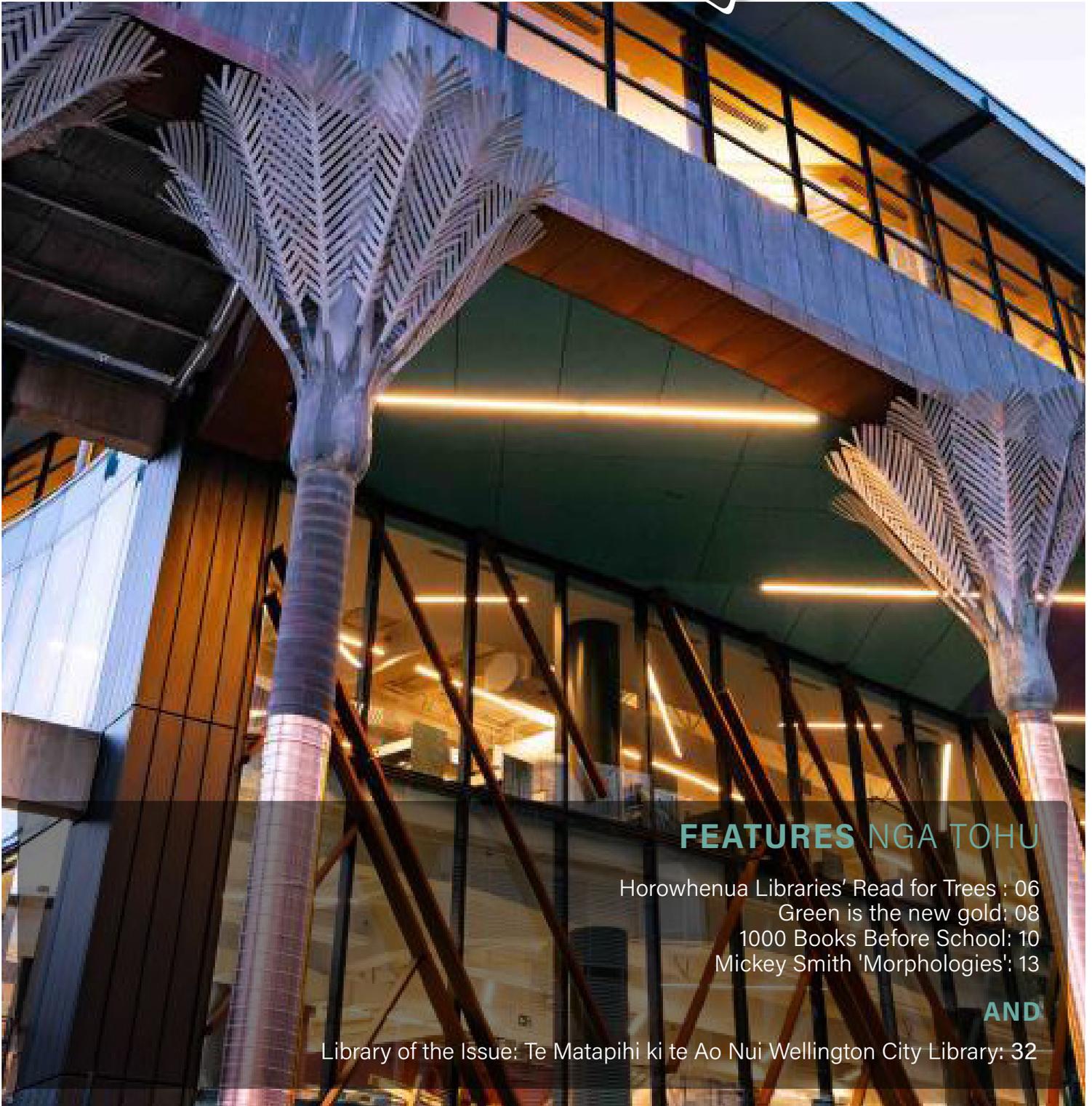


LIBRARY

TE RAU ORA

Life



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COVER IMAGE

Te Matapihi ki te Ao Nui.
Image supplied.

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EDITORIAL STATEMENT

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From the Editor | Nā Te Kaitātari

Angela Cairncross

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

This issue of *Te Rau Ora* has a focus on climate action. Horowhenua Libraries share their Read for Trees initiative, a sustainable, intergenerational reading programme that builds living legacies for the Horowhenua community. AUT Library's article looks at their involvement in the Green Impact initiative launched by AUT in 2019. The Climate Action Committee examines how libraries can participate in citizen science.

Te Rau Ora is especially delighted to introduce two new library builds in this issue: the long-awaited Te Matapihi ki te Ao Nui Wellington Library and Te Whata o Kaituna, the new South Dunedin Community Library.

As more libraries introduce the 1000 Books Before Schools programme, Shana Makuta shares details of the Queenstown Lakes initiative. Rangihurhia McDonald (Ngāti Maniapoto) tells us about her mahi at Te Iho o Te Manawataki, the library at Waikato University. We learn about the work of artist Mickey Smith, who, for over two decades, has focused on a longstanding inquiry into libraries, books, and archives— particularly the social significance of their physical existence or disappearance. If you're in Auckland, be sure to check out Mickey's exhibition at the Arts House Trust.

Our information-rich columns, reports on new sector resources, grant outcomes, and more make this issue another great read.

Share your mahi and news with us by emailing comms@lianza.org.nz.

Angie Cairncross
LIANZA Communications Lead

From the President | Nā Te Tumuaki



Mark Crookston
LIANZA President

Kia ora tatou,

I delayed writing this column until February, so I didn't just write about my holiday. That was the main thing on my mind in January. Focusing on what's ahead - the next two months are important for LIANZA.

I encourage you to engage in the **constitutional changes** we're taking to the membership. While some updates are required for compliance with the Incorporated Societies Act 2022, we're also taking this opportunity to refresh the constitution and set ourselves up for the

next period. Please review this summary of changes, attend the webinar, and ask any questions. Please attend the **special general meeting on March 26** to vote.

Also in March, the Council will meet in person to create a draft of a new LIANZA strategic plan or strategic directions. What's the difference? A strategic plan, like **LIANZA's existing plan**, is clearly structured into objectives and defined actions – a clear outline of the things we will do to achieve our goals and vision. Strategic directions outline the direction of travel and have objectives and actions more loosely defined to enable flexibility for how the vision is achieved. A strategic plan is easier to follow, explain, and measure, whereas strategic directions require stronger governance over the timeframe, with more communication of choices to members as they are made. But again, a bit more flexibility to adapt to changing contexts.

Whatever we decide, one thing is certain: we've got great information from you all to help guide us. The **membership survey** received over 400 responses across a range of topics, and your voice in these results will help us enormously in the coming year. Thank you to all who completed it and to the LIANZA team for designing and promoting it.

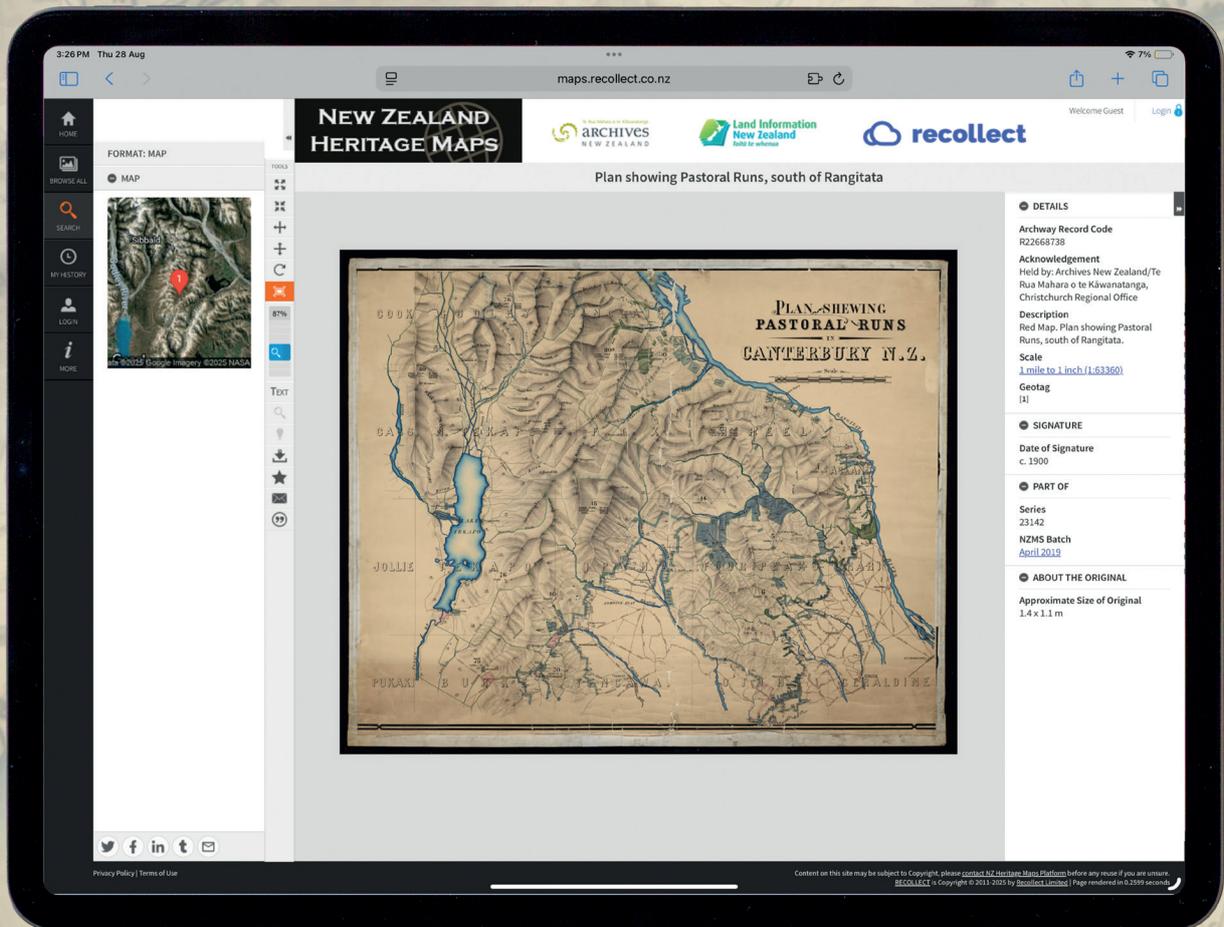
This year, I intend to begin my **LIANZA CPD journey**, and I encourage everyone to do the same. I've logged in to **MyCPD** via the LIANZA member portal, downloaded my Tōtara interactive workbook, and I intend to use the LIANZA constitutional changes and strategy development to document the *planning, management and leadership* part of Te Tōtara. I'm looking forward to experiencing that.

Kia pai tō tau - Have a great year.

Mark Crookston
LIANZA President

Mark at the LIANZA 2025 Conference. Image credit Ahmad Morad.

PRESERVING HERITAGE, ENRICHING ACCESS



NZMS and Recollect deliver digital archives that
connect communities to their stories.

Read for Trees



Read for Trees is a new initiative from Horowhenua Libraries that involves a sustainable intergenerational reading programme and helps build living legacies for the Horowhenua community.

After running the early 2020s gauntlet of take-home craft packs and socially distanced check-ins, Libraries Horowhenua had designed summer reading programmes to draw tamariki back into the library with bingo cards and easy incentives. Some were very motivated by picking trinkets from the prize bin, but as kaimahi, we felt uninspired and recognised that many parents felt the same about adding more waste to their homes and landfills.

A reading programme should appeal to tamariki. But we also need enthusiastic parents and whānau to champion summer reading. Then, during a lazy Sunday doomscroll last year, spotting a 2024 tree-planting initiative by the Burlington Public Library, the seed was planted. The idea began to germinate at our next team meeting, and we started to branch out to potential partners.

The Friends of the Horowhenua Library were excited to support the idea, as was our Council Parks and Property team, who connected us to Green by Nature. In that meeting, we were quickly humbled by the price of a tree. Just as quickly, Green by Nature announced that they would happily donate their stock of 21 large native trees to the cause! Phew!

With supporting partners and flora in hand, our attention turned to untangling how a shared community goal could meaningfully shape our summer reading challenge. Not only could it contribute to building our sense of community, but by pivoting from individual incentives to collective contributions to our whenua, this might not just be for children.

With an intergenerational reading programme, we could promote reading for pleasure for children and adults together, engaging adults as reading role models, while developing our neighbourhood amenities to create a lasting impact for future generations.

Images credit Leala Faleseuga.

READ FOR TREES TAKES ROOT

As Read for Trees took root, we have developed a variety of ways for our community to participate. Enthusiastic support from our graphics team resulted in a hands-on booklet to keep for tamariki, challenge reading cards for teens and adults and beautiful custom badges to earn through Beanstack. For every 50 pages read, a 'leaf' was earned, and every 100 'leaves' unlocked a tree for planting. The extra sprinkle of magic was reading together, earning everyone leaves, and further encouraging parents and grandparents to serve as reading role models.

We decided to run Read for Trees throughout the summer, from 1st December to 1st March. This would allow us to launch at the Christmas parade and promote to classes before school finished. Ending later was well timed for autumn planting and gave time for infrequent readers to establish reading for pleasure habits.

UPTAKE EXCEEDS EXPECTATIONS

Uptake soon surpassed our expectations and calculations. Beanstack made logging books fun and easy, especially for families with multiple children, and enabled real-time tree-tracking. We had worried that 5,000 pages per tree would seem insurmountable. But we didn't anticipate how meaningful it would be to plant one tree for our community, with kids and adults alike excited to contribute.

Then there was the handful of tamariki that got blooming excited to read for trees, and by the halfway mark, we had already 'unlocked' our full quota of trees. Eeek! Here's where the wonderful Friends of the Horowhenua Library happily saved our bacon with the extra funding required to see us through to the end of the challenge –just!

The community planting day turned our reading achievements into 42 beautiful living legacies. Green By Nature ensured that tree planting was ecologically appropriate, sustainable and

educational and even provided our hungry planters with a sausage sizzle!

Planting together strengthened neighbourhood connections and fostered a shared sense of purpose and pride. It was hands-on, fun and sparked conversations around kaitiakitanga and collective responsibility.

READ FOR TREES DEVELOPS INTO READ FOR BEES

This summer, we've taken what we learned from Read for Trees and what we loved about it to produce the sequel: Read for Bees!

On the way back from LIANZA 2025, our team initially laughed at the rhyme, but with our wheels turning and the post-conference buzz, we realised we could be on to something! This time, we're encouraging a highly localised sense of community, alongside friendly competition, by having our readers track their pages and nominate their local school.

Green By Nature will install a beautiful new pollinator garden at the school with the most pages read. With this competitive element, we hope to activate kaiako as summer reading champions, and with uncapped reading potential, we won't run out of funds or flora. We've added an activity foldout encouraging tamariki to support biodiversity in their own backyards. At its roots, the success of Read for Trees came down to the joy we had in growing it and connecting with those around us, demonstrating that when we work together and read together, we can grow great things.



