org). The Final Announcement contains valuable information pertaining to the upcoming IFLA General Conference and Assembly including details on the program, satellite meetings, library visits, registration, accommodation, tours and social events and much more!

The section's main activity during the conference will be revising the IFLA School Library Guidelines, which will actively involve the session participants. The event will be held 20 August 1-4pm. Another session, cosponsored with the Information Literacy section, will focus on civic literacies; it will be held 19 August 9:30-12:45.

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 24 August.

### **Advocacy for School Libraries Workshop in Kuala Lumpur, 24 August 2013**

Jointly organized by the IFLA) Section on School Libraries with the International Association of School Librarianship (IASL), and hosted by the Department of Library and Information Science at the University of Malaya, this workshop seeks to examine ways and means of enhancing advocacy efforts for school libraries.

There is a great need to advocate for school libraries. In the real world, the resources available are finite. Every day, people are pleading their cases before policy makers and resource allocators to give priority to their needs and causes. School libraries need to do so too, or run the risk of being left out when the time comes to make decisions. This workshop seeks to examine ways and means of further advocating for school libraries.

Participants will:

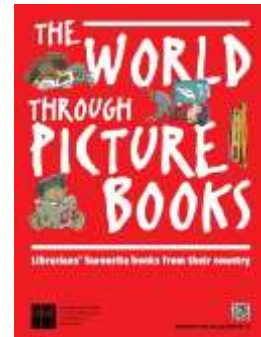
- become aware of the need for advocacy for school libraries
- become familiar with selected advocacy tools and techniques, including the IFLA-IASL Project, School Libraries on the Agenda
- share ideas and experiences drawn from best practices and lessons learned in advocacy effort
- develop a preliminary advocacy program for school libraries in participants' own institutions, regions or countries.

At the end of the workshop, it is expected that participants will have further developed their capacity for advocacy, which they can use to implement advocacy efforts in their own institutions, regions or countries. Full details and booking arrangements are available at <http://www.ifla.org/node/7733>



## International Projects

### ***IFLA "The World through Picture Books" Exhibition at the Bologna International Children's Book Fair***



Every spring publishers, authors, international organisations and librarians visit the Bologna International Children's Book Fair, which offers exhibits and a rich program. This year IFLA had a stand where the exhibit "The World through Picture Books" was shown. The picture books on display were selected by librarians from 36 countries for this IFLA project. To find out more about the project, please check out <http://www.ifla.org/node/6718>. The exhibition attracted a great number of visitors, who also appreciated the annotated, multilingual catalogue that was produced [The catalogue is downloadable at <http://www.ifla.org/files/assets/libraries-for-children-and-ya/publications/iflapicturebookscatalogue.pdf>, and printed copies are available (IFLA Professional Report N°135)]. At one of the sessions at the Fair a presentation of the project highlighted various countries' selections. The loan of this exhibition is available to any library is free of charge. Only transport and insurance costs have to be borne by the library. Interested parties may contact [viviana.quinones@bnf.fr](mailto:viviana.quinones@bnf.fr)



### ***2013: European Year of Citizens (...through school libraries, too!)***



**Luisa Marquardt**  
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(EU Gigglecritter 2013© Emily Manck White)

The current year – 2013 - is the “European Year of Citizens” (EYC, <http://europa.eu/citizens-2013/en/home>), a whole year dedicated to the rights related to European Union (EU) citizenship and targeted to build a vision – through debates, meetings, conferences, consultations etc. – of how the European Union should be at the end of this decade, in 2020.

An EU citizen is “any person who holds the nationality of an EU country”; the EU citizenship is an additional one to the national citizenship, which can't be replaced by the EU one (read more at: [http://ec.europa.eu/justice/citizen/index\\_en.htm](http://ec.europa.eu/justice/citizen/index_en.htm)). The rights were clearly defined in Maastricht (The Netherlands) 20 years ago, in 1993, and reinforced later in Lisbon (Portugal); even though EU citizenship and related rights are definitely key pillars, many obstacles must still be tackled. The debate on building up an actual EU citizenship is urged by many factors, including the need for enhancing social inclusion and cohesion, improving the competitiveness of Europe, and overcoming the general financial crisis. One

criticism (very often heard) is that this “Union” is more financial and Euro-based, rather than political, cultural, and social.

The rich diversity in languages, cultures, resources etc. (which has to be considered of great value) however leads to a dangerous fragmentation, a non-harmonized policy, and very different approaches at the national level, which make it hard for Europe to face the challenges of a global and interconnected labor market, and overcome the barriers, including the ones related to the digital dimension of citizenship. How can it be improved?

The “Digital Agenda for Europe” 2020 (DAE, <https://ec.europa.eu/digital-agenda/en>) is a strategy that includes a multiple set of actions along 7 pillars, “to reboot the EU economy and enable Europe's citizens and businesses to get the most out of digital technologies.” Pillar 6 aims at “enhancing digital literacy, skills and inclusion” (<https://ec.europa.eu/digital-agenda/en/our-goals/pillar-vi-enhancing-digital-literacy-skills-and-inclusion>).

We can see very clearly how education, in general, and, more specifically, school instruction play a crucial role in raising generations of citizens who are able to take an active part (also digitally) in society. There are some aspects that could be successfully tackled by school libraries across Europe and should be taken into account at EU education policy. Here are listed a few.

**EU information and documentation:** libraries traditionally provide information and resources on citizenship. Nevertheless, the public library is not considered as a major source for European information (as some studies show); neither are the official institutional portals known well enough. A useful and practical access to citizenship in general and, more specifically, to (even basic) information and documentation on EU citizenship could be set up, organized and provided by the school library. For instance, the Hessian School Library Association (LAG Schulbibliotheken) has run for 20 years (since 1992) the reading and information project “The Library in the Box” Project (Die Bibliothek in der Kiste; see G. Schlamp’s presentation at: <http://www.slideshare.net/basedow1764/die-bibliothek-in-der-kiste>). One of the nice wooden boxes was decorated in the EU shape and colors and filled with multimedia resources (books, CD-ROMs, videos etc.) about Europe, including a constantly updated reference list. The young citizens and their caregiver can be trained in using the library resources and services of the EU (and more, of course!), and learn how to orient themselves among European communication. They will potentially make better use of resources and services of other types of libraries (public, academic, etc.) and portals.

**Digital literacy:** many countries across Europe are implementing “classrooms 2.0”; digital interactive boards are spreading quite well; digital education is mainly delivered in terms of computer skills, rather than in terms of a critical thinking on (and somehow through) digital tools, self-directed aware choices, etc. Media and information literacy education can be delivered with the school library acting as a learning environment (both physical and digital) and the school librarian-information specialist as a teaching partner.

**Civiness:** one of the issue often raised as a criticism is the different level and concept of civiness, for instance, among people moving from a country to another. Libraries share - more or less - very similar (and often standardized) criteria in organization and management, circulation rules, code of conduct, etc. The school library can be a powerful and effective means to make each patron learn to respect any other patrons’ rights and ideas, and to respect the institution/organization – the school, the library, the environment, etc. – as well. Reading and after-school clubs can also help develop and sustain democratic dialogue among different groups of students.

**Diversity, inclusion and creativity:** the school community can be provided with access to a wide range of resources from different sources, in different formats and (hopefully) languages by a well functioning school library. The efficient access and creative usage of information is not just a matter of broadband or digital equipment; it is also a matter of a multifaceted education that tackles learning challenges in

different ways and strategies, and enables any learner (also the one that faces reading and learning difficulties) to express his/her potential, and in the meantime learn to co-work in a fair and productive way.

**Equity:** an equitable access to reading, information and education resources is far from being guaranteed to all learners across Europe. Pupils in some countries can benefit from K-12 school library services and activities (e.g., Portugal, Croatia, and more recently Sweden) or at junior and senior high school level (France). Considering the availability of schools across a country; enabling all schools to develop functioning library services could actually ensure children's rights to information and education, and to be actively engaged in their learning process (more than just basic school instruction).

These are just some of the fields where school libraries across Europe can play a key role and implement the European citizenship and the so-called "digital agenda", fields and roles that should be taken more carefully in account at the EU level...

Furthermore, at the EU level, the potential (and evidence...) of the GigggleIT project could be also considered to express the different cultural traditions using the range of digital tools. The free of charge enrollment in the project enables participating schools to access a wealth of resources, share information, create stories, improve language and digital skills, make their country and traditions more visible. This year the project focuses on "Lucky '13! – Wishes, luck, and family stories" (read more at: <http://www.iasl-online.org/sla/gigggleIT/projects.htm>).

Next October, the incoming International School Library Month (<http://www.iasl-online.org/events/ism/>) with the theme "School Libraries: Doorways to Life" could see school libraries across Europe showing their EU "talents" and "souls," and how they prepare pupils for life - in the EU, too! -, and maybe (who never knows...) attract EU attention.

Next year, the IASL Conference in Russia and the IFLA WLIC in Lyon will offer an occasion to reflect and evaluate if any step has been moved onward in building the EU (digital) citizenship through school libraries, too!



## ***Welcome, Croatia!***

**From a small country a great contribution to Europe (and school librarianship)**

**Luisa Marquardt**

**Director Europe for IASL; IFLA SL; IASL-IFLA Joint Comm.; AIB SL Standing Committee**      [luisa.marquardt@uniroma3.it](mailto:luisa.marquardt@uniroma3.it)



The **European Union** (EU) has a new country member, its 28<sup>th</sup> "star": **Croatia!**

On 30 June 2012 the official ceremony took place in Zagreb and merry celebrations went on all night So, starting 1 July, Croatian citizens share same rules, rights, standards with other EU citizens.

Croatia was originally a duchy, established in the 8th century, that became a kingdom at the end of the first millennium; it was often under the influence of Austria and Hungary, and, between the 15<sup>th</sup> and the 17<sup>th</sup> centuries, under the domination of the Ottoman Empire. It gained independence from former Yugoslavia in 1991m and applied to join the EU in 2003. Croatia counts a population of some 4.5 million inhabitants, an incredible amount (more than 1,200) of beautiful islands that, like its coasts, are well appreciated by European and overseas tourists, who can enjoy the rich cultural heritage, fine arts, outstanding nature, parks and crystal sea (more info at: <http://croatia.hr/en-GB/Homepage>).

The long road to EU membership has meant adapting or aligning to the EU standards and rules in many fields (e.g., justice reform, environmental protection, etc.). The EU tends to standardize regulations, services, etc., so that, e.g., consumers are protected or professional qualifications are recognized in the same way in each individual member country; this usually has a big (and not always well perceived or accepted) impact at regional and local levels. But many benefits are now here for Croatians: they can move across the EU without restriction, get proper healthcare and customer protection in each EU country (same as the locals), benefit from reduced roaming charges, run their own businesses or start new ones in other EU countries, access funding from the European Investment Bank, or, regionally, implement new policies in research, innovation and cohesion through [EU's structural and cohesion funds](#).



What is interesting from our viewpoint is the fact that Croatia has a great potential and expertise in school librarianship to offer the EU. No EU education policy specifically implies a role for the school library and each country is free to implement its own education policy, even though within the European Framework. School libraries are mandatory in the Croatian school system; each school has a functioning library with a trained school librarian. Croatian universities offer interesting education and training programs for school librarians. Croatia has been constantly contributing to LIS (Library and Information Science), including school librarianship, for decades through excellent research and professional papers presented in many national and international conferences (including IFLA and IASL). 2012 marked

ten years for the Croatian School Library Association of dynamic activities and advocacy, while 2013 marked the “Silver Anniversary” for the Croatian Education and Training Agency (HAZOO, <http://www.azoo.hr/>) with 25 years of its Summer School for School Librarians, a well known appreciated conference with excellent training sessions and workshops. This year the Summer School was held in Vodice 14-17 April 2013, with an interesting program ([http://www.azoo.hr/index.php?option=com\\_eventlist&view=details&id=205&Itemid=389](http://www.azoo.hr/index.php?option=com_eventlist&view=details&id=205&Itemid=389)) on the theme of school library communication aligned with today and user’s needs and expectations. School library standards are also relevant; the current ones, based on IFLA’s, helped raise the efficiency and quality of school libraries across Croatia, nevertheless they need to be updated. Based also on discussions and contributions to SL standards during and after the Summer School in 2012, more recently (July 2013), a commission, with members from different organizations (University of Zagreb, The National Library, the Library Association, the Ministry of Science, Education and Sports etc.) was established to discuss the new school library standards to be released in 2014. An open call (<http://www.husk.hr/poziv-na-javnu-raspravu-o-prijedlogu-standarda-zascolske-knjiznice/>) is posted in the Croatian School Library Association website to contribute to the revision of the existing standard and the development of the new one.

While a prospective EU country has to align its legislation to the EU requirements (“losing” and “getting” something at the same time), it would be very useful and interesting to take the best from each regional and local contribution that helps improve the quality of education across Europe, namely as the voiced, dynamic, constantly in progress experience – as we can learn from the Croatians - which proves how the students’ learning outcomes can be enhanced through a well functioning school library and well designed and planned school library program. The EU education policy should take more into account the lessons that can be learned by the school library experience in many countries of the Union, now including Croatia.

**Croatia** (image source: [http://europa.eu/about-eu/countries/images/croatia\\_map.gif](http://europa.eu/about-eu/countries/images/croatia_map.gif))

## ***Do it differently!***

**Madhu Bhargava, Dean of Libraries, G.D.Goenka World School, India**  
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G. D. Goenka World School (India) and Oban High School (Scotland) have been facilitated by the British Council to visit and develop partnership to exchange awareness about endangered animals of both the countries.

It appears from the face of it that it is British council behind this event of connecting Global classrooms. True! British council has played a vital role in this connection but if we look at the grass root, it is International Association of School Librarianship, USA (IASL) whose dedicated team of International School Library month coordinators has done this incredible job! These two schools and two teacher librarians with a distance of 8020.7 miles have been collaborating on 'Book Mark Exchange' program annually from past three years during International School Library month, October. In 2012, these book marks were simultaneously presented in an International project launched by the British Council, Brazil, 'Learn to preserve, endangered species'. These book marks were highly appreciated by the project team, Brazil. More than 50 schools from all over the globe viewed these book marks and other information was exchanged with each other schools including Oban High School in Scotland.

During November 2012 there was an opportunity to apply for visit grant to British Council, UK who wanted to promote long term international partnerships. Teacher librarians of both the schools completed the grant application collaboratively. Their actions of book mark exchange performed differently were approved as long time meaningful partnership in creating global citizens and grant was disbursed in the month of February 2013. Both the schools are now visiting each other and connecting their pupils.

Now the project has further evolved and new websites have been created enveloping more and more subjects and more and more teachers and students. This is amazing, and the message is loud and clear that teacher librarians can prove to be true leaders of the whole school community. This also proves that teacher librarians of academic institutions impart life skills to students and add value to their education.

<http://iaslasia.pbworks.com/w/page/58688285/FrontPage>

<http://schoolsonline.britishcouncil.org/blog/58732>

<http://www.scottishschools.info/obanhigh/PlainText/PlainText.aspx?SectionId=859039e2-ee6a-4bc7-9380-6e9575887f73>



### ***Celebrating African Library Project's 1000th Library***

A literal wave of celebration broke out in the Sperrang Middle School auditorium as Chris Bradshaw told students that their book drive established African Library Project's 1000th library for Mpakeni High School in Swaziland. The Lindbergh School District's efforts also made four additional libraries in Swaziland possible for



Nkonyeni High School, Encabaneni Primary School, Matseni Primary School, and St. Lorretta Primary School. Chris visited Sperreng, in St. Louis, Missouri, on 6 May to present the school with the Global Literacy Champion Award in honor of their dedication to literacy and education.

"When you see such a need, it's an easy decision to get involved," said Amy Sears, Librarian at Sperreng Middle School. "Once the community found out about our drive, books came in from everywhere. It was amazing." In fact, community support was so strong that the Sperreng Middle school students exceeded their original goal of 2000 books and \$1000 for shipping costs for two libraries, and instead collected 5400 books and funds to ship them, creating five libraries that will serve 1500 students. With the surplus of books and donations still trickling in, Librarian Sears thinks they might be able to go for Library Number Six!

Part of what spurred the energetic support may have been the zany, creative and varied fundraising ideas that anchored Sperreng's Spirit Week. For example, on Tuesday, it was student vs. teacher teams at dodgeball (\$5 donation for your team). On Thursday, after school, it was pie throwing (contribute \$5; hit your favorite teachers with pies). This was truly putting life and limb in the line of fire for global literacy!

On a more serious note, Librarian Sears pointed out that the book drive efforts opened onto a wider agenda: "The students learned about Swaziland, and they see how their actions impact others. It's about more than just collecting books; the students make a connection with the people they are helping. They also wrote books themselves to include in the boxes and decorated the boxes so that when they arrive, it will be like receiving a gift."

Sears documented this entire process in a wonderful video, "[Our Journey to Build a Library](#)", which is a gift to her students, congratulating them for their work, and describing in detail the schools to which the libraries are going and the communities where these schools are located. Sears has produced a beautiful document for building connection between the American students and their Swazi compatriots. Sears' video ends by reminding students that there are still more libraries needed, and encouraging them to do their own book drives. (excerpted from the African Library Project)



## ***The Hard Journey to Matenda School: A Personal Experience of My Library Life***

**Hosea Tokwe, [hoseat35@gmail.com](mailto:hoseat35@gmail.com)**

Voluntary work, though a noble cause, requires unrelenting courage, self sacrifice, sheer professional zeal and determination. I had been to Matenda School, a rural school that I was helping to establish a library a year before. This was my third trip. With a heavy bag of books strapped on my back today 27 July 2008 I felt eager to travel to the school. Inside the bag were new books that I had received from Irene Staunton, a local book publisher and co-founder of Weaver Press based in Harare. They were book donations for the school so I felt inspired.