Samantha Tibbs (left) is the Children's Learning Librarian at Libraries Horowhenua and **Jennifer Walton** (right) is the Library Engagement Team Lead.



Green is the new gold

CLIMATE ACTION IN THE LIBRARY



Green Impact is a global initiative launched in the UK in 2006 by the National Union of Students, and in Australia and New Zealand since 2017 in partnership with Australasian Campuses Towards Sustainability (ACTS).

Three universities in New Zealand – AUT, Massey and Victoria have taken part. At AUT, Green Impact was piloted with staff in 2019 and has since become an established part of AUT's sustainability initiatives, growing year by year. AUT Library Te Mātāpuna staff members Donna Coventry, Judith Gust and Deidre Ashton share their experience.

A LOOK AT GREEN IMPACT

Green Impact is a fun competition for students and staff who want to implement sustainability actions on campus and at home. Each participating

institution has an online toolkit of bespoke tasks aligned with the UN Sustainable Development Goals. We assign tasks ranging from basic bronze-ranked tasks worth 5 points to project-level tasks worth 100 points.

Kākāriki is the Te Mātāpuna/ AUT Library team, and we have participated since 2019. We've completed nearly 200 tasks, including mid-winter soup days, wellness walks, soft-plastic recycling and bread tag collections, beach clean-ups, and pink-ribbon fundraising.

Another successful initiative undertaken by the Kākāriki team is Fresh Fits – a free clothing giveaway for students, with items brought in by staff or collected from student accommodation. Team members also list highlights, such as film screenings, tree-planting, and work in campus gardens.

The Kākāriki Team from left: Michael McCutcheon, Julie Drabsch, Ingrid Vinkenvleugel, Donna Coventry, Emma McFadgen, and Judith Gust. Image supplied.

RESOURCE SHARING TEAM LEADERS IN SUSTAINABILITY

Te Mātāpuna's Resource Sharing team, whose work includes interloans, course resources, and the supply of materials to distance students, is a leader in sustainability.

In 2018, Resource Sharing implemented a sustainability strategy. Its aim was to substantially reduce, or eliminate, the use of new plastic packaging, bubble wrap, and non-biodegradable packing tape for Interloans and Distance Services. Used packaging was collected to re-use where possible. In consultation with the AUT Sustainability Team, it was recommended that, when used packaging is unavailable, paper packaging should be used in the first instance due to its ease of disposal.

Compostable bags could also be used, as these can be disposed of in the inorganic compost bin at the AUT City Campus. Using compostable bags for the return of items works well as they can also be used as a waterproof covering for the item when it is supplied to library users, and they are simple to package for return. Resources and costings were supplied, and while it did cost a bit more, the return more than made up for it. Traditional courier bags have a short lifespan, so we do not order too many at a time. We also found that when we use courier bags, the books required extra protection so as not to rip the bag.

REASONS FOR BEING PART OF GREEN IMPACT

Why do we participate in Green Impact? Sometimes it is noted that individual actions don't amount to much when compared with what's happening at the corporate and national levels. What's the point of small-scale initiatives such as Green Impact!

Ahakoā he iti, he pounamu

Although it is small, it is of great value

We believe in the importance of individual actions, where privilege and personal circumstances allow, and that it's better to follow our own ethics and do something rather than nothing. We enjoy participating in activities with others who share our values, and the initiative provides opportunities to connect with teams outside the library. Participating as a group keeps us accountable and encourages and inspires us to continue our sustainable journey. The library is integral to any institution, and we believe it's important to lead by example.

If you get the opportunity to participate in a Green Impact challenge, we say, take part, unleash your creativity and have fun!



Donna Coventry is the Scholarly Communications Lead at Te Mātāpuna Library and Learning Services.



Deidre Ashton is Resource Sharing Team Lead at Te Mātāpuna Library and Learning Services.



Judith Gust is the Resources & Licensing Advisor at Te Mātāpuna Library and Learning Services.

1000 Books Before School



The 1000 Books Before School programme is an early literacy initiative designed to increase children's exposure to oral language from birth through the start of school. It's a self-paced, self-directed programme for families and caregivers of young children. The focus is on building pre-literacy skills that make reading possible: phonological awareness, vocabulary, comprehension, and an understanding of how stories and books work. At Queenstown Lakes Libraries, we offer *1000 Books Before School* across all eight of our branches.

Our goals are to extend early literacy experiences beyond library walls and into everyday life and family routines, to educate caregivers about the importance of reading aloud from birth, to celebrate families who are already reading, and to provide a fun and structured programme for those who are not.

HOW THE PROGRAMME WORKS

The structure of the programme is simple, but each element serves a purpose.

- **Booklet** – contains the reading logs and doubles as a tool to promote library programmes and collections.
- **Numbered stickers** – awarded at 100-book intervals and incentivise progression towards the goal.
- **Wall chart** – a visual tracker displayed in each library branch, celebrating participant progression, simultaneously promoting the programme to others. The child moves their own name tag up the chart, reinforcing their achievements.
- **Certificates and completion frames** – to recognise and celebrate the completion of the programme. Shared on social media with permission.

Every touchpoint - from receiving an achievement sticker, to checkouts at the desk - reinforces relationships between children, families, the library and reading.

COPYRIGHT CONSIDERATIONS

The *1000 Books Before Kindergarten* programme is trademarked by the 1000 Books Foundation in the United States and New Zealand. However, according to IPO NZ, there is currently no trademark for *1000 Books Before School* in New Zealand.

In 2020, I reached out to the 1000 Books Foundation to enquire about implementing their model and app locally, but did not receive a response. Given differences in educational terminology and the existence of similar programmes in Australia, we proceeded independently, acknowledging the 1000 Books Foundation as the originator of the concept.

Image supplied.



While I am not aware of any copyright barriers to using 1000 Books Foundation materials in a New Zealand context, libraries may wish to seek independent legal advice.

During our research phase, Motueka Library was the only New Zealand library offering 1000 Books Before School. They were very helpful and generous with their work. We were inspired by their approach and, with their blessing, modelled our booklet's format after theirs.

OUTREACH AND ENGAGEMENT

Queenstown Lakes Libraries promote this programme in a variety of ways. In 2022, we launched the programme at community events. We promote the programme through our local Plunket, the Baby Box scheme, and the Southland Literacy Association's Books for Babies Programme. The children's librarian at each branch promotes the programme during preschool outreach and informs staff of its benefits.

External promotion is very important, but I firmly believe programmes live or die at the circulation desk. Staff engagement is vital to success and supported with a clear 'how-to' guide to ensure consistency across branches. Visible wall charts by the front desk frequently spark conversation, which staff transition into programme signups.

FUNDING AND COSTS

Because we chose to professionally print our materials and because future funding was uncertain, our initial setup costs totalled around \$11,000. This allowed us to purchase 2,000 booklets, the biggest expense at half the cost; 12,500 stickers, eight celebration frames, 1,000 certificates and the artwork.

Costs can be reduced by using in-house design, smaller print runs, and printing in-house when feasible. To cover costs, we secured funding from the library budget to cover essentials, local sponsorships with businesses donating \$250 and thanked us as a community sponsor, and a Te Hau Toka Wellbeing Grant which supported community connection and mental wellbeing post-COVID.

Due to limited initial funding, we delayed introducing additional incentives, such as library card lanyards and branded canvas book bags. These rewards are 'nice to have,' but not essential to the programme. I wouldn't recommend this approach as it made things a bit messy. However, the delay in incentives helped build momentum. This also provided the evidence needed to secure additional funding.

Image credit Zoshua Colah on unsplash.com.



PROMOTION AND VISIBILITY

The wall charts have been a very effective local promotional tool - visible, celebratory, and creating engagement opportunities. Beyond our district, our website and social media helped other libraries discover that we offer the programme. We've had several councils, library teams and community leaders reach out for guidance, and we also direct them to explore Motueka Library's programme.

OUTCOMES OF THE PROGRAMME

Since launching in 2022, we've seen measurable outcomes including an increase in our picture book circulation by 20%. Children's fiction borrowing is up 15% and the overall children and youth checkouts are up 14%.

We currently have over 650 registered participants and more than 60 completions, with many families restarting the challenge after they finish.

Beyond numbers, the community response has been overwhelmingly positive. Parents share stories, celebrate milestones, and often inspire other families to join.

"My daughter and I loved this programme so much we completed it in just four months! The stickers and name-moving ladder were highlights for her. We've started again, and I even sent the booklet and stickers to my sister in Australia - the best \$20 I've ever spent!"

"The 1000 Books programme has been a game-changer for us. Our 4-year-old has discovered so many new ideas and stories. I feel confident she'll start school with a strong vocabulary and love of reading thanks to this challenge."

FINAL THOUGHTS

I truly believe children's services are the heart of public libraries. We are the 'feeders' creating the next generation of library users - building relationships and lifelong reading habits. It is my hope that connecting children with libraries provides the foundation for an inclusive, people-centric, free-access, information-based, literacy-rich future - and I'm doing my best to help make this happen.



Shana Makuta is the District Children's Librarian for Queenstown Lakes Libraries. She leads literacy initiatives across eight library branches and created the 1000 Books Before School programme in her district. Shana is passionate about empowering families through reading, creating engaging library experiences for children, and fostering lifelong connections with books.

Image credit Marta Wave on pexels.com.

Mickey Smith 'Morphologies'

MARCH 5 - MAY 24, 2026 AT THE ARTS HOUSE TRUST



Mickey Smith is an award-winning conceptual artist and photographer. Originally from the US, Mickey has made New Zealand her home for the last fourteen years, now working between the two countries. For over two decades, her practice has focused on a longstanding inquiry into libraries, books, and archives— particularly the social significance of their physical existence or disappearance.

Mickey's work reflects human history through her documentation of simple, provocative titles found on library shelves around the world. Her work explores the shifting forms of information as we view systems change, digitise, and collections become deaccessioned. Her work can focus on simple, provocative titles that, through colour and scale, transcend the spines on which they appear, creating playful, anthropological, conceptual artworks.

One of Mickey's earliest memories is of visiting a **Carnegie Library** in the Midwest with her grandfather when she was 5 years old. In 2016, Te Tuhi exhibited Mickey's work on the 18 Carnegie libraries erected in New Zealand at the turn of the last century.

"There were a lot of these libraries in Minnesota – in every town you drove through. I remember the big, gilded staircase and the card catalogues. I was

probably more fascinated by the building than the books at the time, but I was very engaged with the library."

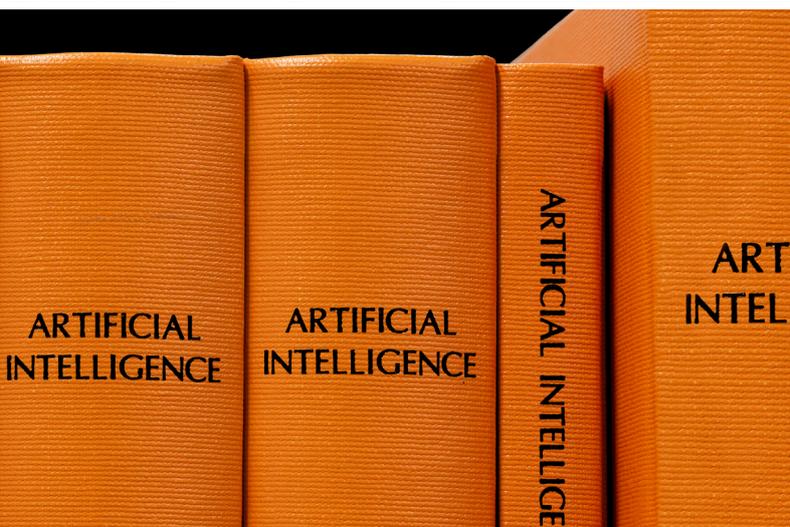
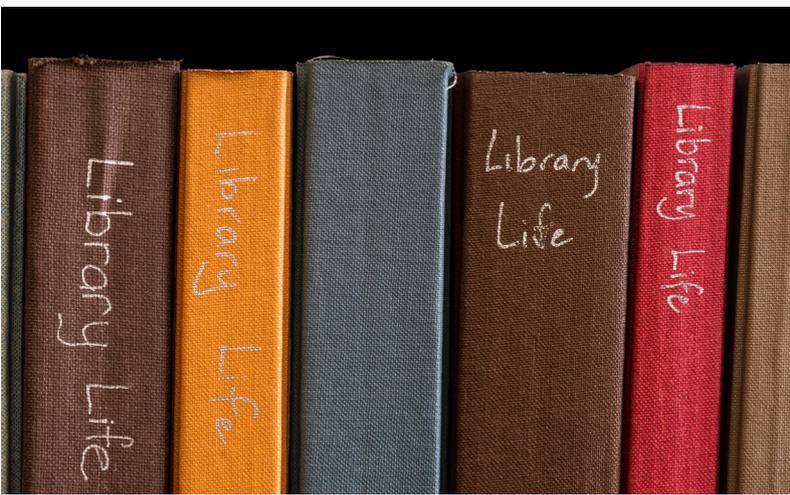
Early in her career, Mickey held an artist residency at Rainy Lake on the border of Minnesota and Canada. It was an island with housing containing 15,000 books, lining every wall of every building "I started to photograph the collections of the architect who built the houses in the 1920's. Ernst Oberholzer was an avid book collector.

Mickey hasn't stopped photographing them since. Books, collections, information and anything associated with it.

"The landscape of libraries has changed so much, and I have been privileged to witness that change, experience and document it. I feel there's an urgency, not because I fear the change that is happening, but because perhaps I can help libraries communicate that change that sometimes the public doesn't understand, particularly in New Zealand."

She's referring to deaccessioning, which she says is not an issue in the US and Europe, unlike in New Zealand. "Elsewhere, they understand that deaccessioning is necessary and part of the evolution of the library."

Image credit Mickey Smith.



As Aisling Quigley says (Aisling Quigley in *Morphologies* catalogue; Mickey Smith 2024. Law Warschaw Gallery), libraries are not mausoleums.

"Libraries are creating spaces for a wider variety of stories and voices, and they need to adapt to the times. They are platforms for understanding artificial intelligence and changing to reflect how information and knowledge might now take form."

"That doesn't always come in a row of books on shelves. Libraries are microcosms of the communities that use their information, and how they do this is different now."

In her current exhibition, *Morphologies*, at the Arts House Trust in Hillsborough, Auckland, Mickey presents work from her long-form documentary *Volume*, plus highlights from *Denudation*, *As You Will: Carnegie Libraries of the South Pacific* alongside new installation-based artworks. *Morphologies* ask us to consider our evolving relationships with books and the institutions that shape our collective cultural memory.

The exhibition originated in Minnesota, where Mickey is from, and toured to North Dakota and Nebraska and is now on view in Auckland. The organiser's of the exhibition are hoping to bring it to the South Island and are currently looking for a venue.