Towards sunset around five o'clock I dropped from a rural bus I had boarded from Gweru my place of work. A forlorn figure, I stood beside the road and I watched the last glow of sunlight disappear behind some small range of mountains. Earlier on in the day I had debated in my mind against travelling late in the afternoon for the thoughts I harboured were out of fear. This feeling of abandoning the journey rested on two likely predicaments, one being that the Zvishavane main road from where I stood

now was known for dangerous criminals and secondly the Lundi River a hive of gold panners. some of them thieves who lay in wait to pounce on unsuspecting victims.

But there I was now with darkness setting in, staring at a signpost **“Matenda School – 25 KM.”** Lifting my bag of books to my shoulder I began to walk feeling every step as the soles of my shoes hit against hard gravel stones that constantly made me feel like losing my balance. Nevertheless, I walked for thirty minutes feeling the heavy wait but ignoring it altogether. Then I came across a homestead; maybe there was a shorter way I thought to myself.

“Which is the nearest way to take me to Matenda School?,” I asked a young boy with a catapult on a strap around his neck. Eyes turning narrow with fear, the boy looked at me searchingly. He had all the reason to suspect me because this was a period of political violence in the countryside, and being a total stranger to him he had all the reasons to be weary. Reluctantly he walked me along a footpath but maintaining a distance from me.

“Well, I have to turn back now”, he remarked, then added on saying, “ ... but look hee ...eeee here ... you see that tall gum tree”, “Yee ees,” I responded immediately. “Do not lose sight of it, hurry now, it will lead direct to Matenda School,” he advised turning back and walking away from me. “So long Hlupeko,” I said but he was already gone.

Walking for another thirty minutes I felt my heartbeat pound beneath my ribcage. All around me a cool and refreshing breeze hung in the air. I was approaching the wider Lundi River bank. Slowly, cautiously I negotiated my way through huge thorny trees whose branches swung back and forth. My shoes slid as I struggled to avoid falling on the caked mud. I had heard stories told during my childhood that as dusk sets in this was the time wild animals of all kinds loved to drink from the riverbank. I walked silently for fear was gripping me. Lucky enough I could still see some gaping holes left by gold panners as I searched for a level crossing place. Taking the bag off my back I unfastened my shoelaces and stepped into the cool water with my bare feet. At one point my right foot went into a deep hole and I felt like going down further, but heaved myself backwards. That was close!!!, I felt my body warm.

Suddenly from nowhere two young boys appeared. “Do you deal in gold?” they asked. “No,” I responded instantly out of fear and moved on. Avoiding dip pits and narrow paths I negotiated my way along the river bank ignoring the pain on my shoulders. It was dark, but I trusted my instincts now. Occasional sight of burning kerosene lamps reminded me that I was passing the villages. Who would dare to come out now? I heard voices but were these imagined? Hopelessness, despair and fear of being victimized compounded my fears. The possibility of losing these books, being abducted or possibly murdered were all negative feelings that were racing through my muddled mind now. I was alone, a total stranger in a forest and walking without direction. Still deep in these thoughts a man from nowhere greeted me. A silhouette figure, he asked why I was walking in the night not bothering about the dangers I was exposing myself to. In the middle of our conversation then came a talk man with a walking stick.

“I will guide him to Matenda School,” he declared. Walking with this stranger was the most harrowing experience in my life. I felt as if death was within a whisker. By then the country was in the depth of hunger, political instability, poor health facilities and terrible roads, but this did little to deter me to summon extra energy to hang on to my heavy load, a treasure that would uplift the fortunes of the poor children of Matenda School and bring a whole world of difference to their lives. So I dragged my feet with dogged determination sometimes falling and rising, losing my spectacles and scratching and finding them in the dark night

Round about half past eight I stepped into Matenda School yard. Yes at long last I was there and what a great day of joy awaited the school staff and children of Matenda School the following morning.

# LitWorld

*Be the Story.*



LitWorld (<http://litworld.org>) is a non-profit literacy organization that fills a gap in support and services in education for children who live in the most challenging circumstances around the world. Its campaigns mobilize children and adults around the world to advocate for literacy as a human right that belongs to all people.

- LitClubs target youth, bringing them together monthly in a supportive literacy environment to use their own stories and experiences to increase civic engagement, future outlook, and sense of personal value.
- LitCamps are one-to-five week intensive literacy and enrichment programs designed to combat the reading loss that happens when children are not engaged in reading during pivotal out of school time.
- Innovation Hubs center LitWorld resources in high need areas to create sustainable, replicable, and innovative lifelong literacy communities with access to high quality technology and reading material. Advocacy camps including World Read Aloud Day and Stand Up for Girls are celebrated in over 65 countries to encourage investment in reading and writing.



**LuisGermano (luisgermanof@gmail.com),  
on behalf of Teacher Librarians from Caldas da Rainha and Obidos (Portugal)**

*"He made the world to be a grassy road Before her wandering feet." W. B. Yeats*

In curricular terms, the approach to the poetical text is made almost exclusively in the linguistic and grammatical field, as if in some way there was an incompatibility between the freedom - the essence of poetic language - and the demands of that same curriculum. The Reading Battle | Poetry intends to

complement that approach, introducing a globalizing perspective of that same text and its reading processes, promoting a cooperative reader, rebuilder of meanings. At the same time it tries to offer a wider panorama of poetry and its authors, breaking barriers of genre and creation.

#### Dynamics of its functionality/ organization

The Reading Battle | Poetry started in the school year of 2009/2010 in one of the "school groups"\* of the Municipality of Caldas da Rainha, Portugal. In the following school year, 2010/2011, it spread to all of the "school groups" of the Municipalities of Caldas da Rainha and Óbidos, now with a intermunicipality final with the election of a winner for which of the grades: 2nd, 3rd and high school.

#### Phases:

First Phase - school/ class: in class, the students sign up for the contest and proceed to read a poem of their choice. The class chooses the winner.

Second Phase - library/ school: the representative students of each class and grade are subject to a contest. They should read two poems; one chosen by themselves and one which was chosen by the school library. The later is randomly drawn.

The jury, constituted by the library teacher, a teacher of Portuguese, an element of the direction and one element of the Student Association, chooses each of the representatives of each grade. These are the student who will dispute the third phase, intermunicipality.

Third Phase/ Intermunicipality final of the Reading Battle | Poetry - public space: the representatives of each grade of each of the "school groups" compete for the final prize, respectively: winner of the intermunicipality final 2nd Grade, winner of the intermunicipality final 3rd Grade, and winner of the intermunicipality final High School. Here the students will also have to read two poems: one previously selected, and another one which will be randomly sorted, the selection made by the library teachers. The winners will be elected by a jury constituted by an element of the Network of School Libraries, the municipal librarians and an element of a relevant cultural organization. The Intermunicipality Final of the Reading Battle takes place in a public space and is performed alternately in each of the municipalities. It is open to all the community and has a broad dissemination on the local media. The representatives of the city, principals of the involved schools, and representatives of the Network of School Libraries and National Plan for Reading are sent an invitation so that they can be present at the event. Together with the reading of the poems/contest there are several musical performances to add dynamics and diversity to the event. In selecting the poems to be read by the students, the school librarians try to attribute relevance to the work or provide broader and more diverse perspectives of the poetry and its authors.

In 2013 poems were selected from the anthology *Rose of the World - 2001 Poems to the Future* published by Assírio e Alvim, a book that contains a wide range of poetry from the primitive cosmogonies of multiple origin to poetry in various times and places.

\*School group or school cluster: term used to describe a group of schools with different physical spaces, geographical locations and teaching degrees with a common administration and organization.

\*\* Municipality: administrative region composed by several cities and villages.

My name is Célia Bento (school librarian) and together with Maria Helena Brígida (Coordinator of school librarians), from Portugal accepted Maria José Vitorino's challenge of writing five sentences about the Portuguese reality of school libraries as well as sending two pictures to illustrate the expressed ideas and so here they are.

- If formerly the school libraries in Portugal were warehouses of books or shrines, they are currently pillars of student learning and of educational and scientific refreshment of teachers.



Escola Básica de Campelos in Torres Vedras, Portugal (Foto from school librarian Maria Helena Antão)

- In the context of formal learning, and for many children in Portugal, the school library is the initial path to get acquainted with other libraries such as those belonging to the university and the municipality.
- The task of the school librarian or teacher librarian is herculean, because (s)he must keep up and continuously improve their performance, and, simultaneously, be an educator, a partner and advisor of various types of users.
- The relationship that we advocate and practice in Portugal between the school libraries and municipal libraries (Public Reading) is complementary and not antagonistic. If one is pedagogically and didactically oriented, the latter provides broader collections and more diversified services, which help us, school librarians, to carry out thematic exhibitions, receptions of authors through the collective loan of books, research of local data and enhanced promotion of reading, among many other activities and projects. If school libraries are the rivers, the municipal ones are the sea ...
- The ideas are many and varied possibilities provided there is willingness to work together, mutual support and interest as well as qualified professionals who recognize each other in networks and communities of practice that are continuously being consolidated.