The Carnegie work that appears in *Morphologies* has never been shown in New Zealand in print form. In her book, *As You Will: Carnegie Libraries of the South Pacific (2018)*, Mickey documents the historic legacy of 23 Carnegie Libraries erected across the South Pacific, including 18 here in New Zealand.

Grounded in a conceptual investigation of knowledge, language, access and preservation Mickey hopes the work will elicit both intellectual and emotional responses. "Everyone has their own personal relationship to libraries and information," she explains, "and I hope viewers reflect on their own histories of seeking, discovering, and consuming knowledge when visiting *Morphologies*."

Top left: *Library Life*, 2022. From the ongoing series *Volume* (2004 - present). Top right: *Bound Vol. II (detail)*, 2024.

Images courtesy of the artist.

Research skills for postgraduate study



A new resource designed to prepare postgraduate students for advanced research has been created and written by Te Herenga Waka—Victoria University of Wellington library and information kaimahi.

Authors include law subject librarian Catherine Doughty, Marcus Harvey, who was the Manager of Academic Engagement at Te Pātaka Kōrero—the university library - at the time of writing, Peter Quin, team leader in the Academic Engagement Team, and Philip Worthington, a subject librarian for the Wellington School of Business and Government (WSBG) was the editor. David Taine, also a WSBG subject librarian, brought his publishing expertise to help produce the book.

The online book is an open educational resource (OER).

An OER is an educational resource licensed under a Creative Commons license. It can be adapted and provides access to educational resources that are free for students and easy to access.

It's part of a broader open education movement, says Philip Worthington. Someone in one part of the world might write something, and someone in another part of the world may use and adapt the resources to fit their context.

"Traditional textbooks can cost a lot," says Philip. "But if the lecturer is using an open educational textbook, such as we've done, there is no cost to the student."

Anyone can adapt, reuse, or remix the educational resource. It could be a textbook, a book chapter, an

article, an activity, or a whole course, used as an OER.

Peter Quin says the potential benefit of OERs is that one can take a textbook written overseas and add a local context to it. "You may not have the funds or the organisational resources to write a textbook that is locally centred. But with these OERs, you can take a textbook that's already written and put a lot of your own local examples in there, which makes it more accessible for students."

It also opens the possibility of co-creation with students, which is broader than a traditional course, says Philip. This open pedagogy is a new concept.

Authors from left to right: David Taine, Commerce Subject Librarian, Marcus Harvey, Manager Subject Librarians (now left for South Wairarapa Libraries), Catherine Doughty, Law Subject Librarian, Philip Worthington, Commerce Subject Librarian and author/editor and Peter Quin, Subject Librarians Team Leader. Image supplied.

“You write an assignment, get your mark and then all that work is forgotten about. But, if you've got a lecturer who's working with the class on resources for that subject, they can participate in writing assignments for future classes, or the students can even write a section of an open textbook themselves.”

“It's a new concept in tertiary education,” says Catherine Doughty. “It's something that hasn't really been explored much here yet, but it has in the US and in Australia.

“It could be a group assignment where students write about their personal experiences of the topic at hand and that gets published in the textbook, says Philip. “Then it's there for future students to use as an example. It gives the students a real stake and sense of participation in the content and learning.”

The book is designed to prepare postgraduate students for advanced research at Te Herenga Waka—Victoria University of Wellington. It advises and guides students on the research skills needed to carry out independent academic research projects for the first time.

Students are guided through key stages of research: formulating a research question, scoping the search, conducting comprehensive literature searches, evaluating information sources using a holistic Māori-informed framework and reference

management. It does not cover writing and research methods but focuses on the skills a university library teaches and supports.

While written for Te Herenga Waka students, the text is generic in nature, allowing other New Zealand Universities to adapt the book for their own situations and cohorts, says Catherine Doughty. It is easily adaptable as it is online.

“This is what we have all been teaching for years. Separated into the topic areas we were each interested in, and expanding on that. We looked at other frameworks as examples, and Philip looked at the scope for what we had the skills to write about.”

While it's not the whole research process, it can be expanded in the future. The content also touches on AI and was written at a time when there were not many clear guidelines and a changing environment.

Sidebars in the book link to Te Herenga Waka resources, and this area can be easily updated.

While aimed at students, the publication is also used by library staff working in the public sector who may not have these research skills. It's a freely accessible resource,

and so are the subject guides it refers to.

Peer reviewers were an important part of the process; two rounds of peer review were conducted. The authors acknowledge the very helpful assistance of Dr Angela Feekery (Massey University) and Dr William Eulath Vidal (VUW Faculty of Graduate Research) as peer reviewers. They also thank librarian Tony Quirke for his proofreading and for adding another library lens.

The book can be found here:

- CAUL OER catalogue (DOI) <https://doi.org/10.26686/9780475124401>
- In their library catalogue https://tewaharoa.victoria.ac.nz/permalink/64VUW_INST/k63216/alma99181544233802386

More tertiary grants lead to improved outcomes

In 2022 and 2023, three funding rounds were held for students applying for grants to support library and information qualifications. This article reports on some outcomes of successful recipients. Of the 137 successful recipients, 61 have completed their studies, and 68 are still studying. A small number withdrew.

Students reported that this funding, along with the completion of their studies, contributed to improved career opportunities and enhanced knowledge and skills. Many were proud to have earned the qualification and gained a deeper understanding of the library and information sector as a career. A key outcome was the reduction in financial barriers to undertaking the study.

Kākahu Kohuwai-Banks, Lyssa Randolph, Nur Kamarudin and Charlotte Lobb talk about their careers, study and the opportunities the tertiary grant provided.



Kākahu Kohuwai-Banks

Hocken Library

Kākahu Kohuwai-Banks (Ngā Pōtiki a Tamapahore, Ngāi Te Rangī, Ngāti Pūkenga, Ngāti Ranginui, Pākehā) lives in Ōtepoti within Te Wai Pounamu.

Kākahu has a Master's in Heritage Conservation. Her Master's in Library and Information Studies and a Graduate Certificate in Library Management and Leadership were received with support from the tertiary grant. As takatāpui, a kairaranga (weaver), and a kaimāra (gardener), she brings her whakapapa and skills to her information professional mahi. Kākahu has worked at a high

school library, at the Howick Historical Museum as a heritage intern, online for the Norwegian National Archives as an archival materials transcriber, and as a volunteer transcriber for Libraries and Archives Canada. She returned from a brief period in Scotland during COVID to start a position at Wellington City Libraries, then moved to a government department before returning to Cromwell and a position at the Cromwell Public Library. On completion of her graduate certificate in library leadership, she landed a job at the Hocken Library in Ōtepoti, where she currently works.

She had decided to upskill to take on greater responsibilities after completing her MLIS and to gain recognition for her leadership qualities.

Kākahu's study experience was informative. "I learnt a

lot from my studies, but it was also a challenge to stay motivated. I enjoyed learning about different aspects of library management, leadership and diversity in our workforce. As I whakapapa Māori, I especially enjoyed learning more about Te Ao Māori and how I can apply that in my workplace and as a leader within information institutions."

The grant supported her career growth and helped secure her current role at Ōtākou Whakaihu Waka University of Otago.

"I feel that pursuing studies of any kind is beneficial to your career, so a library or information professional qualification can really open doors. Plus, you get to connect with a wide range of people involved in the field. Whakawhanaungatanga is an important part of studies

and of being in libraries, archives, and other memory institutions. A qualification in this field really cultivates your opportunities."

"Being a member of LIANZA has created other opportunities, such as being on the LIANZA Committee for Climate Action, allowing me to grow my network and provide for my communities as we live through and confront climate change."

"I would recommend everyone give a career in the GLAM sector a go. Information is incredibly important in today's world, and arguably across time as well, and we need all sorts of people to tautoko our information institutions alongside our marae."



Lyssa Randolph
High School Library Manager

Lyssa Randolph is a Bristolian from Southwest England and the mother of two teen girls. They live in Otautahi, Christchurch.

With a master's and a doctorate in literary history, she has taught English literature and language in university and in community

settings. Lyssa also has a background in mental health work and currently manages a small high school library.

The grant Lyssa received was for the level 6 in library and information - services for children and young people qualification. Lyssa says, "As I was entering into my first library role, I decided to apply for the grant to do this qualification, build my skills, understanding and performance of the role. I also relished the opportunity to undertake some study in this field around literacy and child development"

"I thoroughly enjoyed the study programme and found it to have both diverse, broad as well as specialist elements. It addressed community service aspects and was appropriate for the school setting, with practical and professional applications to my workplace. I greatly benefited from the emphasis on Māori and Pasifika community needs and reading related research and theory on literacy."

"It was difficult balancing my work, family and study commitments given the academic demands of the course. I would advise prospective students that this is a rewarding experience, but to plan carefully."

Despite being a level 6 qualification, Lyssa found the programme rigorous and satisfying. Convenient and self-paced online study, she says, brings its own challenges. "Whilst Open Polytechnic offer good support, there is no contact with your cohort, which felt isolating at times."

Without the grant, Lyssa would not have undertaken this study. "It has improved my confidence, skills and abilities in my work role to serve the young people and teachers I work with"

"I've also gained significant personal growth and satisfaction from studying the wide range of social and cultural aspects of Aotearoa and international library contexts. When I was given the David Wiley award, which annually recognises the best piece of written work for the course, that award and membership of LIANZA were an extra. Welcome recognition for my study and hours of research!"

Lyssa is currently undertaking further postgraduate study at the University of Canterbury because she has enjoyed the learning, particularly on cultural contexts and social/community services in New Zealand.



Nur Nabihah Kamarudin

Puke Ariki and Community Libraries

Nur Kamarudin lives in New Plymouth and works as a librarian at Bell Block Library, part of the Puke Ariki and community libraries. Originally from Malaysia, Nur moved to New Zealand 10 years ago with her husband and three young children.

Nur's background is in science and education, having worked in private and international schools as a teacher and academic support. She holds a bachelor's degree in science (chemistry) and a teaching diploma (TESOL).

"When we first migrated and settled in Auckland, my focus was on raising my children and settling into a new life. However, I always knew I wanted to rebuild my career when the time was right."

"My journey began unexpectedly when attending a wriggle and rhyme session at a local library, where I saw an advertisement for ESOL home tutors for former refugees and migrants. This opportunity resonated with me, so I decided to volunteer as an ESOL home tutor with English Language Partners NZ Auckland West (ELPNZ). As an immigrant, I understood the challenges of settling in a new country, and I sought to help others build confidence in English."

Nur worked with two learners: one from Somalia and another from Ethiopia. She also volunteered as a

resource librarian with ELPNZ, managing, maintaining, and creating resources, which inspired Nur to pursue a formal library qualification. She undertook the Graduate Certificate in Library and Information Leadership with The Open Polytechnic while volunteering at ELPNZ.

After relocating from Auckland to New Plymouth, Nur began volunteering at Puke Ariki Library as a shelver and was soon offered a casual library position, followed by a permanent part-time role. She has now been part of the Puke Ariki team for over five years.

Nur received her grant for the Master of Information Studies from Victoria University. The grant enabled her to undertake full-time study and complete the MIS in 1.5 years, majoring in archives and records management.

A THRIVING LIBRARY AND INFORMATION SECTOR



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Nur's former library manager, Dyane Hosler, encouraged the team to apply for the grant. As Nur met most of the eligibility criteria and had always aspired to earn a master's degree, she applied. Knowing she would be on maternity leave, she saw this as an opportunity to invest her time in her future.

"My study experience was both challenging and rewarding. I was always eager to deepen my understanding of the library and information profession within the New Zealand context, which differed from my previous experiences and educational background. Balancing full-time study while raising a family and caring for a newborn required exceptional time management and clear boundaries."

"I am fortunate to have an incredibly supportive husband and wonderful children, who played a huge role in my study journey by being encouraging and understanding. Despite the challenges, the outcome was gratifying, graduating with distinction and seeing my family's pride at my graduation are moments I will cherish forever."

"The grant has allowed me to complete my studies without incurring student debt, reducing financial stress, and enabling me to focus on my family and professional growth. I really enjoyed my experience and journey, and it has strengthened my commitment to the library profession and given me

confidence to challenge stereotypes about migrants and Muslim women often portrayed in the media."

"Receiving LIANZA membership has given me access to LIANZA events and webinars, professional development opportunities, professional registration (RLIANZA) and most recently, a conference grant/award that enabled me to attend LIANZA 2025, which was an amazing experience! I believe that being a member of LIANZA opens valuable opportunities."



Charlotte Lobb

Tauranga Girl's College Library

Charlotte Lobb lives in Tauranga. After attending schools in Hamilton, she headed to Christchurch to study a Bachelor of Speech and Language Therapy at the University of Canterbury.

After graduating from Canterbury University, Charlotte worked as a hospital-based speech-language therapist in hospitals around the country

before taking time out of the workforce to start a family. Upon re-entering the workforce, she worked as both a speech-language therapist and a teacher aide in the special-needs sector before moving into library and information work.

Having had to leave her special education speech-therapy position due to family health reasons, Charlotte came to a point in life where she was having to decide on what next. Her speech therapy role was no longer available, and as both a published author and a lover of books, she decided to explore a career in libraries. This would allow her to use her passion for words and reading to inspire others to engage with books.

"When I received the tertiary grant, I knew it was meant to be, and the qualification gave me a good grounding of knowledge on which I could build through practical experience in the workplace."

Charlotte completed the Open Polytechnic Certificate in Library and Information Services for Children and Teens and now has a library position at Tauranga Girl's College.

"I really enjoyed being able to fit my study around family life and other commitments. I enjoyed exploring a range of topics and library service scenarios, and those assessments always helped me build on the knowledge I was learning through real-life



situations and the exploration of actual libraries.”

Charlotte says she was lucky to secure a library assistant role at a local college around the same time she began the qualification. It allowed her to integrate the practical skills she was learning on the job with the broader, more in-depth understanding of the career she was entering.

“The grant was the deciding factor for me to embark on a new career in library services. Without it, I may not have had the financial support to consider leaving one career to pursue another, and I probably would not have pursued a career in libraries. Without being able to demonstrate that I was actively studying for a library qualification, I also may not have secured

my current job. So, the grant has been pretty life-changing and career-changing in that respect.”

Charlotte’s first piece of advice for someone entering the profession would be to explore what aspect of library and information work most interests you. Libraries go far beyond books – they’re about information management, digital literacy, community engagement and more. Knowing whether you’re drawn to public libraries, academic research, school libraries, or archives can help you choose the right qualification pathway.

“Volunteering or working part-time in a library will also give you valuable insight into the daily realities of the role and will help support your understanding of what you are studying. Ultimately,” Charlotte says, “if you’re keen and have a passion for library work, then go for it. Study will help grow your knowledge and confidence, and a qualification will set you up well for a job in the library and information services industry.”