## ***Italy: Towards The “Triple 0” School Library Or Any Hope?***

**Luisa Marquardt**

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While summer is usually a very welcomed season because it brings a desired and needed break – whether it be from work or study -, it is not a good season at all for school libraries in Italy. For instance, the Ministerial Decree n.° 184/1999 for implementing the Decree n. ° 124, that implied firing chartered librarians from high school libraries, was approved on 23 July, and the agreement with ARAN for its application was a year later on 20 July. More recently the “Spending Review” Decree n.° 95/2012, that fired some 3,500 job positions as teacher-librarian, was approved on 6 July, and just a year later a further hot and hard summer is going on for school libraries this year.

The IFLA and IASL annual international conferences, with their rich and stimulating professional (and social) schedules, are rapidly approaching. Many intense discussions have been developing and going on through their listservs and in e-meetings for planning many initiatives. Each of the participants will bring to the conference a contribution to the International debate from his/her country, library association and personal viewpoint. But what about and from Italy?

If we consider a library as a delicate and complex system, made of (basically) three elements – staff, spaces and collection -, each one is essential and fundamental, interacting with the other two, so that if any of three elements is missing or under/overdeveloped, the balance of the other two and of the system as a whole is thrown off. Furthermore, a library must have its services and activities designed, planned, established, organized, managed, monitored, assessed and evaluated in order to meet its community needs, within a broader cultural and social framework, that - for the school library – is specifically educational, first. Secondly, it has to be a part of a network project, too, engaging all type of libraries in the bigger information and communication system (and the school library in the bigger education system, as well). Of course, adequate financial, economic, technological resources should be allocated to implement the “library project” (as a whole of services and activities) and make it grow.

Well, taking in account the elements above described as the items of a theoretical (and very basic) check-list for analyzing and evaluating, what situation can be drawn from Italian school libraries?

- **Staff:** 0. “Casually” cancelled by the Decrees 124 and 184/1999, since 1 January 2000, the professional one in charge of the county council (“Province”, provinces) in many towns. Constantly jeopardized (MD 95/2012) the teacher-librarian.
- **Collection:** 0, in terms of an adequate development. The required funding has to be found in the school budget that suffers of severe money constraints, because of the public administration spending reduction. There is no national policy on school libraries “not to interfere with the autonomy of each school”: this means that each school can decide whether to invest on the school library or not.
- **Spaces:** 0. The school library (or school information and documentation centre, or learning resources centre, or reading corner or ...) is not included in the recent ministerial guidelines on the new learning environments released on April 2013.

Furthermore, **project perspective** is confused or missing. Most of school prospectuses show that great attention is devoted, for instance, to reading and reading promotion or to critical thinking, but if we take a closer look at how they can be implemented, we see that the school library program (or the school library itself...) is missing.

**Network perspective and networking:** whether it be an inter-school or a “mixed” network (e.g., with the local public library), many experiences, research and studies show how networking with the school and cooperating with the school library, too, are win-win strategies for effective reading promotion and information literacy education, besides many other advantages such as maximizing resources, enriching the reading offerings, increasing circulation, etc. Nevertheless, full involvement of the school library is hindered by many biases. On the other hand, how can something – like the school library in Italy – that doesn’t officially exist, be able to be formally involved and officially integrated?

**Technologies:** the several plans for implementing the “digital school” don’t involve the school library and the 2.0 equipment intended for classrooms or labs. One may observe that the school library is an information and media lab - isn’t it? -, where information is not only searched for, retrieved and used, but it is also processed and created. Furthermore, emphasizing the “new technology” accent, promoting and funding, e.g., digital interactive boards for classrooms making “green” and truly democratic “technology” of the library and its resources, services and programs sound “old.” The point is not in opposing the new technologies versus the library, or not seeing them as competitors, the point is in embedding the library program into the curriculum and implementing the curriculum through the school library, too.

All of the items above mentioned and briefly discussed are not simply “home affairs” of a school system or each individual school, preparing the school active, self-directed, aware citizens through school instruction and (more in general) education. The ways that “digital natives” relate to information, the ways they interact with information and others, the ways they learn and create, must be taken in account by the school education to be more effective. This can’t be achieved only having some schools (or a few classrooms in a school) more digitally equipped. Those items should be also a matter for the Ministry of Cultural Heritage, if we consider the role of the school (and its school library) in educating to the cultural heritage appreciation, usage and protection.

Furthermore, 2013 marks ten years from the inter-ministerial agreement that formed the basis of the collaboration to establish and implement the national project “Biblioteche nelle Scuole” (i.e., The Library at the School) within the e-Europe Action Plan that aimed to actualize the social inclusion and implement (digital) citizenship through the school libraries, too. A lot of work was done with interesting outcomes (10% schools involved, 2500 staff educated and trained, a virtual reference desk and library, a digital repository, open access digital version of the “Biblioteche Scolastiche” journal. etc.), that have been discussed and presented in many national and international meetings. Making the school librarians/teacher-librarians acquire a more cooperative and documental mindset and habits, and the school teachers implement an active teaching methodology through the school library and its resources (both material and virtual) and programs, were some of the main objectives. Unfortunately, the several and excellent resources and the rich teaching materials (e.g., with learning objects on metadata, the digital library services. etc.), provided by the project workgroup, and the stimulating documentation produced by the participating schools, are no more accessible, victims of a “damnatio memoriae”, officially justified with the over-aged host server.

Libraries are moving towards “3.0” (and further on) services and activities: e.g., semantic web, linked open data (LOD), open source, m-services, etc. are progressing in many parts of the library world, emerging countries included. Instead of going toward the “3.0” (and further on) school library, the winding road of the last school year seems to lead towards a “0.0.0” school library.

Of course, it has to be mentioned the efforts that many actors have been constantly making in this field to have the school library and librarians officially integrated into the cultural and educational framework and policies. Here are - just to mention some of them - the “Forum del Libro” (i.e., Book Forum) Association has submitted a reading promotion law proposal, the “CONBS” (i.e., the national teacher-librarians’ coordination), the AIB (the Italian Library Association) itself (see, for instance, its proposals on the school library relaunching).

The intense school library advocacy campaign is, of course, in progress. Main issues raised, challenges faced and efforts made in 2012 can be found in a summary (L. Marquardt, Biblioteche scolastiche per un apprendimento significativo? No, grazie!, [i.e., School libraries for a meaningful learning? No, thanks!], «Aib Notizie», 24 (2012) 3, p. 12-14. Open access version, with no pictures, available at: <http://www.aib.it/attivita/2012/28262-biblioteche-scolastiche/>). A publication within the joint campaign “una Biblioteca In Ogni Scuola” – “I libri? Spediamoli a scuola!” (i.e., “A Library In Every School” – “Books? Let’s ship’em to the school!”) was also launched on 23 October during the 2012 ISLM (International School Library Month). They have been also reported and discussed as a useful case of school library advocacy during the BSLA workshop in Doha, Qatar, at the 41st International Annual Conference of the IASL.



Launch of “A Library in Every School”

More recently, the ongoing protest has led to further initiatives and meetings. On the AIB side, a memorandum, written by the School Library Standing Committee and addressed to politicians and



administrators, was approved on 5 July by the AIB Exec. In the meantime an appointment with both Ministers (Cultural Heritage and Education) was asked for. On 6 June, during an open meeting organized by the "Forum del Libro," AIB President Stefano Parise met the Minister of Cultural Heritage Hon. Massimo Bray, who declared himself to be willing to support libraries and promised to do his best for them. President Parise underlined how vital are strategic alliances to promote reading. Another meeting, with the Under-Secretary of State for Education Hon. Gianluca Galletti was

held on 23 July at the Ministry of Education. President Parise introduced the delegation including representatives from academic libraries (Giuseppe Vitiello) and school libraries (myself), who both focused on key points for each sector. We delivered the Under-Secretary a "dossier," a folder containing also a short paper "Relaunching School Libraries: 1 school, 1 library, 1 school librarian-information specialist" with the above mentioned memorandum approved by the AIB Executive Committee, on issues to be taken in account and possible solutions. The advice was to arrange a further and more specific meeting with another Under-Secretary of State (responsible for primary and secondary education).