Charlotte’s aim is to move from being a library assistant to a librarian role. She is passionate about engaging the next generation with books and literacy in the education sector but is open to possibilities and to seeing where this new career will take her.

Image credit Element 5 on pexels.com.

Reflections from IATUL 2025



Ivy Guo, Manager, Resource and Acquisitions, at Te Herenga Waka - Victoria University of Wellington Library and Shiobhan Smith, Associate University Librarian, Customer Experience, at Ōtākou Whakaihu Waka University of Otago, attended the International Association of University Libraries (IATUL) conference in Shanghai in November 2025. They share their reflections in this article.

The International Association of University Libraries (IATUL) is a global forum that brings together academic library leaders and librarians to exchange ideas, explore emerging trends, and strengthen libraries' role in higher education. The annual conference offers a rare opportunity to see how institutions around the world are responding to rapidly evolving technological, cultural, and organisational shifts, from AI-driven initiatives to reimagined learning spaces and new models of scholarly communication.

Ivy Guo's biggest takeaway from IATUL 2025 was how impressive it was to see how librarians worldwide are navigating between traditional services and the emerging changes - technological, cultural, or political.

"Strong relationships with the organisational leaders, technical experts, and library staff were woven throughout the conference. While AI was featured in many discussions, the key takeaway was the irreplaceable value of humanity - empathy, creativity, and connection - when fronting these changes."

Shiobhan Smith says, "My biggest takeaway was the strong and consistent message about capability and mindset. In a period of rapid technological change, libraries need an innovative culture that supports

co-design, values third spaces, and actively invests in staff upskilling. Technology matters, but it is people, adaptability, and culture that will determine whether libraries remain relevant and resilient."

According to Ivy, Rick Anderson's (university librarian, Brigham Young University) open discussion of open scholarship challenged her thinking. Because she says, "It is always great to see conferences trying to bring different perspectives to encourage open discussions. Anderson opened his talk with the term 'Ideological Capture' and a debate on the downsides of Gold/APC Open Access models. It left me with many questions to think and rethink about Open Access Publishing"

"Professor Weinan E (Peking University, Centre for Machine Learning Research and School of Mathematical Sciences) challenged me the most," says Shiobhan. "His presentation on AI for Science showed how AI is collapsing the

Shanghai. Image credit Shiobhan Smith.



traditional research pipeline and accelerating discovery.”

“Most provocatively, he suggested AI-driven research ecosystems could fundamentally disrupt scholarly publishing, potentially shifting its purpose from knowledge dissemination to feeding AI systems, raising profound questions about the future roles of researchers, libraries, and publishers.”

“Touring the host library had a big impact on me,” says Shiobhan. “Many physical collections were retained largely for design and spatial purposes, with limited browsing or retrieval. When I asked about access, the librarians seemed bemused, noting that these materials are rarely used and that, if needed, a staff member would simply use a ladder. For the smaller collections still in active use, there was significant investment in smart shelves and robotic retrieval, highlighting a notably different approach to managing print.”

Ivy says she picked up a small thing from a workshop about intercultural strategies in library workforce development. “It’s facilitated by two librarians from Purdue University. They used the ‘Name Game’ as a team activity, which I think is a great way to build whanaungatanga that I’d like to try with my team”.

A key ‘take home for Shiobhan was the shift from libraries as primarily reading spaces to experience spaces. “The conference reinforced how experiential design, through exhibitions, events, and interactive learning environments, can deepen engagement and connection. This perspective encourages us to think more intentionally about how library spaces support creativity, participation, and discovery, not just access to information.”

Ivy said the ‘all in’ attitude from the Asian and American librarians when implementing AI-driven initiatives surprised her. “There are libraries that have been tasked

with creating scripts for workflows, coding robots, and building custom GPTs, as well as creating AI Coordinator roles or having mandatory development goals to incorporate AI developments. It gives the impression of uncritical adoption compared to the curiosity-with-caution approach we hold here.”

Shiobhan agrees, “What struck me was not just the pace of AI adoption elsewhere, but how clearly libraries are positioning themselves as navigators in an AI-driven knowledge ecosystem. Alongside automation, libraries are asserting responsibility for AI literacy, academic integrity, privacy, and equity. Collections and metadata are treated as core AI infrastructure, with librarians retaining a critical role in contextualising and questioning AI outputs to keep human judgement central.”

Examples of innovation in library spaces stood out. For Ivy, Dr Chuck Eckman’s keynote address on the project to create



the library Learning Commons at the University of Miami was the most impressive in terms of library space work. However, what stands out in his project is the extent of communication, coordination, and institutional support required from university leadership.

What stood out most for Shiobhan was the scale of library space expansion in China, with floor space growing 10.65% between 2019 and 2022 and major new builds such as the 75,000 m² SJTU Library. Importantly, this growth is not about expanding physical collections or adding traditional study space, but about space innovation, creating diversified, interactive, and immersive learning environments that support multiple modes of engagement and experience.

Ivy was amazed to hear about the Chinese central government support – aka funding from the Ministry of Education – driving space innovations, or digital consortium initiatives such as ‘Digital Resource Alliance of China Academic Libraries’ - to purchasing digital resources, and the China Academic Social Sciences & Humanities Library

(CASHL) providing access to millions of Chinese and foreign-language resources.

Shiobhan was struck by how strongly geopolitical realities shape library priorities in some national contexts. As highlighted in Jianbin Jin’s keynote (Tsinghua University), libraries in countries such as China face the real possibility of access cut-offs, making institutional repositories and local stewardship of research outputs strategically essential. The increasing inclusion of research data in repositories reflects this reality. While New Zealand is not immune to such pressures, they are not yet as immediate or acute in our context.

Ivy liked the variety of topics between the high-tech/digital initiatives and the innovative day-to-day library services. The ideas, such as ‘AI Sandbox’ sessions allowing staff to experience and practice AI tools, or ‘I-Learning workshops’ to facilitate students’ learning. “There are also small things, such as the ‘Never Mind Shelf’ introduced by NYU Shanghai Library, which was an inspirational example of innovative thinking process

behind the action.”

“One idea I wish we could adopt immediately is XR-based immersive worldbuilding,” says Shiobhan. “Using extended reality, rapid prototyping, and techniques drawn from film and animation, libraries can create flexible ‘black box’ spaces for experimentation and storytelling, such as rebuilding lost libraries or exploring collections in new ways. Connecting libraries through shared VR environments also offers powerful possibilities for collaboration, creativity, and learning beyond physical boundaries.”

Across their reflections, Ivy and Shiobhan left IATUL 2025 with a shared sense that academic libraries are at a pivotal moment. AI was a constant presence, but so too were conversations about people, culture, and purpose. Whether discussing leadership, space, collections, or technology, the conference repeatedly returned to the need for thoughtful, human-centred approaches amid rapid change. Differences in national context highlighted both the opportunities and pressures libraries face globally. IATUL 2025 highlighted the importance of curiosity, collaboration, and reflection, and the need to translate global ideas into local practice in thoughtful and practical ways.

Image credit Ivy Guo.

Vale Iain James Sharp

Never one to gripe or complain, Iain James Sharp battled courageously, quietly and stoically with cancer, which he succumbed to on 24 January 2026. He and Joy, his wife, had made Nelson their home, where he enjoyed a peaceful life and was involved in the local Probus group, playing pétanque (of which he was deemed a natural) and visiting spots such as Rabbit (Moturoa) Island.

Glasgow-born, Iain arrived in New Zealand in 1961, at the age of seven. Iain attended the University of Auckland, where he studied English, and then enrolled in the library school at Victoria University of Wellington. He mixed with classmates such as Philip Rainer, former deputy chief librarian at the Alexander Turnbull Library, and Gordon Maitland, former curator of pictorial collections at the Auckland War Memorial Museum Library.

After qualifying, Iain returned to Auckland and spent some years working at the Sylvia Ashton-Warner Library at the Auckland College of Education. He also did some part-time work as a rare books assistant at the Grey Collection, Auckland Public Library.

In 1982, he completed a PhD through Auckland University entitled *Wit at several weapons: a critical edition* (1982), based on the 17th-century comedy by the Jacobean playwright and poet Thomas Middleton (1580-1627) and William Rowley (c.1585–1626).

Part-time work sat well with Iain. It enabled him to concentrate

on what he loved: words and their crafting. Iain was a poet, producing poetry volumes such as *Why Mammals Shiver* (1981), *She Is Trying to Kidnap the Blind Person* (1985), *The Pierrot Variations* (1985), and *The Singing Harp* (2004). Like many in the late 70s and early 80s, he was often seen reading his work at the Globe Tavern, alongside contemporaries Dave Mitchell and David Eggleton. On one other such occasion in Christchurch – where he was billed as a comedian – he played the kazoo, which greatly enhanced his poetic pyrotechnics.

Iain was also a well-respected book reviewer and columnist for numerous New Zealand periodicals, including *North & South*, *Metro*, *Pacific Way*, the *New Zealand Listener*, and the *Sunday Star-Times*. He had a critical eye yet adopted a sensible, pragmatic approach to his reading. Always fair and remarkably honest, his turns of phrase were often spot-on, many of them revealing a strong sense of humour and wit. In 1999, he was named Reviewer of the Year at the Montana New Zealand Book Awards. His trenchant attack on book reviewing and his question of where (and who) the good and honest book reviewers were in New Zealand is an acknowledged classic. He established a solid reputation in literary journalism and as a literary critic.

A lover of words and puzzles, he regularly tackled crossword puzzles, wordle, sudoku. He had an ability to remember weird facts and details on the strangest things. Indeed, his knowledge

was encyclopaedic, and he was a very welcome team member on pub quiz nights. One fact needs mentioning: he was not showy, pompous, or arrogant with his learning. He was modest and quiet to the nth degree, exhibiting a demure reserve. Importantly, he was encouraging to others entering the literary world.

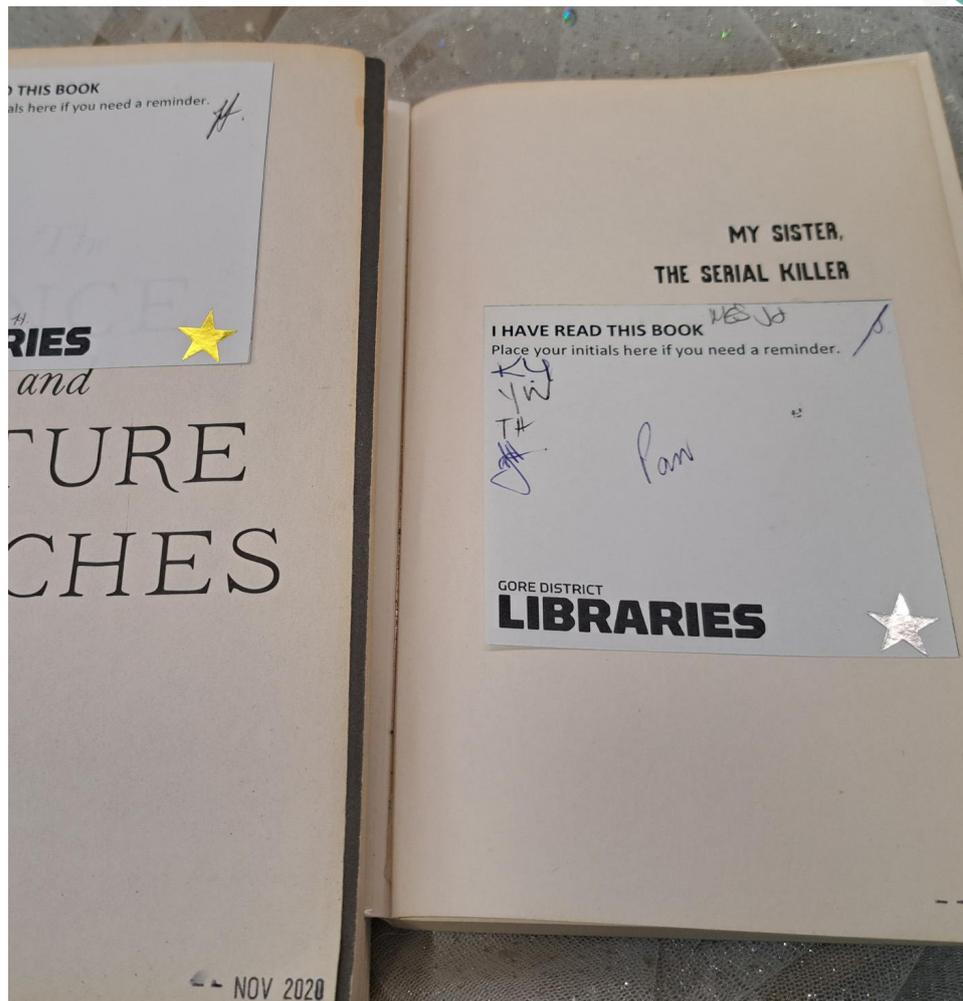
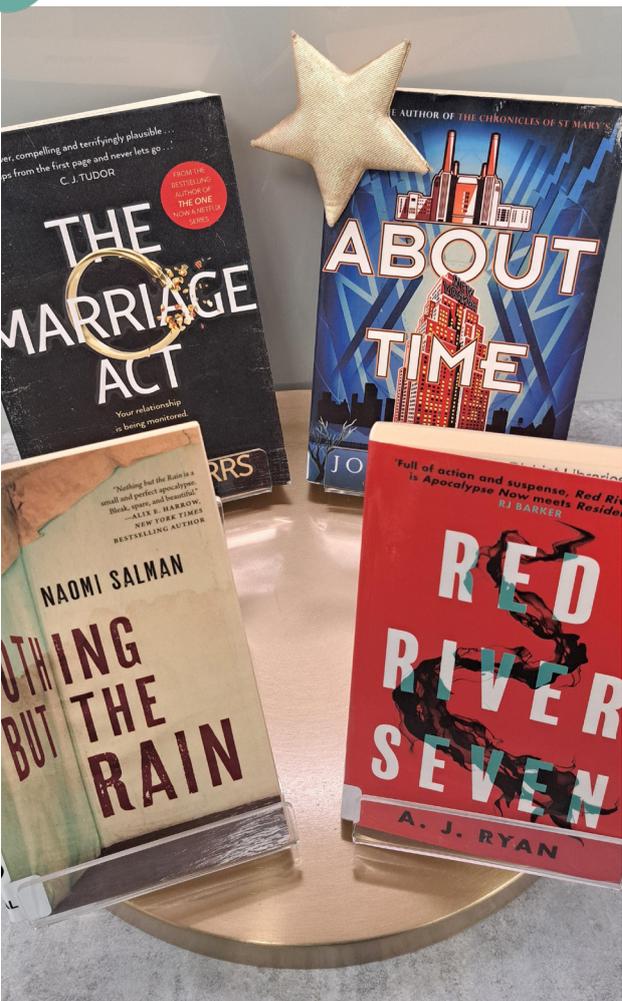
In the 2000s, Iain returned to the Sir George Grey Special Collections at the Auckland City Library as the manuscripts librarian. He loved the work, which gave him time to fossick in the numerous collections and, of course, help others with their research. Because of his academic standing, he was tasked with completing a treasures book for the Auckland City Libraries: *Real Gold* (2007). This work gave him further time to explore the range and diversity of the riches in the named collections, such as Grey, Shaw, Reed, McKelvie, and other items, including maps, manuscripts, and photographs.

The second and last items that feature in *Real Gold* concern Charles Heaphy (1820-1881), soldier, painter and colonial surveyor of Auckland. Heaphy obviously appealed to Iain's sensibilities because in 2008 his *Heaphy* appeared, published by Auckland University Press.

Contemporaries in the world of letters in New Zealand have already remarked on this sad occasion; the loss of such a good and kind man will be felt greatly by his friends and family.

This obituary was written by Donald Kerr

Tribute to a shining star



In 2025, Gore District Libraries tragically lost a bright shining star. Tania Ravenwood worked at Gore Library for seven years. She was the very definition of passionate – she loved working at the library, brought joy and laughter into our team each day, and was treasured by the wider community. On top of being the most welcoming, passionate, and caring person – Tania LOVED books.

Her love of reading began at a young age, and while she adored books, she also had strong opinions about them. Her sisters recalled a young Tania throwing a copy of *Pride and Prejudice*

across the room because “Mr Darcy is stupid!” Her love of books only amplified as time went on, especially when she joined the Gore Library team in 2018.

Tania enjoyed a wide variety of authors, genres and styles. She would try anything that was ‘a bit weird!’ Her favourite genres were fantasy, horror, and dystopian. One of the last books I remember Tania raving about was *Starter Villain* by John Scalzi – “A book about villains and talking cats... I loved it! So different and well written.” Tania loved to introduce others to weird and wonderful books – including reading a short story

about a sentient yoghurt who is taking over the world at The Reading Revolution group she ran (which they did, in fact, love).

As Tania was a prolific reader, she needed a way to remember if she liked a book when library members asked, ‘what did you think of this?’ So, she came up with an interesting way of rating books. Tania placed a star sticker on the ‘I have read’ of every book she read. Usually, borrowers write their initials on this as a reminder to themselves they have read it, but Tania rated every book. Red, Blue, Green, Silver and Gold – the stars of Tania.

Images supplied.

We never quite understood the ranking order of red, blue and green stars (and sometimes we think Tania forgot too!) – but these were average or bad. Silver was very good. Gold was excellent, loved it, as close to perfect as a book can get. Gold stickers were not given out lightly! Tania was ruthless and enthusiastic with her 'star judgements' of books. I remember asking her once, "Why is this book only a green star? It was good!" Tania: "She complained too much!" Me: "But the world was ending! It's a dystopian book!" Tania: "Still too much complaining, suck it up, buttercup." – a prime example of Tania's hilarious sense of humour.

When staff members browse the shelf for a book to read

themselves, we often pick up books and open them to check for a star. Sometimes I think a book sounds great, then I open it to see a red star and sigh... well, if Tania didn't like it, I probably won't either! We miss being able to ask her why a book is a gold, green, or silver star and hearing her detailed review. But now, hundreds of library members know about Tania's stars. Some people look for the stars and trust that the gold and silver books will be a winner!

Tania's love of books and libraries lives on - through the children she inspired to say, 'reading is cool!'; through the adults she encouraged out of reading slumps, and through the many tiny star stickers in books at Gore District Libraries.

The images show Tania's GOLD and SILVER star books. We hope you enjoy these books as much as she did. Rest in peace, friend.

Kimberly Simpson is the Community Connections Coordinator at Gore District Libraries.

Social media doesn't have to be so hard.

I'm Julia - former librarian, former LIANZA team member, and now social media specialist for good organisations doing great things.

Through my business, Verve Social Media, I offer tailored training for library teams who want to feel confident and consistent online without the stress.

Whether you're a one-person comms hero or part of a larger team, I'll help you build a sustainable content rhythm that actually works for your audience and capacity so your social media reflects the heart of your library and connects with your community.

- monthly training sessions
- practical templates
- realistic supportive advice

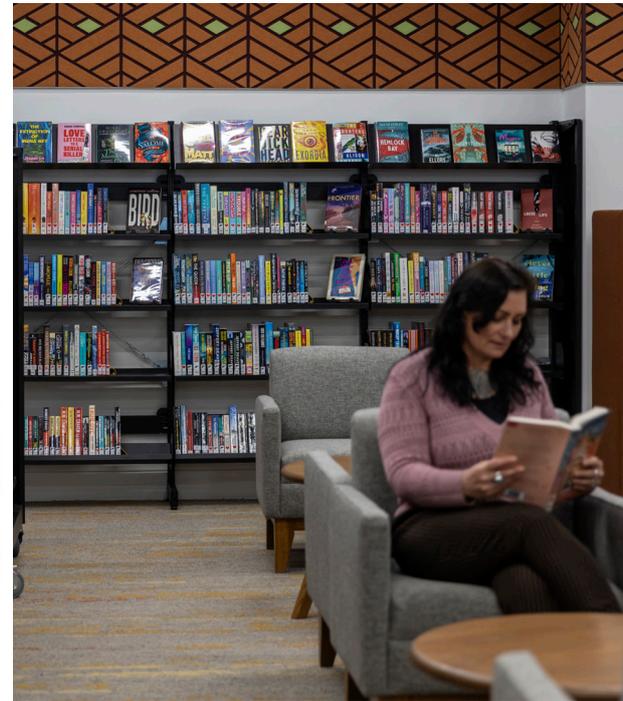
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Te Whata o Kaituna

THE BUILDING WHICH HOUSES THE NEW SOUTH DUNEDIN COMMUNITY LIBRARY



It's hard to miss the striking blue and green tuna (eel) that swim across the façade of Te Whata o Kaituna, the building which houses the new South Dunedin Community Library. Built on a traditional mahika kai (food-gathering) area that was once a waterway rich in shellfish, tuna, and seabirds, the building's name, bestowed by Te Rūnanga o Ōtākou, acknowledges the area's whakapapa and history.

Through their Aukaha team, mana whenua worked on the building's cultural design in partnership with the Dunedin City Council and Baker Garden Architects. Kāi Tahu artist Ephraim Russell and Michel Tuffery (Samoa, Rarotonga, Ma'ohi Tahiti) created the interior and exterior designs. The maro belt at the base of the building, which incorporates stone from around Otago and recycled

bricks from the Wolfenden and Russell building on which Te Whata o Kaituna is built, weaves around the building to represent the many communities that make up the area.

Two large basalt pou stand astride the entrance on King Edward Street, welcoming people into a foyer lined with pātiki wood and light panels below a striking pulled linen artwork by Kāi Tahu artist Megan Brady. The work interprets the story of tuna descending from the heavens to earth.

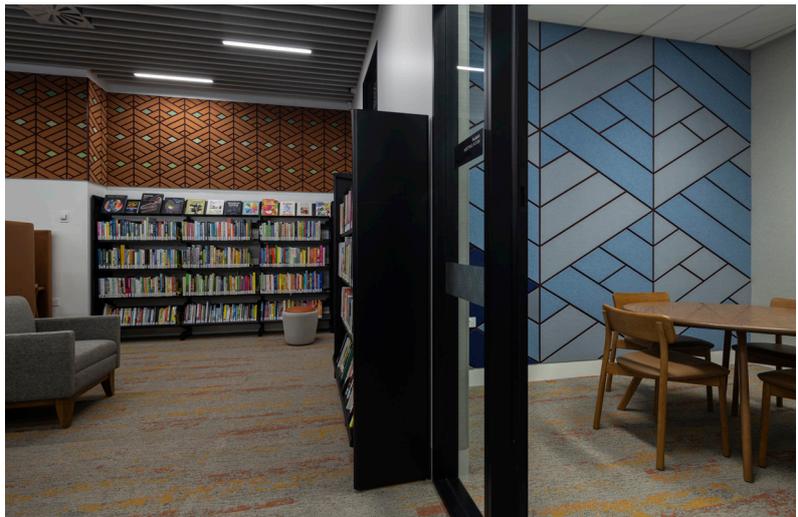
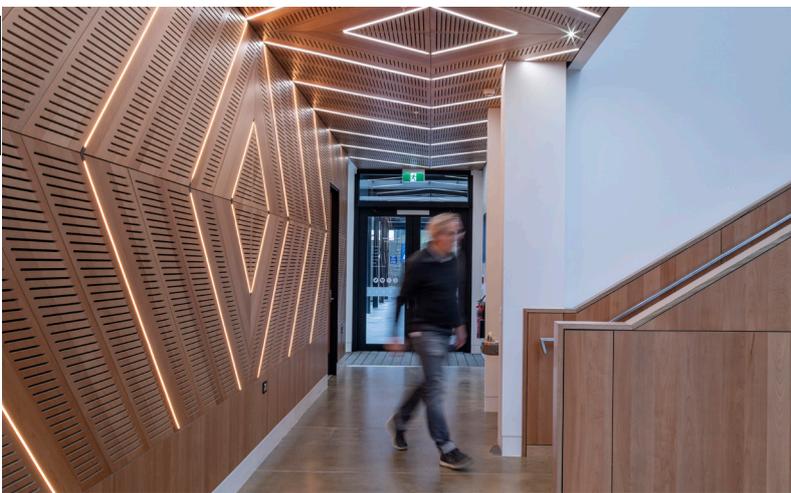
Throughout the building, imagery connects us to te Taio (the natural world). Kai Tahu artist Kerri Whaitiri's landscape design for the courtyard features whakataukī that speak to the knowledge of mahika kai practices and the environment. They are etched into the courtyard pavers, which, in turn,

form patterns that mimic the waterways that once traversed the area.

The \$22 million facility opened to the public on 27 September 2025, marking the end of more than 20 years of lobbying by the local community and Dunedin Public Libraries to establish a library in this area. Numerous community consultations and hui over the years highlighted the importance of a facility offering services for learning, connection, and exchange. They knew that building a library would improve South Dunedin's economic, social, cultural, and environmental well-being and help regenerate the area for the benefit of future generations.

In 2017, the Dunedin City Council, Anne Turvey (ex-Councillor) and Bernie Hawke (then Director of Library Services) officially opened the

Images supplied.



South Dunedin Community Pop Up facility on Hillside Road. Library staff were seconded initially for a two-year period to run the facility while plans for a permanent bespoke-built library were developed. No one expected it would take a further six years for the library, promised to the South Dunedin community decades earlier, to finally open.

Designs for the permanent library were initiated in 2020, but progress stalled due to issues with the site originally planned for development. Justin Stott of Positive Property Limited (PPL) approached DCC about a main-street new-build project he was working on. The council decided to collaborate with PPL, which would build a two-story building to a shell stage, with DCC completing the fit-out. Cadzow

Architects had already designed the shell, and Baker and Garden were brought in to transform what had been planned as retail space into a library that brought to life the local community's hopes and aspirations.

Inside, there are bookable meeting rooms with Wi-Fi and video conferencing, a makerspace and recording studio, printing and photocopy services, along with a council service desk and, best of all, a collection of 25,000 borrowable books and resources. The layout of help desks and services was informed by library values of manaakitaka and whakawhanaukataka, so staff are welcoming and visible. The materials used create a warm, calm space, and the acoustics are very quiet. The bus stop is right outside the front door on

a busy main road, yet you can hardly hear any traffic sound.

The response from locals has been overwhelmingly positive, with hundreds of new members signing up, many of whom told staff they'd never been to a library before. We're still settling into the new space and working on the programmes that will be offered in 2026, but the business-as-usual activities are in full swing, and staff love working in the space and seeing the joy it brings to the community.

Lynn Vare is the Manager City and South Dunedin Libraries.

Images supplied.

Library Mahi

DR RANGIHURIHIA MCDONALD



Tēnā koutou katoa
Ko Tainui te waka.
Ko Kāwhia te moana.
Ko Ngāti Maniapoto te iwi.
Ko Ngāti Kinohaku, ko Ngāti
Te Kanawa, ko Ngāti Peehi ngā
hapū.
Ko Te Korapatū, ko Marokopa
ngā marae.
Ko Rangihurhia McDonald tōku
ingoa
Nō Waitomo ahau

Dr Rangihurhia McDonald is the Pou Ārahi (Cultural lead) at Te Iho o Te Manawataki | Library, University of Waikato. Rangihurhia talks about her mahi in this article.

"My role exists to help the library give real, lived effect to Te Tiriti o Waitangi. This is done through strategy, practice, relationships, and everyday decision-making. I am passionate about building environments in education where Māori can thrive, lead and belong, not just participate."

Outside of her mahi, Rangihurhia enjoys travel, music festivals, movement, being in nature and board games.

Rangihurhia has held numerous roles at the university related to student services and Māori

student success. Most recently, she completed a PhD as part of the MBIE-funded Moana Project. Guided by a Kaupapa Māori research approach, her thesis sought to better understand the wide-ranging effects of human-induced climate change on Māori communities and to investigate how mātauranga whakatere waka (voyaging knowledge) can contribute to climate change responses.

"I came into this role because I felt there was a clear commitment from Library leadership to engage seriously in Tiriti-honouring and indigenisation work. I felt I could contribute meaningfully to this, and so far, it has been a rewarding and positive experience."

Rangihurhia's role as Pou Ārahi sits at the intersection of leadership, cultural strategy, anti-racism and organisational transformation.

"I lead on three key streams of cultural capability development within our library: Te Tiriti o Waitangi, anti-racism and te ao Māori. In practice, I have led anti-racism training, helped to embed tikanga and te reo within our library practices, and I also chair Te Kupenga, our Māori and Pacific staff network."

Rangihurhia is currently leading a research project on the cultural safety of Māori and Pacific students in the library. This has

involved conducting a literature review and interviewing students. They aim to complete the research within the next few months and then act on the recommendations that emerge from this project.

In her mahi, Rangihurhia enjoys seeing transformational shifts. "For example, after doing our anti-racism work, I felt shifts in the way our staff engaged and interacted with each other and our communities. Also, seeing our staff grow in confidence as Treaty partners."

Being able to bring her knowledge and expertise of te reo and tikanga to the role is a joy for Rangihurhia in her mahi.

Her role as Pou Ārahi has allowed her to play a lead role in the library's indigenisation journey. Receiving a **highly commended award** in the Mātauranga Māori section at the university's staff excellence awards last year is testament to her achievements in her role.

Rangihurhia is proud of the development of Te Iho o Te Manawataki's **cultural capability framework**.

"Te Tōtara Workforce Capability framework was very valuable in helping us develop our cultural capability framework. We wanted to make it more



applicable to our context, so we adapted Te Tōtara. We have embedded our cultural capability framework as a working document for library kaimahi, aligning annual goals with each person's ongoing development and capability growth. A framework needs to be embedded not sit on a dusty shelf – we also use it with new staff and go through the key components of their roles so they know what is expected of them."