In the meantime the protests against the (suspended, but still valid) decree that fires some 3500 teacher-librarians are going on. I posted a message on the AIB listserv advocating for Italian school libraries and recalling how urgent and crucial is investing in them (also available at <http://conbs.blogspot.it/2013/07/bs-italiane-verso-la-biblioteca.html>), while protesting and fasting went on both 24 and 25 July (<http://www.scuolaoggi magazine.org/contributi/inidonei-letta>), with positive outcomes. In fact, a delegation of teacher-librarians, coordinated by Titti Mazzacane - "maestra Titti" ("teacher Titti") - assisted and supported by Cobas, in particular by Anna Grazia Stammati, was able to meet the President of Senate Piero Grasso (see press release: <http://conbs.blogspot.it/2013/07/comunicato-stampa-del-senato.html>) and the representative of Presidency of the Chamber of Deputies (see press release: "<http://conbs.blogspot.it/2013/07/comunicato-stampa-della-camera.html#more>"). The further meeting of the AIB delegation with Under-Secretary for Education Hon. Marco Rossi Doria is scheduled on 3 September. Thirty years ago the AIB National Standing Committee on School Libraries was established: many important achievements can be listed, including the translation and the diffusion of the IFLA/UNESCO School Library Manifesto and Guidelines. Nevertheless, the ongoing campaign to have the school library officially established and recognized often looks truly hopeless.

Before the new school year begins, will it be possible to get more in-depth attention by the Ministry of Education to the school library and its implications in terms of enhanced quality in learning (of, course, if some functioning conditions are met)? Furthermore, huge investments from the public sector have been made in school library development programs and school librarians' education and training plans: why vanish those funds and the powerful resources that have been implemented through them?

Interesting fruitful experiences and evidence on reading promotion, media and information literacy, curriculum implementation, cooperation can be provided by many schools. Italian children do deserve better learning conditions, their teachers do deserve proactive teaching partners (as a good school librarian can be), society as a whole does deserve more active, responsible and creative citizens who can also (not exclusively, of course!) be raised through modern school library programs.

I am taking part in the next IFLA and IASL conferences, where I'll be contributing from the European perspective (as Director Europe for IASL, too). My wish is to report, after so many shades on the hard situation here described for Italy, a lasting and bright ray of light, at last! The hope is that the dreadful "0.0.0" library model will be soon abandoned and a new season can be opened not only for school libraries, but for the learning community in Italy!





## ***Circling The International Conference Circuit***

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Over a five week period I participated in four international conferences, based in the U.S., involving librarianship. Each one had comparative aspects in terms of program, exhibits, and international flavor.

The first, and smallest, was the Special Libraries Association (SLA) conference, held 9-11 June in San Diego, just a two hour drive for me. Almost 3000 librarians attended, mainly from academic and specialized libraries. SLA is known for its cutting-edge technology and management sessions, and this year was no exception. Some of the topics included ebooks, intelligence analysis, digital preservation, and lots on knowledge management and social media. As this year's chair of the Education Division, I planned that group's programs, which were very successful: dealing with international students, embedded librarianship, value-added databases, and a research poster session. In all of these sessions, several points emerged: get to know your clients and their needs, and provide relevant resources and services that add value to the client. The trade show featured lots of digital resources and services. As for an international presence, SLA has regional chapters throughout the world, so there's always some contingents from various countries.



The next conference I attended, the International Society for Technology in Education (ISTE), was held in San Diego on 23-26 June. About 14,000 educators and vendors attended; I would estimate that about 200 youth librarians and library educators were in the mix. One of the unique features of ISTE's conference was the alternative ways to present: lots of posters, tech "playgrounds," and other informal venues. Few programs specifically targeted librarians, but the technology sessions certainly applied in most cases. Tablets, apps, and Common Core were the main topics. The Media Specialists SIG also had a great breakfast and business meeting, featuring author and teacher John Spencer, who really understood and supported youth librarians. A neat feature of ISTE's conference was the remote participation; on Tuesday the keynote speaker (Steven Johnson) and about ten sessions were web-streamed so that online registrants could interact during the day; the Australian contingency was especially strong. As for the exhibits themselves, several had flashy booths and lively demonstration sessions. Hardware seemed to dominate the trade show, although software and services were also evidenced. A new International SIG has emerged, which seems to attract mainly international schools.

Then onto the American Library Association (ALA), whose conference was held on 27 June-1 July in the city of its headquarters: Chicago. About 20,000 library workers attended, including over a thousand youth librarians. Even though ALA scaled down the number of programs, there were still dozens to choose from throughout the day. The number of committee meetings remained as high as ever. I had the pleasure of serving on a panel who discussed the librarian's role in teacher preparation programs, and



doing a poster on library services for youth with autism spectrum disorders – part of the ALA Diversity Fair. As can be imagined, the trade show was filled with books, technology, and services. The international and graphic novels aisles continue to grow – as does their customer interest. Even though ALA basically covers the U.S. and Canada, librarians from around the world attend. ALA also has international programs and committees, including a Returned Peace Corps Volunteers luncheon.



Less library-centric but certainly bigger, the San Diego Comic-Con, held 17-21 July, attracted about 130,000 attendees. Surprisingly, there are only about a couple dozen sessions at any given time, so big-name presentations (e.g., Dr. Who’s 50th anniversary) quickly fill up the 6000 seats. Obviously, many sessions showcased new products, but there were also many sessions on the comic industry. Likewise, the massive trade show uses up all the exhibit halls’ space; Comic-Con started as a venue for comics enthusiasts, largely to trade comics and network. Since then it’s expanded to the larger entertainment sector having even the slightest link with comics or their subject matter. So how are librarians involved? Comics/graphic novels are becoming a library collection staple, and some session explicitly address the library’s role; publishers also realize the buying power and influence that libraries have, and pitch their sales to them. The Sunday line-up focused on kids so there were lots of sessions that benefitted librarians. The Comic Arts Conference research strand focuses on education; I gave a poster session on teaching information architecture using comic arts as part of that strand’s offerings. As for the international aspect, Japanese manga and anime play a big role at Comic-Con. The research group discussed globalization issues, and publishers often included talk about international collaboration.



**EmiConf 2013:**  
**Notes from the conference on media and information education in Lyon, France**

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The ongoing changes, accelerated by the wealth of digital tools, profoundly affect many aspects of life, society, work and market. Education is affected and implicated as well: teaching practice has to consider (or reconsider) how today’s learners relate and interact with information; how digital skills, competences and tools are unequally distributed among students and their families (so that existing gaps between the “haves” and the “have-nots” may be dramatically amplified); how to motivate students and get them more actively involved in their learning process; and how to update instructional skills of school teachers.

These and many other issues were discussed during a very intense two full-day conference program in Lyon 21-22 May 2013, at the National Conference on “**Cultures numériques, éducation aux médias et à l’information**” (i.e., Digital cultures and media and information literacy education, known as “**EmiConf 2013**”, <http://emiconf-2013.ens-lyon.fr/>). The conference was co-planned and organized by

IFÉ (“Institut français de l’éducation” / French Institute for Education), ENS (“École Normale Supérieure”) Lyon, IGEN (“Inspection générale” /General Inspectorate) and the DGESCO–MEN (“Direction de l’enseignement scolaire” – “Ministère Éducation Nationale” / Directorate of School instruction, Ministry for Education). The program offered a good variety of stimuli through keynotes, 6 roundtables, 15 workshops, 55 poster presentations, plus informal meetings during coffee breaks and lunches.

After the opening address, keynote speaker Philippe Quéau, UNESCO, pointed out ethical issues related to a different way of knowledge organization, based on the lessons learned three centuries ago from philosopher, inventor and founder of the binary system Gottfried W. Leibniz, and his reticular method of visualizing complex relationships between terms, information and their representational scheme, that anticipated the today’s convergence of media and information; he also spoke of the “taste” (“saveur” in French, from the Latin words “sapor”, “sapidus”) of knowledge (“savoir”) that education has to re-discover also through the new media and tools now available.

The six round-tables (three each day): (1) discussed the change in information cultures and the responsibility of the school; (2) analyzed different aspects of information both as an object and as an informational flow, and issues related to its architecture, economy and sciences; (3) reflected on European and International paths, contents and practices in media and information education; (4) discussed how reading and writing are changing in a digital world; (5) saw implications of digital resources as new opportunities for school teachers for their teaching, collaboration and education; (6) realized the urgency of media and information education, its related issues and educational contents. The full program with the list of contributors and useful links is available at <http://emiconf-2013.ens-lyon.fr/programme>; the workshops, which I found very helpful, are at URL: <http://emiconf-2013.ens-lyon.fr/ateliers>.

55 posters (<http://emiconf-2013.ens-lyon.fr/posters>) lively showed several projects and practices in the MIL field. Many of them are authored (or co-authored) by the “Prof-Doc” (“Professeur Documentaliste”), the high school librarian - information specialist, presenting interesting contributions from the ProfDoc’s perspective.



Conclusions were drawn by the General Inspectors and Ministerial Consultant Prof. Emerita Genevieve Jacquinet-Delaunay (Paris 8 University), expert in media education (<http://www2.univ-paris8.fr/cemti/spip.php?article9>), who agreed about the idea of relaunching the school library as a knowledge center and learning commons; she also pointed out how students are now more and more visual so there is an increasing need for image education and visual literacy. Jean-Pierre Véran, National Inspector and Professor at Montpellier Univ., Faculty of Education, in his conclusions, underlined how some questions are (more or less) similar to those of the analog era: if we replace the term “television” with “digital media,” those questions still resonate very clearly. Furthermore, if effective MIL education is now strongly claimed by UNESCO, OECD and other institutions in France and abroad, should we think that education is a school instruction’s prisoner (as Guy Vincent pointed out in 1994)? Media and information literacy education is currently very marginal; it would require more flexibility at school and a different school organization to be truly effective.