The launch of the library's new **te reo name** was a significant event. "This was very important for establishing the focus and identity of the library, and we worked to make sure all staff could say the name and use it appropriately."

"The renaming of the library from Te Whare Pukapuka to Te Iho o Te Manawataki signifies more than a rebrand or change in sign, it is an acknowledgement of the journey we have been on

over the last three years and our commitment to becoming an inclusive, anti-racist and diverse library that is reflective of all the communities we serve."

Rangihurihia contributed to the organisation of the **IATUL conference in 2024** on the tikanga committee and co-MCed one day of the international conference.

Rangihurihia advises that, to encourage transformational change and increase the number of tangata Māori working in library and information services, a genuine commitment by senior leaders to being Treaty Partners is needed. This includes engaging meaningfully in the work and investing in the expertise to lead it.

"Leaders have to have a strong vision and a plan. The structural racism inquiry at Waikato University created space for Michelle Blake (University

Librarian) to lead that change, and she modelled this for staff through self-reflection, learning, and anti-racism practices. That intention and desire for this change – she backed it up with action. Michelle created a cost-neutral way to bring in a new team to support this anti-racism kaupapa."

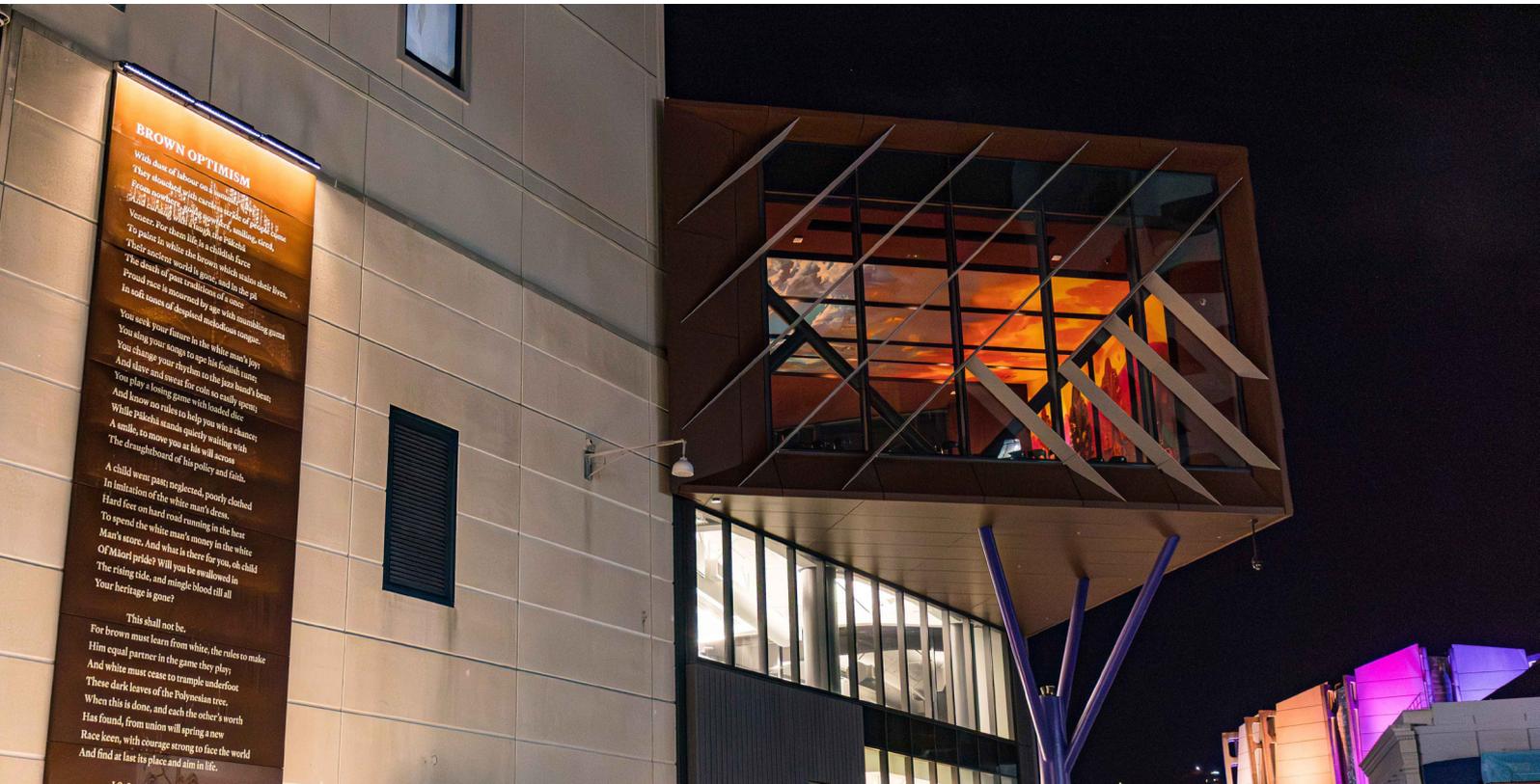
MORE INFORMATION ON RANGIHURIHIA AND HER MAHI

- <https://www.denisewilson.co.nz/lets-talk-libraries-podcast/episode12-with-michelle-and-hurihia>
- <https://www.tandfonline.com/doi/full/10.1080/13614533.2023.2299841>
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Images supplied.

Library of the Issue

TE MATAPIHI KI TE AO NUI



The much-awaited Te Matapihi ki te Ao Nui, Wellington City's central library, opens its doors to the public on March 14. The new space now has 30% more public space, 30% less carbon, and was 30% cheaper to develop than a new build.

Four years of construction, 560m³ of concrete, 1,400 tonnes of structural steel, 22,000m of welding rod, 877,000 hours worked on site and 1,600 workers inducted on site. That's no mean feat. And then the additional library kaimahi hours. 400,000 books were returned to the building, then sorted and shelved.

In 2020, work began on Te Matapihi ki te Ao Nui and included consultation with

the Wellington public, mana whenua, and other key stakeholders. The feedback was clear: Wellingtonians wanted Te Matapihi to be first and foremost a safe, resilient, and future-proofed library, a centre for public knowledge, and a multipurpose, multi-use resource for the community.

A MODERN, UNIQUELY WELLINGTON LIBRARY FOR PŌNEKE

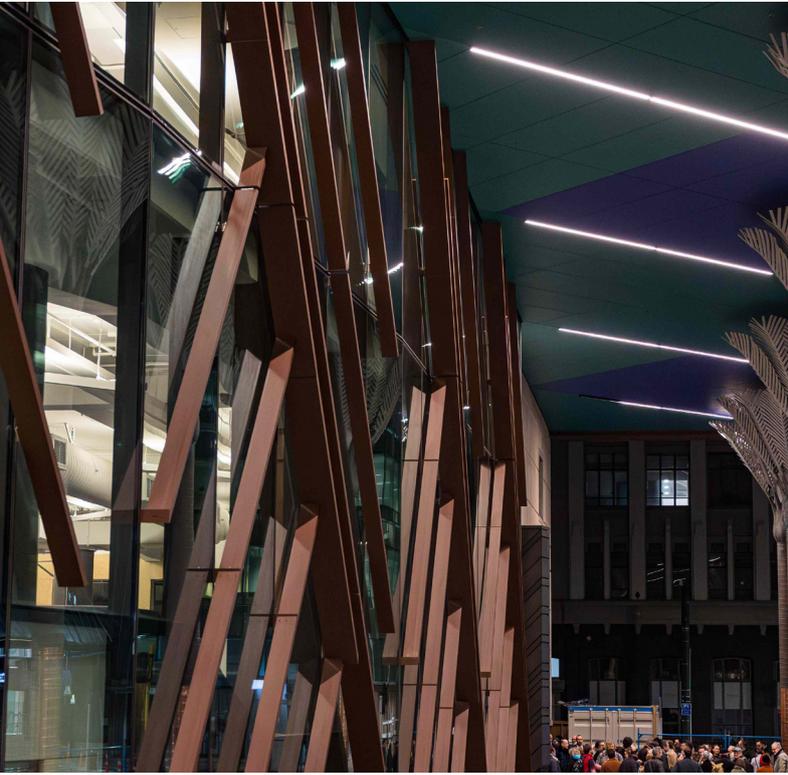
"On entry and from first breath in the new building space, the aim is for the people of Pōneke Wellington to see themselves reflected in both the building design, ngā rauemi (resources) and the service design for Te Matapihi ki te Ao Nui and to

breathe in the many layers of consideration given to our community and serving the city," says Wellington City Libraries' Deon Knox.

Te Matapihi ki te Ao Nui is a modern, uniquely Wellington library that celebrates the history of Pōneke with mana whenua narratives woven throughout. It brings Nōku te Ao Capital E, Wellington City Archives, and the library back into the same central site.

Te Matapihi's design was inspired by te taiao – the natural environment, with specific reference to the flora and fauna of the forest floor, which flourished for centuries along Pōneke's waterfront. Athfield Architects, led by Zac Athfield,

Brown Optimism JC Sturm poem and the Spirit Room. Image supplied.



and Tihei Limited, led by designer and artist Rangi Kipa, bought elements of te taiao to life to create an inclusive and accessible community space for all.

“From books to study areas, exhibitions, cultural experiences, maker spaces and school programmes, this will be a place for the whole community to enjoy, engage, and learn,” said Wellington City Council’s Chief Operating Officer James Roberts.

The building has been developed to the New Zealand Green Building Council (NZGBC) 5-star rating, indicating a high standard of environmentally sustainable design.

“The biggest change is the sheer amount of natural light. It feels far more open, which also makes it feel bigger. The concrete panelled sides have been replaced with floor-to-ceiling glass. You lose a bit of that cosy, closed-in feel, which I appreciate

for a reading space, but it feels brighter and happier,” says **Joel Macmanus in *The Spinoff***

The new tomokanga (entranceways) also make the building feel more open, with four entrances now instead of two. This was a design priority for mana whenua: more entrances along with significantly more natural light would make it feel like a space welcome to all.

“The approach for Te Mataipihiki te Ao Nui has been to walk into the future, bringing both the past and what is best in the most current evolution of library services and spaces. As one integrated ‘living room’, familiar and comfortable, and where we expect visitors may explore the building and discover moments that will both excite and surprise, again and again,” says Deon Knox.

Te Matapihi includes a new children’s library in a brighter,

friendlier, elevated space on the ground floor. A maker space, with resources for everything from 3D printing to painting, weaving and carving. A permanent youth space that, unlike the previous iterations, won’t be constantly disassembled for author talks and other events. Also included is the new home of Nōku te Ao Capital E, “where the next generation will begin their journey of creativity”. A ground-floor cafe, two art galleries, and, on the top level, a dedicated home for Wellington City Archives.

It will offer spaces for conversation, learning, knowledge sharing and transmission. Deon Knox says, “We wish to acknowledge the important place of the written word as well as our own indigenous oral traditions for knowledge transmission. In this way, kōrero is very central to the library space, the written and the spoken word. Moments of

Left: Tohi Tāngaengae reawakening ceremony led by mana whenua.

Right: Hohaia’s Ngā Tai o te Ao Mārama through the windows. Images supplied.



conversation may arise naturally anywhere in our library spaces, as does a puna (spring), to provide life and sustenance”

SIGNIFICANT ARTWORK PART OF THE NEW BUILDING

Significant rawa (artwork) populate the building. On the exterior of the building is the poem *Brown Optimism* by JC Sturm (Taranaki iwi, Te Āti Awa, Ngāti Ruanui, Te Pakakohi, and Te Whakatōhea of Ōpōtiki mai Tawhiti) – a powerful, political statement that demands equality for Māori and addresses the challenges of biculturalism.

“When people step into Te Matapihi ki te Ao Nui, they should feel the presence of mana whenua and understand the deep histories of this place. This is about more than design, it’s about ensuring our tamariki, our kaumātua, and all Wellingtonians see themselves and their stories in this space.” says Rangi Kipa, Tihei.

Ngā Tai o te Ao Mārama by Ngahina Hohaia (Taranaki iwi, Te Āti Awa, Ngāti Ruanui, Ngāti Moeahu, Ngāti Haupoto–Parihaka) hangs above the Victoria Street entrance. It is a monumental piece depicting a giant mycelial fungus that “represents ideas of vibrational energy, the currents of tides, the movement of water and air, and how that manifests itself in the forms of all living things”

The Harris Street entrance is marked by *Ko Rangi, ko Papa* by Wiremu Barriball (Te Āti Awa, Ngāti Raukawa, Te Rarawa), a tā moko artist and the lead guitarist for Katchafire. Again, it focuses on fungi and microorganisms.

Ngā Pou Ruahine is a newly dedicated space for performance and gathering, offering a sense of reflection and connection for visitors to the wider building while remaining distinctly its own. Stretching along the side wall and the ceiling of Ngā Pou Ruahine is the strikingly colourful *Earth Mothers* by Darcy Nicholas (Te Āti Awa, Ngāi Te Rangi, Taranaki, Ngāti Ruanui, Ngāti Hauā), which represents “the tapu of the female principle and the many children wāhine bring into creation”

The publishing community has levelled criticism at the library for removing some of the on-site collection. However, as Gisella Carr noted at the time (in Georgina Campbell’s article, 23/11/2022), much of the old central library was dedicated to storage, with narrow, high shelving.

“This evolution of our library services has meant that the floor space for physical collections is smaller than it was in 2019. Our librarians have curated the collections to retain the breadth and depth that Wellingtonians value, while also offering moments of delight and serendipity. We have the benefit of increased stack

storage to preserve the long tail of important or delicate items for future generations of library users,” says Wellington City Libraries’ Kathleen Lockett.

SOURCES

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Te Matapihi ki te Ao Nui from Harris Street. Image supplied.

Tertiary Profile

OPEN POLYTECHNIC KAIMAHI BECOMES MEMBER OF THE ARCHIVES COUNCIL



Dr Eric Boamah, Principal Academic Staff Member of Open Polytechnic's Library and Information Studies LIS programmes, has been appointed as a member of the Archives Council for the next three years.

The Archives Council works alongside Archives New Zealand, as the archival advisory body, established under New Zealand's Public Records Act 2005 and provides advice directly to the Minister of Internal Affairs.

When Eric was notified of his appointment, his mind went

back to when he changed his career 15 years ago, from being a village teacher in Ghana to becoming an information manager.

"It feels great," Eric said.

"It is humbling to be appointed by the Minister as a member of such a body."

"I never dreamt I would one day be part of any elite advisory group in the field in Ghana, let alone in a country like New Zealand. I am very humbled and excited for the upcoming learning opportunities."

Eric was encouraged to apply after completing a 2024 research

project that examined the issues facing school archivists in New Zealand and was published in the journal of the Archives and Records Association of New Zealand (ARANZ), *ARCHIFACTS*.

Some leaders in the archival community of New Zealand suggested that ideas from his study will provide useful advice to the Minister on archives in education and encouraged him to apply to join the Council.

"I hope to make the most impact on society as much as possible through my LIS career, both nationally and internationally," he says.

Eric Boamah. Image supplied.

"Being a member of the New Zealand Archives Council will benefit my career by opening me up to a bird's-eye view of opportunities in the field, including networking and mentorship opportunities, as well as connections with relevant authorities in the field."

"It will help build my skills in research and understanding of issues affecting records relating to New Zealand history and education. I will have a stronger voice to advocate for the value of archives."

According to Eric, this appointment demonstrates that research and contributions from Open Polytechnic can have a meaningful impact and be recognised to support government decision-making.

"My membership on the Archives Council will benefit the Open Polytechnic in many ways. It puts the name of the Open Polytechnic at the top of one of the institutions, making relevant contributions to the development of the LIS field in New Zealand," Eric says.

Eric, who has been with Open Polytechnic since 2013, will continue in his current position. His three-year council responsibilities, including attending four meetings each year, can be completed alongside his Open Polytechnic duties.

The LIS field comprises different sectors, including libraries, archives, museums, galleries, and information management.

New digital technologies have also created additional roles, including digital archivists, digital librarians, digital information managers, data curators, knowledge facilitators, data specialists, and research partners across a variety of sectors.

For further details about library and information studies programmes, go to the Open Polytechnic website: <http://www.openpolytechnic.ac.nz>

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NZ Diploma in Library & Information Studies (Level 5)



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KURATINI TUWHERA

History Corner

"BEST BOOKS OF THE BEST AUTHORS" ENLIGHTENMENT VS ENTERTAINMENT



Frederick Moss, chairman of the Auckland Mechanics' Institute, precursor to the public library, wrote in 1873 that the aspiration was for the shelves to be filled with "the best books of the best authors in every department."

What resources should libraries provide for their communities? Why are some types of reading materials considered more appropriate than others?

For a long time in the profession, there was a conflict between what was considered educational reading and reading for entertainment. When the Bodleian Library was established in 1602, English drama was banned – along with almanacks,

proclamations, "idle books and ruffraff".

By the time Aotearoa was colonised and libraries were set up, the appetite for leisure reading was enormous. According to **Jim Traue** "New Zealand appears to have achieved, within fifty years of settlement, the highest... number of libraries to total population ever reached in any country or state in the world."

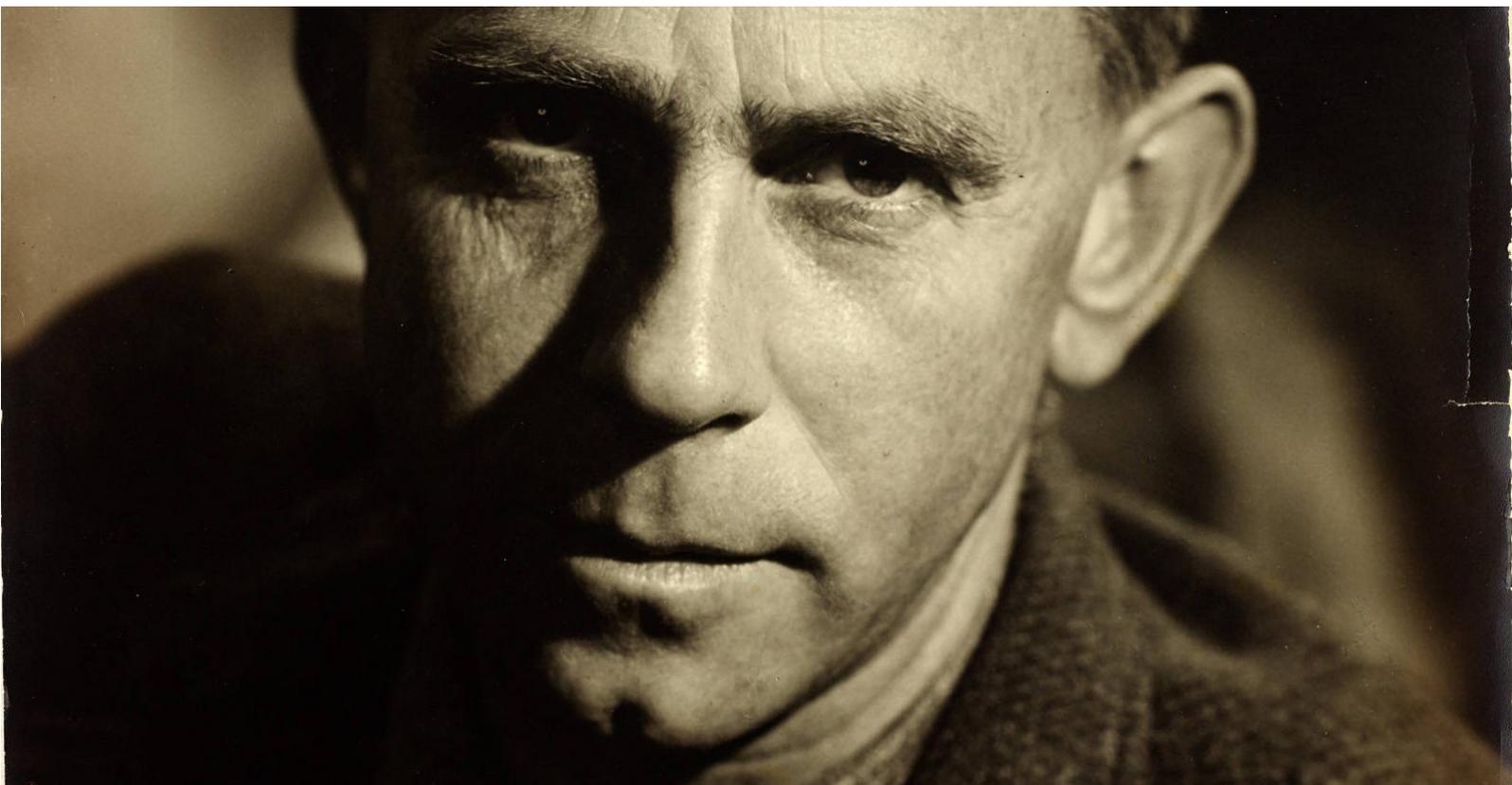
This historical context, combined with the Public Libraries Subsidies Act of 1877, led to the flourishing of private circulating libraries. It left a legacy of free and rental collections in public libraries in the country and had an effect on what's been retained in heritage collections

around the motu – all subjects meaty enough for their own History Corner.

So, New Zealand readers wanted and expected leisure reading materials. Not all librarians were happy about providing so-called 'light' reading to their customers. Some legendary figures in our profession have had strong opinions on the provision of leisure reading:

In the 1934 Munn-Barr report, in a section Mr. Munn was entirely responsible for, he praises his co-author (**John Barr**) for the "strong stand of the librarian [in Auckland] in refusing to cater for the lower reading tastes of subscribers."

Dunedin City Librarian Ada Fache with her deputy, Mary Ronnie, circa 1966-1968. Image credit Dunedin Public Libraries.



The attitude persisted for at least another half-century. When **Mary Ronnie** was interviewed in 1984, she said, "I think people like the best. They can buy the popular stuff and magazines in bookshops. What we can give them they mightn't even see in a bookshop. We're the only place they can get the good."

Ada Fache agreed with Mary Ronnie in letting the market take care of our leisure readers when she wrote that librarians should "leave to private enterprise the commercial service of light reading."

Some library users found ways around this situation. In Auckland, "[Frank] Sargeson was a familiar figure in the reference department. They were the days when the work of prominent American authors was not so well represented in the library as it should have been, and when the library inter-lending scheme did not allow titles of fiction to

be requested. To make sure that Sargeson could have the copies of [the authors] that he wanted, the staff were careful always to add to the request card, 'wanted for a serious purpose by a well-known local author!'"

This is hard for us to imagine now, but it was not unique to this country. In their book "Readers' Advisory Service in North American Public Libraries, 1870-2005", the authors name the time period (1963 to 2005) "The Devolution into Entertainment".

Societies change, and in response, our services have, I'd argue, evolved to focus on supporting literacy and championing reading of all kinds. In terms of collections or resource provision, rather than concerns about 'light' reading, we now face challenges around misinformation, hate literature, and AI-generated slop.

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This column was written by Andrew Henry (RLIANZA) who is the Curator of Auckland Collections based at the Central City Library in Tamaki Makaurau.

NEW LIANZA MEMBERS

Welcome to all our new
LIANZA members!

Sarah Broz
Lorna Blackler
Hasitha Koralage
Amanda Wilson-Davis
Renu Sharma
Cecilia Wong-Cornall
Sharlene Douglas-Huriwai
Bridget Barnard
Louise Pearman-Beres
Matty Shams
Yuewen Fu
Paula Guy Stuve
Daisy Foster
Kirsty O'Neill
Sueyon Kim
Chloe Burchell
Olivia Allen
Madi Ojala
Renée Lorigan
Katarina Collier

NEW RLIANZA MEMBERS

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

AORAKI

Stephanie Hutchinson
Liz Burke

HIKUWAI

Harrison Gregan
Philippa Templeton
Andrew Henry
Arlee Turner
Eileen Sione
Dean Osborne
Norasieh Md Amin
Andy Liou

IKAROA

Coral Hanna
Tania Scurr

TE UPOKO O TE IKA A MAUI

Rebecca Slade
Susannah Donovan

TE WHAKAKITENGA AA KAIMAI

Katie Levendis
Jenny Hooker
Antonia Rust

Freedom of Information

WE NEED TO TALK ABOUT HATE SPEECH

Libraries operate under an unresolved tension between providing free access to information and ensuring the safety of all community members who use library services. The LIANZA Freedom to Read Toolkit helps libraries with policy and process advice and templates. Libraries assert the right to include content that may cause offence to some people. So how far should libraries (and society) go in tolerating free speech that may harm others?

THE CASE FOR HATE SPEECH LAWS

In January 2026, the organisation Rights Aotearoa wrote about the [philosophical case for hate speech laws](#). It protects human dignity above the right to speech that excludes citizens and diminishes their right to be themselves in society. This is a great new resource for librarians as we try to understand these issues. I encourage you to read the whole post but have summarised the arguments here.

Free speech absolutism holds that the government should never restrict expression, regardless of its harmfulness. Rights Aotearoa's counterargument is that hate speech laws are not an unfortunate compromise with free expression principles, but rather their logical extension and protection.

NO LEVEL PLAYING FIELD

Their first point is that the standard defence of unrestricted speech assumes a level playing field, a marketplace of ideas where the best arguments prevail through rational deliberation among equals. This is fundamentally mistaken. "When systematic hatred degrades certain groups' capacity to participate in public discourse, it corrupts our discursive ecosystem."

The position of transgender people in Aotearoa today is used as an example. "When prominent commentators repeatedly misgender trans people, question their existence, or advocate for their exclusion from public spaces, this is not simply robust debate. It is an assault on the basic preconditions that enable trans people to speak and be heard as equals."

DIGNITY VS AUTONOMY IN GLOBAL AND LOCAL LAW

Rights Aotearoa describe how liberal political philosophy grapples with the tension between individual autonomy—the freedom to think, speak, and act according to one's own judgement—and human dignity—the recognition of each person's inherent worth and equal moral status. They point out how some governments have addressed this. The German Basic Law explicitly grounds human rights in the

inviolability of human dignity, and this principle constrains even free expression rights. The Canadian Charter of Rights and Freedoms guarantees free expression, but subject to "reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society."

Rights Aotearoa reasons that Aotearoa's constitutional framework, particularly when understood through the principles of Te Tiriti o Waitangi, supports a similar approach. The principle of mana recognises the inherent dignity and authority of each person. The principle of whanaungatanga emphasises relationships of mutual responsibility and care.

STICKS AND STONES

Rights Aotearoa talk about the "sticks and stones" defence, which treats speech as merely descriptive. But they argue that speech does not merely describe reality but constitutes it. Misgendering trans gender people is given as an example. When authoritative speakers consistently refer to a trans woman as 'he' or 'him', they are not simply making a descriptive error, they are performatively denying her gender, enacting her exclusion from the category 'woman', and thereby subordinating her. When slurs and dehumanising rhetoric become normalised, harassment and discrimination become permissible in ways they were

not before. Hate speech cannot be met simply with counter-speech. The harm has been done in the very act of hateful speech.

DEMOCRACY

Rights Aotearoa also assert that hate speech undermines democracy. A deliberative democracy cannot function when some citizens are systematically excluded, when disinformation displaces fact, and when the window of acceptable policy is shifted through hatred rather than reason.

- Hate speech excludes voices. When public discourse becomes hostile to certain groups, members of those groups withdraw from participation. They do so not because they lack arguments but because the psychological, emotional, and sometimes physical costs of participation become unsustainable.
- Hate speech spreads disinformation that degrades deliberative quality. Much contemporary hate speech against trans people consists of demonstrable falsehoods: that trans women retain male physical advantages in all circumstances, that gender-affirming healthcare is experimental and irreversible, that children are being transitioned on a whim.
- Hate speech shifts the boundaries of acceptable policy debate. When hateful rhetoric becomes normalised, previously unthinkable policies enter the realm of serious consideration.

INTERNATIONAL HUMAN RIGHTS OBLIGATIONS

Rights Aotearoa reminds us of Aotearoa's binding legal obligations under international human rights law. The International Covenant on Civil and Political Rights (ICCPR) and the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) obliges UN member states to prohibit incitement to racial, national or religious discrimination and hatred. Aotearoa has ratified both treaties but failed to act on them through comprehensive hate speech legislation.

CONCLUSION - RIGHTS AOTEAROA

"The philosophical case for hate speech laws does not rest on paternalism, censorship, or the suppression of inconvenient truths. It rests on a clear-eyed understanding of what makes free speech valuable and what makes democracy legitimate.

"The philosophical case for hate speech laws does not rest on paternalism, censorship, or the suppression of inconvenient truths. It rests on a clear-eyed understanding of what makes free speech valuable and what makes democracy legitimate"

Rights Aotearoa say free speech matters because it enables citizens to participate as equals in collective self-governance. Democracy matters because it makes power accountable to reason. "But when hate speech poisons deliberation, excludes citizens, and normalises eliminationist politics, it corrupts democracy at its root."

CONCLUSION - LIANZA FREEDOM OF INFORMATION COMMITTEE

Libraries already comply with legislation when setting collection and services policies, so hate speech legislation in Aotearoa could be very useful in clarifying and supporting what we do. The exclusion of voices, the spread of disinformation, and the normalisation of hateful rhetoric and action which hate speech generates are all issues librarians must and do consider regardless of legislation.

When we seek out and promote the stories of our communities that are harder to find and less published in mainstream, when we commission publications to provide content in the languages and mātauranga of different communities, when we co-design activities and services for our communities that may be invisible otherwise, when we persist in celebrating pride communities despite hateful rhetoric and even violence – then we are upholding the primacy of human dignity.