As I had the opportunity to underline during my speech, the French school system has a “must” that is the school information and documentation center and the mandatory “ProfDoc” in high schools, both at junior (“college”) and senior (“lycée”) level, while the school library is unfortunately only optional at primary school level. If we consider the fact that a pupil, when entering the kindergarten, has usually many hours of “super-clicking” activities and interaction with mobile phones, etc. in his/her background, MIL education should start at K-level. MIL education is not about just integrating digital resources and tools in the school curriculum, but requires a more holistic, multidisciplinary and multifac-

eted approach. The “ProfDoc” job position should be extended to primary schools as well, and the school library should be rethought as a vibrant learning and knowledge building center (instead of focusing on providing and distributing documentation and information) so that can contribute to effective media and information literacy education. The ProfDoc should be retrained to play a more crucial and educational role as a key teaching partner from the first school grades, where he/she could teach a media and information literacy curriculum, as a “fil rouge” across the entire school instruction and closely integrated (of course!) into the school curriculum.

The debate is still going on via Twitter and other means, and the issues raised will be a matter of investigation and discussion next year for sure. As Mireille Lamouroux (EMICConf co-chair and IFLA 2014 local committee member) said, closing the intense conference, let’s go ...“en route pour le Congrès IFLA 2014 à Lyon!” So, see you at IFLA WLIC in Lyon next year!

Its conference program promises to be ...tasty (not only in professional terms).



## ***News from UK School Library Association***

**Tricia Adams**

**School Library Association Director, [tricia.adams@sla.org.uk](mailto:tricia.adams@sla.org.uk)**

### **A Royal Reception to Celebrate School Libraries**

We had been planning this joint day with Hay Festival 23 May 2013, but due to our VIP guests all this had to be kept under wraps until the invitations went out! President Kevin Crossley-Holland was hugely influential in getting this opportunity for us - and a huge thank you goes to everyone at Hay for their support. The Prince of Wales and Duchess of Cornwall arrived at the reception, and we were delighted to have one of the Hay Primary School children present Their Royal Highnesses with a selection of picture books to start their royal grandchild's library. ITV Wales included a short report on their regional news programme where you can get a glimpse of the occasion:

<http://www.itv.com/news/wales/2013-05-23/mid-air-drama-for-prince-charles-and-camilla-ahead-of-hay-festival-visit/>

**Armstrong, E. & Duncan, S. (2012). *From Audiobooks to E-books: Alternative Formats to Engage Non-readers*. London: SLA.**

The SLA's newest publication is a very useful guide to alternative formats, which can engage digital natives. These guidelines include case studies that show how librarians have used alternative formats in innovative ways in their own schools.

**Adams, T. (2012). *21st century school libraries – visionary spaces for learning*. London: SLA.**

This work discusses how in the 21st century "the school library is not a luxury but a necessity; the bedrock, the head and heart of all learning, offering a place of both relaxation and stimulation in the school and in the wider community."

**Redgrave, T., & Pielichaty, H. (2012). *Patron of reading*. London: SLA.**

<http://www.esgobmorgan.co.uk/patron-of-reading-helena-pielichaty/so-you-want-a-to-be-a-patron.html>



# Research

**Miller, et al. (2013). *Parents, children, libraries, and reading*. Washington, DC: Pew Research Center.**  
<http://libraries.pewinternet.org/2013/05/01/parents-children-libraries-and-reading/>

The vast majority of parents of minor children — children younger than 18 — feel libraries are very important for their children. That attachment carries over into parents' own higher-than-average use of a wide range of library services. Parents (especially mothers) are also more likely than other adults in expanding library services, including tech-related services. Furthermore, lower income parents are more likely to view library services as very important. These conclusions reinforce the importance of families and libraries in children's reading habits.

**National Literacy Trust. (2013). *Boys' Reading Commission*. London: Author.**  
[http://www.literacytrust.org.uk/assets/0001/4056/Boys\\_Commission\\_Report.pdf](http://www.literacytrust.org.uk/assets/0001/4056/Boys_Commission_Report.pdf)

The UK's National Literacy Trust has published a report on boys' reading issues. They explain the gap, noting the factors of gender identity, school, and home. They also provide several key recommendations to address the problem.

**National Literacy Trust/ (2013). *Children's on-screen reading overtakes reading in print*. London: Author.**  
[http://www.literacytrust.org.uk/news/5372\\_children\\_s\\_onscreen\\_reading\\_overtakes\\_reading\\_in\\_print](http://www.literacytrust.org.uk/news/5372_children_s_onscreen_reading_overtakes_reading_in_print)

For the first time children are reading more on computers and other electronic devices than they are reading books, magazines, newspapers and comics. This is potentially detrimental to children's reading levels as those who read daily only on-screen are much less likely to be good readers than those who read in print. Now that, and a recent *Scientific American* article (<http://www.scientificamerican.com/article.cfm?id=reading-paper-screens>) are concerns.

**Topping, K. (2013). *What kids are reading: The book-reading habits of students in British schools*. London: Renaissance Learning.**  
[http://www.readforpleasure.co.uk/documents/2013wkar\\_fullreport\\_lowres.pdf](http://www.readforpleasure.co.uk/documents/2013wkar_fullreport_lowres.pdf)

**Madden, M. (2013). *Teens, social media, and privacy*. Washington, DC: Pew Research Center.**

According to this survey, teens are sharing more information about themselves on social media sites than in the past, but they are also taking various technical and nontechnical steps to manage their privacy. Yet teen social media users do not express a high level of concern about third parties (such as businesses or advertisers) accessing their data; just 9% say they are "very" concerned. While Facebook remains the most commonly used social media site, teen Twitter use has grown significantly.

**Kathryn Zickuhr, K., Rainie, L., & Purcell, L. (2013). *Library services in the digital age*. Washington, DC: Pew Research Center.**  
<http://libraries.pewinternet.org/2013/01/22/Library-services/>

In a new survey of Americans' attitudes and expectations for public libraries, researchers found that many library patrons are eager to see libraries' digital services expand, yet also feel that print books remain important in the digital age.



## Awards and Recognitions



### **2013 IASL Award Winners**

On behalf of the IASL Board of Directors and the Awards Committee, we are happy to announce the 2013 IASL Award Winners! The awards will be given August 28, 2013 at the IASL 2013 Conference in Bali, Indonesia.

#### **IASL Books for Children**

Reuben Matolo Masemola, Pfunzo Ndi Tshedza Primary School, Pretoria, South Africa  
Carolina Arbeleche, Colegio Yvynara, Melo, Uruguay

#### **Ken Haycock Leadership Development Grant**

Melissa P. Johnston, University of Alabama, Tuscaloosa, Alabama- USA

#### **Jean Lowrie Leadership Development Grant**

Cosmas Mabeya, Equal Education South Africa, Capetown, South Africa

#### **Takeshi Murofushi Research Award**

Kasey Garrison, Sue Kimmel, and Danielle Forest, Charles Sturt University, Wagga Wagga, Australia and Old Dominion University, Norfolk, Virginia- USA

#### **IASL School Library Technology Innovation Award**

Monica Morscheck, British International School, Phuket, Thailand

### **ALA Awards**

Each January the American Library Association bestows several awards to recognize outstanding resources and people. The complete list can be found at

<http://www.ala.org/awardsgrants/awards/browse/bpma?showfilter=no>



### **International Latino Book Awards**

On May 30th before a capacity crowd at the Instituto Cervantes in midtown Manhattan the most important awards celebrating achievements in Latino literature were presented to 190 deserving authors and publishers. **The International Latino Book Awards (ILBA)**, now in its 15th year, were presented by **Latino Literacy Now** in partnership with **Las Comadres para las Americas** and the **Instituto Cervantes**. Since the Awards were founded over a thousand books have been honored. The complete list of all 191 winners is available at <https://www.box.com/s/rzw14zibtw7vtn0mbd22/1/892715210/8385092906/1>.

## Library of Congress Literacy Awards Advisory Board

Dr. Lesley Farmer, a member of the IFLA Literacy and Reading Section, has been chosen to serve on the Library of Congress Literacy Awards Advisory Board. This new set of awards has been made available due to the generous donation of David M. Rubenstein.

- The David M. Rubenstein Prize (\$150,000), for a groundbreaking or sustained record of advancement of literacy by any individual or entity worldwide;
- The American Prize (\$50,000), for a project developed and implemented successfully during the past decade for combating illiteracy and/or aliteracy;
- The International Prize (\$50,000), for the work of an individual, nation or nongovernmental organization working in a specific country or region.

The awards will be conferred for the first time in October 2013 to recognize and support outstanding achievements in the field of literacy, both in the United States and abroad. Special interest is given to groundbreaking, innovative and highly successful work that could be replicated by others.



## Canadian Library Association Selects Jo-Anne Gibson for Angela Thacker Memorial Award

The Angela Thacker Memorial Award has been established in memory of Angela Thacker, teacher-librarian, library coordinator, and school library colleague, mentor, leader and advocate who served the Association for Teacher-Librarianship in Canada (ATLC) and the Canada School Library Association (CSLA) in many capacities. This award honors teacher-librarians who have made contributions to the profession through publications, productions or professional development activities that deal with topics relevant to teacher-librarianship and/or information literacy.

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Jo-Anne Gibson is currently a teacher-librarian with the Pembina School Division at Acadia Junior High in Winnipeg, Manitoba. Prior to joining the Acadia staff in September 2006, Jo-Anne primarily taught band at General Byng School. After job shadowing a teacher-librarian in the district, she decided to become a teacher-librarian as she was intrigued that this position could have a lasting impact on student learning and achievement. Jo-Anne acquired her Diploma of Teacher Librarianship in 2009 from the University of Alberta, and also holds a Masters of Education, from the University of Manitoba.

Jo-Anne has been extensively involved in research, professional development and advocacy in the field of teacher librarianship. She is well known for effective teaching and networking in the field of information literacy. Jo-Anne has promoted the ideals of librarianship at various levels. She is passionate about the necessity to be a well-informed student and educator where everyone is using current and reliable research sources and presenting their newly constructed knowledge using the most effective 21st century tools. Jo-Anne is also passionate about reading, literacy and promoting excellent literature to her students.

With other school library colleagues, Jo-Anne has travelled to rural communities to bring library information at little cost to them. She along with the Manitoba School Library Association (MSLA) have

been lobbying provincial government to make the internet and research databases such as EBSCO available to rural school divisions, at a reduced rate, to make education more equal throughout the province.

Jo-Anne was awarded the MSLA (Manitoba School Library Association) Outstanding Teacher-Librarian of the Year Award (2009). She has been an exemplary teacher librarian in the school division of Pembina Trails, where her students, staff and library colleagues have all benefitted from her knowledge, expertise and passion for reading, literacy, information literacy, intellectual freedom, research and advocacy for all of these areas. Through her personal learning blog she is part of an extensive Teacher Librarian and Educational Technology network and other professional social networks. Jo-Anne has been the MSLA president (2009-2011), and is currently the MSLA Advocacy and Public Relations chairperson.

## Canadian Library Association Announces Book Awards

The Canadian Library Association / Association canadienne des bibliothèques is Canada's largest national and broad-based library association, representing the interests of public, academic, school and special libraries, professional librarians and library workers, and all those concerned about enhancing the quality of life of Canadians through information and literacy. CSLA selected several awards, which were presented at the CLA National Conference and Trade Show at the Winnipeg Convention Centre on 30 May 2013 at the CLA Book Awards Reception. A complete list of the winning and shortlisted titles is available on the CLA web site: [www.cla.ca](http://www.cla.ca).

The 2013 CLA **Young Adult Book Award winner** is *My Book of Life by Angel* by Martine Leavitt, published by Groundwood Books. The Honour Books are *What Happened to Ivy* by Kathy Stinson, published by Second Story Press, and *40 Things I Want to Tell You* by Alice Kuipers, published by HarperCollins. The Young Adult Book Award was established by the Young Adult Caucus of the Saskatchewan Library Association in 1980. The award recognizes an author of an outstanding Canadian English-language work of fiction (novel or collection of short stories) that appeals to young adults between the ages of 13 and 18.

The 2013 **Amelia Frances Howard-Gibbon Illustrator's Award** is *You are Stardust* (Owlkids Books), illustrated by Soyeon Kim and written by Elin Kelsey. The Amelia Frances Howard-Gibbon Illustrator's Award was established in 1971, and is presented annually to the illustrator of an outstanding children's book published during the previous calendar year. The Award is generously sponsored by Library Services Centre.

The CLA's Book of the Year for Children Award Jury salutes all Canadian writers of children's literature and their publishers for providing an exceptional collection of quality books for children with varied interests and reading abilities. Since its inception in 1947, the CLA **Book of the Year Award for Children** has been presented annually in recognition of excellence in children's books written and published in Canada during the preceding year. This year's award were presented to Susin Nielsen, author of *The Reluctant Journal of Henry K. Larsen*. CLA is pleased to announce two Honour Books this year: *A Tin-foil Sky* by Cyndi Sand-Eveland (Tundra Books) and *The Grave Robber's Apprentice* by Allan Stratton (HarperCollins Canada)





# Resources

## IFLA and UNESCO Resources

IFLA is launching a new set of resources relating to the role libraries play in supporting development, which are available through their website <http://www.ifla.org/ict4d>. This website shows how libraries are furthering development worldwide as well as highlighting the role of public libraries as agents for development. It is IFLA's intent to build these resources over time and to focus on innovative library projects that contribute to development. The website links to information resources on development projects and research, highlights what IFLA is doing to further development through libraries, and suggests ways for getting involved in the process.

The IFLA Section for Education and Training (SET) has revised the IFLA Guidelines for Professional Library/Information Educational Programs; the revision is available at: <http://www.ifla.org/publications/guidelines-for-professional-libraryinformation-educational-programs-2012>

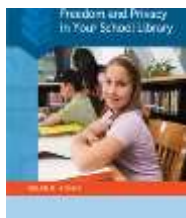
## New Publications and Digital Resources

**Branch-Mueller, J. Salerno, K., & de Groot, J. (Ed.s). (2013). *Becoming and Being: Reflections on Teacher-Librarianship*. <http://www.scribd.com/doc/146938161/Becoming-and-Being-Reflections-on-Teacher-Librarianship>. The companion site for the book: <https://sites.google.com/a/ualberta.ca/becoming-and-being/>**

Chapters were contributed by 25 graduating (or soon to graduate) TLDL students as part of their final course in the program. We launched the book at convocation last week and are very pleased to share it widely.

**Farmer, L. (2013). *Library services for youth with Autism Spectrum Disorders*. Chicago: American Library Association.**

Introducing what autism spectrum disorders are, and identifying the great need to build and manage programs for different youth with these disorders, Farmer offers librarians in or outside a school environment all the information they need to build a library literacy program geared towards these children.



**Adams, H. (2013). *Protecting intellectual freedom and privacy in your school library*. Westport, CT: Libraries Unlimited.**

Written by a well-known intellectual freedom advocate, this book is a one-stop source for school librarians on intellectual freedom and privacy issues that blend principles with best practices.

**Alvermann, D., Unrau, N., & Ruddell, R. (2013). *Theoretical models and processes of reading* (6<sup>th</sup> ed.). Newark, DE: International Reading Association.**

This book showcases classic scholarship and instruction while delivering current research and instructional developments in the field of literacy.

**Rankin, C., & Brock, A. (Eds.). (2013). *Library services for children and young people: Challenges and opportunities in the digital age*. Chicago: American Library Association.**

This book carves out a strategy for engaging with the challenges and opportunities for children's and Young Adult librarians and policymakers in the Google environment. Designed to support the strategic planning and delivery of library services and programs at a local community level or in schools, this book uses a series of case studies, scenarios and vignettes, drawn from international sources, to root the discussion in a real-world context.

**Hattie, J., & Anderman, E. (Eds.) (2012). *International guide to student achievement*. New York: Routledge.**

This compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world.

***The heart of the school*. (2013). London: Read for Pleasure.**

[http://readforpleasure.co.uk/documents/heartoftheschool\\_libraryguide\\_lowres.pdf](http://readforpleasure.co.uk/documents/heartoftheschool_libraryguide_lowres.pdf)

A brief guide on the role libraries and librarians play in promoting reading for pleasure and supporting the curriculum within a school

***Read to succeed: A brief guide on motivating students to read in order to achieve academic success*. (2013). London: Read for Pleasure.**

[http://readforpleasure.co.uk/documents/readtosucceed\\_guide](http://readforpleasure.co.uk/documents/readtosucceed_guide)

Order a free poster which shows children's books which have won awards in the UK. Click on the link on the right hand side of <http://www.readforpleasure.co.uk/culture/home.php>

***Girls' Education Yearbook*. (2013). San Francisco: Room to Read.**

<http://www.roomtoread.org/GirlsEducationYearbook?erid=3468015&trid=95026a11-f5e8-4362-a957-aa2fd3f12a>

The 4th edition of the **Australian Thesaurus of Education Descriptors** will be published towards the middle of 2013 (\$250). The flyer and order form is available at <http://bit.ly/SkwEeS>

***International Journal of Education and Development using ICT, Vol. 9, No. 1 (2013)***

IJEDICT aims to strengthen links between research and practice in ICT in education and development in hitherto less developed parts of the world.

***Approche Neuropsychologique des Apprentissages chez L'Enfant, #122***

Theme: Enfants et adolescents en difficultés d'apprentissage: quelles orientations scolaires et professionnelles?

**Libraries and Learning Blog** <http://schools.natlib.govt.nz/blogs/libraries-and-learning>

This blog by the National Library of New Zealand emphasizes services to schools.

<http://ayearofreadingtheworld.com/thelist/> lists good reading alphabetically by country.



**Günter Schlamp, Die Schulbibliothek im Zentrum. Erfahrungen, Berichte, Visionen.** Berlin: BibSpider, 2013. ISBN 978-3-936960-51-8. €26,80 (<http://www.bibspider.de/schulbibliothek-im-zentrum>)

Author Günter Schlamp has a long wide knowledge and experience in education, as a school teacher, teacher-librarian, school principal, school library activist (as founders of German school library associations);. These multiple dimensions merge in his book *Die Schulbibliothek im Zentrum* (The school library at the heart: Experiences, reports, visions) – and the attention to educational implications of the school library emerges very clearly here. In fact, in the first chapter, he underlines the educational function and pedagogical role of the school library: the school library is not an extension of the public library, its

branch, but it should be conceived as an “extended” classroom where students and teachers work together towards effective learning and teaching outcomes. As a “school library fan,” Schlamp aims at conquering more fans among school library stakeholders, especially school teachers and principals, and instigating in them the vision and need for a new idea of the school library.

The lack of a school library culture in Germany is analyzed in the second chapter, where the author presents some factors –such as the general good quality of German textbooks, teachers’ lack of time, increasing provision of computers and media at school, Regional articulation of the political and educational structure, etc. – that affect the development of school libraries in Germany; they are far away from the IFLA/UNESCO standards. Cooperation between public libraries and schools has improved since the first PISA results in reading competence (in 2000); a program focusing on the public library as a school partner in education has taken place in 12 out of 16 of the regions, but the school library is not involved in it, even though there are many areas where the school library has a key role to play as an educational partner. Furthermore, discussion about school library staff – teacher librarian, school librarian, chartered librarian – is open, too. In conclusion, an educational shift is needed to change radically the current scenario towards better learning outcomes.

Research in school librarianship and in neurosciences is presented and discussed in the third chapter. The school library role in the learning process and reading habits is shown by studies in USA and UK (e.g., Ohio study, Colorado study, British National Literacy Trust research). School libraries participating in the “Schulbibliothek des Jahres” (“School Library of the Year”) contest provide good examples of school libraries in action; they could form the basis of research that should be done at the German level, compared, for instance, to the one recently carried out in California by Douglas Achterman (2008 dissertation) that confirmed the correlation between school library programs and students’ achievement. Furthermore, the controversial discussion of digital technologies and their impact on learning and teaching cannot ignore the contribution from neuroscience, which shows the risk of losing a reading culture; learning requires time (to read, to reflect, etc.) and attention, challenged by the ongoing informational flow. The school library has much to offer; for instance, in the field of reading promotion (which is a school library task, too), and through digital tools and resources.

The fourth chapter presents educational issues concerning the school library role in the digital age and its sustainability, including the usage of ICT and the Internet; developing a digital school library; the school library as a learning center where the school curriculum, information literacy education, the self-directed learning taking place and being implemented. School development can find in its school library an active hybrid motor of change.

Informative chapters on other issues and practices are then offered: staffing issues (chapter 5); offers and opportunities for sustainable school libraries (chapter 8, with contributions by several authors); the school library as a center for cultural practice, e.g., creative writing, film and media education, etc. (chapter 7); new library models, e.g., i-commons (with no books), learning commons, “star restaurant” model (chapter 8); the contribution of the school libraries/librarians to the school’s quality (chapter 9).

The conclusion points out useful parameters for a master plan towards “utopia”: e.g., the school library as an attractive environment and active institution (not only to achieve PISA tests), as a school quality indicator (that must be tested and evaluated), etc. The volume is completed by an appendix, a reference list, and a list of useful links also available at: [http://www.bibspider.de/sites/default/files/schulbibliothek\\_zentrum\\_linkliste.pdf](http://www.bibspider.de/sites/default/files/schulbibliothek_zentrum_linkliste.pdf) (this could be enriched by resources, such as <http://www.iasl-online.org/advocacy/make-a-difference.html>, and <http://www.ifla.org/school-libraries-resource-centers> – that could sound interesting or useful to German school library professionals, stakeholders and ...“fans”). Review by Luisa Marquardt, [luisa.marquardt@uniroma3.it](mailto:luisa.marquardt@uniroma3.it)



# Conferences

## **Information: Interactions and Impact Conference**

25-28 June 2013 in Aberdeen, UK

<http://www.i3conference.org.uk/>

## **EdMedia Conference**

24-28 June 2013 in Victoria, BC, Canada

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

## **International Instructional Technologies & Teacher Education Symposium**

26-28 June 2013 at Trabzon, Turkey

<http://www.ittes.org>

## **American Library Association Conference**

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

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

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

30 June - 6 July 2103 in Porto, Portugal

<http://InSITE.NU>

## **International Conference on Learning**

11-13 July 2013 in Rhodes, Greece

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

## **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 Educational Technologies**

16-19 July 2013 on Rhodes Island, Greece

<http://www.europment.org/conf2013/eet.htm>

## **Social Media 2013 (18<sup>th</sup> International Education Technology Conference)**

1-3 August 2013 in Hong Kong

<http://www.socialmedia2013.org/>

## **18th European Conference on Reading**

6-9 August 2013 in Jönköping, Sweden

<http://www.literacyeurope.org/18th-european-conference-on-reading/>

## **International Conference on Education and Educational Research**

11-12 August in Singapore

<http://www.eer-conf.org/index.htm>

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

26-27 August 2013 in Singapore <http://www.e-learningedu.org>



**International Association of School Librarianship Conference**

26-30 August in Bali, Indonesia

<http://iasl2013.org/>

**DC-2013: Linking to the Future**

2-6 September 2013 in Lisbon, Portugal

<http://purl.org/dcevents/dc-2013>

**International Conference on Education and Modern Educational Technologies**

28-30 September 2013 in Venice, Italy

<http://www.euopment.org/venice2013/emet.htm>

**International Literacy Month / International School Library Month**

October 2013

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

1-4 October 2013 in Singapore

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

**ENSIL 10th Anniversary Reunion**

4-6 October 2013 in Castrican, The Netherlands

<http://www.ensil-online.org>

**Frankfurt Book Fair**

9-13 October 2013

**Library 2.013 Conference**

18-19 October 2013 online

<http://www.library20.com/2013>

**IASL / Middle East School Library Meeting**

21 October 2013

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

22-25 October 2013 in Istanbul, Turkey

<http://www.ilconf.org>

**IADIS International Conference on Cognition and Exploratory Learning in Digital Age**

22-24 October 2013 in Fort Worth, Texas

<http://www.celda-conf.org/>

Deadline for submissions: 12 July 2013

**63rd International Council for Educational Media (ICEM) Conference**

1-4 October 2013 in Singapore

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

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

23-25 October 2013 in Istanbul, Turkey

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

**The 9th Annual Social Informatics Research Symposium: Social Informatics of Information Boundaries**

2 November 2013 in Montreal, Quebec

<http://asistsigsi.wordpress.com/2013/06/11/cfp-sig-si-symposium-2013/>

**Global Learn: Online Global Conference on Learning and Technology Conference**

6-7 November 2013

<http://www.aace.org/conf/glearn/>

**I Congress of ISKO Spain and Portugal**

7-9 November 2013 in Porto, Portugal

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

**International Conference in Open & Distance Learning**

8-10 November 2013 in Athens, Greece

<http://icodl.openet.gr/index.php/icodl/2013>

**International Inter-Academy Conference: Reading on spaces of childhood in Russia and in the world**

14-15 November 2013 in Moscow

Please email proposed theses and reports by 15 September 2013 to [melentievau@mail.ru](mailto:melentievau@mail.ru)

**American Association of School Librarians Conference: Rising to the Challenge**

14-17 November 2013 in Hartford, CT

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

**International Conference on Digital libraries (ICDL)**

27-29 November 2013 in New Delhi

Theme: Vision 2020: Looking back 10 years and forging new frontiers

<http://www.teriin.org/events/icdl>

**International Conference on Asia-Pacific Digital Libraries (ICADL 2013)**

9-11 December 2013 in Bangalore, India

<http://www.isim.ac.in/icadl2013/Index.html>

**22nd BOBCATSSS Symposium: Library (r)evolution: Promoting sustainable information practices**

29-31 January 2014 in Barcelona, Spain

<https://www.conftool.pro/bobcatsss2014/>

Deadline for program proposals is 23 September

**Global TIME: Online Global Conference on Technology, Innovation, Media & Education**

12-14 Feb 2014

<http://www.aace.org/conf/gtime/>

**21st International Conference on Learning**

15-17 July 2014 in New York City

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



**Section Newsletter Editor**

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