This column has been written by Louise LaHatte of the LIANZA Freedom of Information Standing Committee.

Climate Action

A GLAM ROLE IN CITIZEN SCIENCE



This summer, several libraries across Aotearoa are participating in a citizen science project called **DNADRV**. Led by researchers at Auckland University, it aims to gather baseline data around the state of our insect biodiversity as our climate heats. Libraries supply and collect returned DNA sampling kits from community participants, provided by scientists. They document their journeys and swab their vehicle number plates. Puke Ariki in the New Plymouth district is even doing some sampling via the mobile library!

According to one of the DNADRV scientists, Dr Richard O'Rorke, libraries are great partners in this work as we provide approachable staff, often have long public opening

hours including weekends, and are situated in central locations nationwide.

What initially attracted me to the DNADRV project was the way it makes large, complex issues like biodiversity loss and environmental change tangible and locally relevant. The idea that people can contribute to real scientific research by engaging with the environment around them feels incredibly empowering...

Keeley Bates, Albany Village Library

Citizen science projects and events are happening over the country. Such as the annual international **iNaturalist City Nature Challenge**. Many, such as iNaturalist, provide open-source data and results that scientists and others use to learn, celebrate, or advocate for the living infrastructure of our planet-home.

Another of our library superpowers is expertise in managing material loans, particularly as our collections have expanded beyond traditional library media to a broader 'library of things.' Some libraries already lend out science equipment like microscopes, democratising access to these experiences and being

invaluable for identifying species such as fungi.

Within our local communities, there are environmental groups that hold specialist scientific equipment. Think camera attachments for peering into bird burrows, portable tanks that can be used to safely photograph and return life to streams, specialist sound recorders, bat detectors and more. These organisations are often open to the public for very limited hours or by appointment only, are poorly advertised and consequently, the equipment is under-utilised.

This is an opportunity to collaborate, either via a lending service or for use within the library. Precedents include partnerships with Genealogical Societies that provide microform readers, collections, and volunteers to help the public with ancestry research, and with makerspaces that offer specialist equipment, training support, and opportunities to bring people with shared interests together. It is also a great opportunity to promote relevant collection items, like our nature guidebooks, or insect specimens from related institutions, as Albany Village Library in Auckland has done.

Libraries are built on the idea of pooling the knowledge, experience, and ideas of many to facilitate the development of new knowledge and perspectives that can, in turn, be shared. Not just via our collections of non-fiction works but also via public presentations, workshops, art and literature. We play a critical role in this iterative process. Collaborative citizen science opportunities offer another way to engage our communities in

meaningful, often fun activities that advance broader scientific knowledge and exploration.

In this era of multiple, interconnected, and downright frightening planetary crises, it is easy to end up in an emotional 'freeze' state: depressed, perhaps in denial, or overwhelmed and struggling to take positive action. Giving everyday individuals a chance to take useful action that involves engagement with nature, particularly as part of a group, even if not face to face, has massive mental health benefits to combat this response – as Keeley stated, it's empowering! Part of the beauty of citizen science projects is their appeal to introverts and extroverts alike – iNaturalist, for example, has been demonstrated to be a supportive outlet for neurodiverse people.

When libraries choose to provide spaces for meet-ups of local people around the project, say in preparation for the City Nature Challenge, our (perceived) non-threatening public space increases social connections, combatting loneliness and reducing community fragmentation. We contribute to our communities' resilience as they adapt to a fast-changing world.

HAS YOUR LIBRARY BEEN INVOLVED IN SUPPORTING CITIZEN SCIENCE PROJECTS?

If so, the LIANZA Climate Action Committee would love to hear from you about your experiences and stories. Do you have any reflections on what you might do differently next time, examples how it benefited your

library's objectives, participants' feedback, interesting spinoffs, etc? We hope to share some of these stories and learnings in future articles. Get in touch at climate@lianza.org.nz.

LEFTOVER LEGENDS

Love Food Hate Waste is running its Leftover Legends campaign through March, encouraging Kiwis to save money and the planet by reducing food waste. In this case, through better meal planning and using leftovers instead of leaving them to rot in the fridge! In November, Sophie Wolland from LFHW joined us in a webinar, [which you can view here](#). Please share any images of your Leftover Legends displays in your library with us climate@lianza.org.nz

Artificial Intelligence

RESPONSIBLE AI IN 2026: WHY THIS MATTERS FOR OUR WORK

Artificial intelligence is now part of the information environment we work in every day. Alongside genuinely useful and creative tools, it is reshaping how information is created, shared, and understood. Questions about accuracy, provenance, where information comes from and how it has been created, deepfakes, disinformation, sustainability, and inclusion are now part of everyday practice.

For library and information professionals, this is not unfamiliar territory. We have always worked at the intersection of evolving technologies, uneven information quality, and public trust. The question is not whether AI belongs in our sector, but how we engage with it responsibly.

RESPONSIBLE AI IS NOT A POSITION, IT'S A PRACTICE

Responsible AI is often framed as being either 'for' or 'against' artificial intelligence. That framing is not especially helpful.

In practice, responsible AI is about how systems are designed, chosen, used, reviewed, and explained. It also includes ongoing

monitoring, watching for drift, new security issues, and changes in how AI systems behave once they are in use. It asks us to pay attention to what AI does in real contexts, with real people. It requires us to consider both immediate impacts on our work and longer-term risks to trust, culture, and knowledge systems. Information professionals already do this kind of work. We are used to working with imperfect information, partial records, and contested narratives.

PRINCIPLES MATTER, BUT THEY ARE NOT ENOUGH ON THEIR OWN

In Aotearoa, the Trustworthy AI Principles developed by the AI Forum New Zealand provide a strong, locally grounded starting point. They are aligned with the OECD AI Principles and deliberately take a values-based approach rather than prescribing specific tools or technologies. That matters because tools change quickly, while principles give us something steadier to work from.

At the same time, principles on their own do not tell us what to do when AI is embedded in the systems we use every day, or when we encounter AI-generated content that we did not create or commission. The

gap between values and day-to-day practice is where most of the hard work sits.

A PRACTICAL WAY OF THINKING ABOUT EVERYDAY AI USE

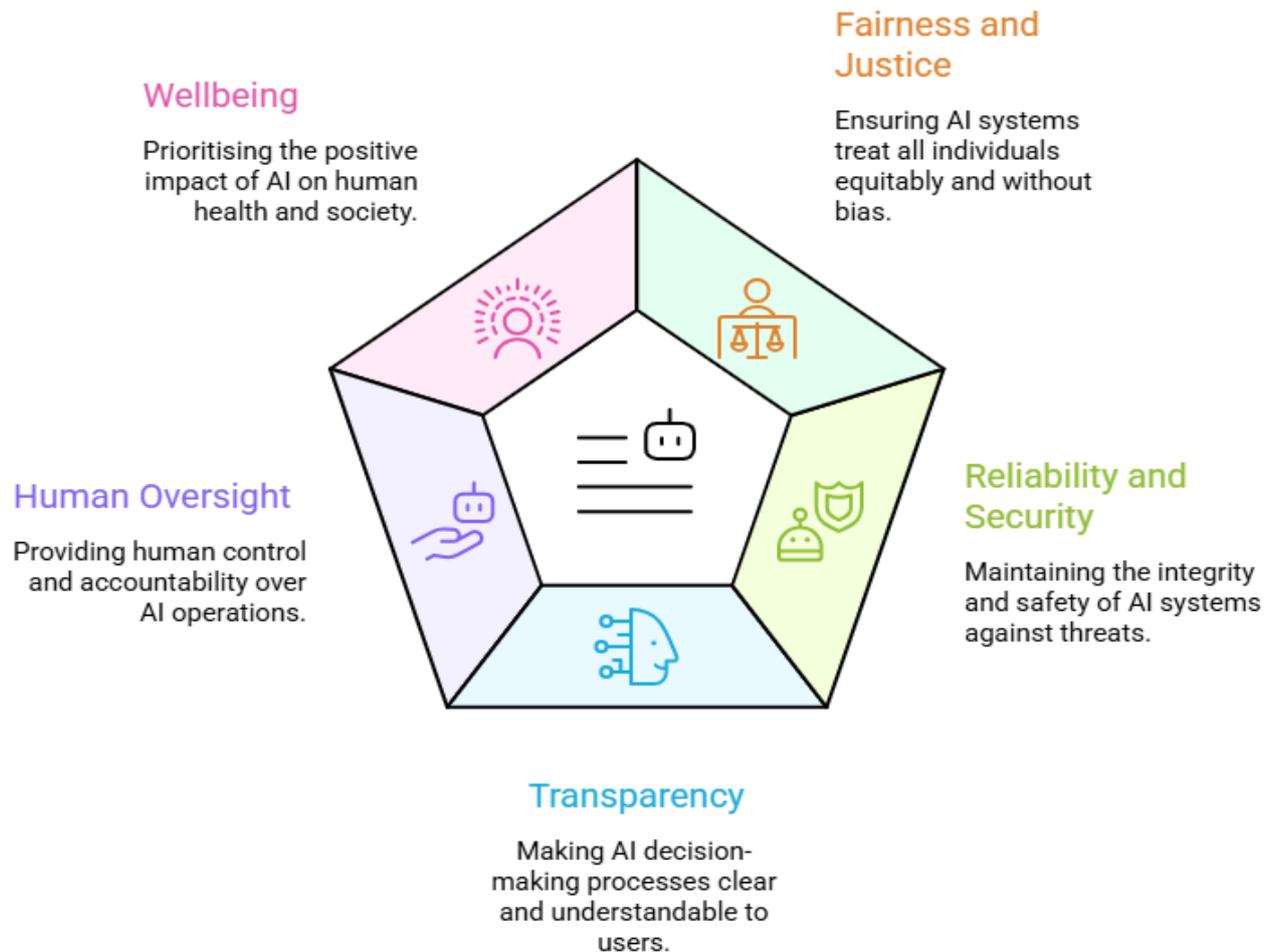
One useful framework I have found is the AI fluency model developed by Anthropic, which describes four competencies for working with AI: delegation, description, discernment, and diligence.

Delegation is about deciding what we hand over to AI and what we do not. Just because a task can be automated does not mean it should be. Decisions about delegation matter, particularly when they involve children, cultural material, sensitive imagery, or public-facing content.

Description is about context. Clear instructions, constraints, and trusted source material reduce the risk of error and harm. This mirrors what information professionals already know well: vague questions tend to produce unreliable answers.

Discernment is where our professional skills are most visible. AI outputs are confident and can be wrong. Discernment means slowing down, checking sources, noticing gaps, and being

Trustworthy AI in Aotearoa New Zealand



mass-generated content, this skill is more important, not less.

Diligence focuses on what happens after something is generated. Responsible use does not end when text or images appear on a screen. Transparency, disclosure, correction, and review over time all matter, particularly when AI-assisted content circulates beyond its original context.

Underpinning all of this is AI literacy. Responsible AI use depends on people understanding what AI systems can and cannot do, how outputs are generated,

and where risks sit. For library and information professionals, AI literacy is not just about our own practice. It is also about empowering others to ask better questions and navigate AI-enabled systems with confidence.

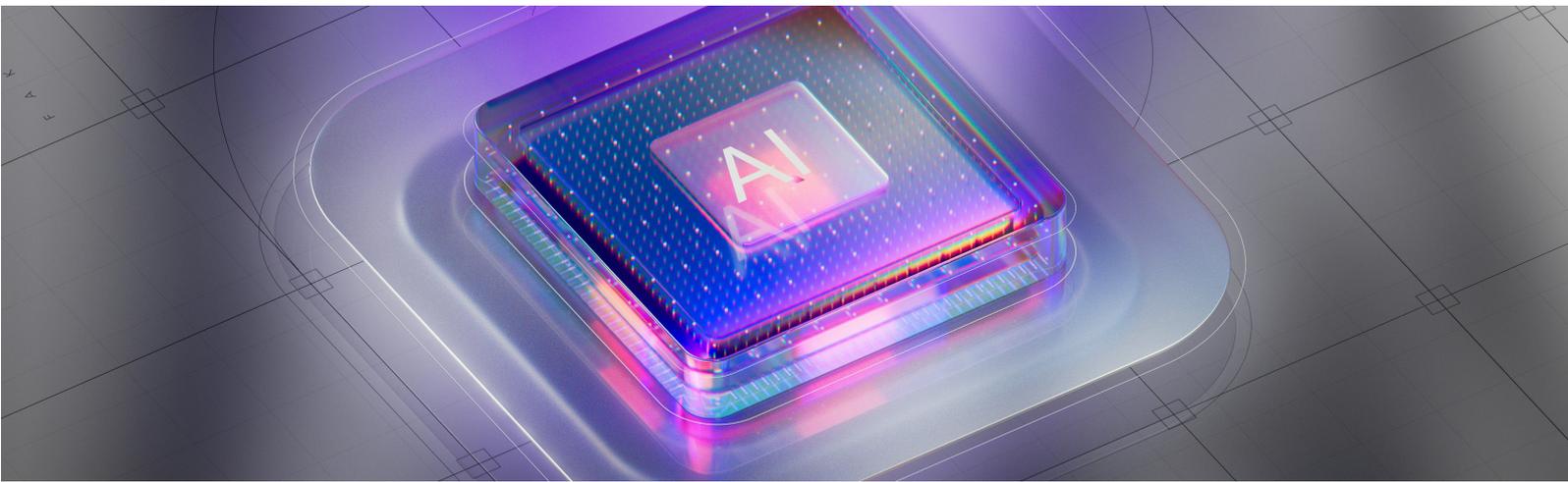
RESPONSIBILITY DOES NOT STOP WITH INDIVIDUALS

Responsible AI is also about organisational choices. This includes awareness of what is often referred to as *shadow AI*, the use of AI tools by staff outside formal systems, policies, or organisational visibility. Shadow AI is rarely

about bad intent. More often, it reflects curiosity, efficiency pressures, or gaps in guidance. However, it can introduce risks around privacy, copyright, data handling, and consistency that organisations need to understand and address.

Internationally, professional bodies such as the Association of College and Research Libraries and the Association of Research Libraries have published AI competencies and guiding principles that frame ethical awareness, critical evaluation, transparency, and accountability as core professional responsibilities.

Image credit NZ AI forum.



The National Library of Australia's AI Framework similarly links AI use to public trust, cultural stewardship, staff capability, and risk management.

Closer to home, Spark has published AI principles that emphasise human-centred design and accountability. Te Papa has developed internal AI guidelines that address trust, collections, environmental considerations, and appropriate use by staff. Universities and public agencies are embedding AI guidance within research ethics, governance, and integrity frameworks, that is, the policies and accountabilities that shape how AI is used in practice. This thinking is also reflected in the New Zealand Public Service AI Framework, which sets expectations for responsible AI use across government agencies.

Copyright is another area where responsible AI practice matters deeply for our sector. Many generative AI tools are trained on large volumes of

copyrighted material, often without clear transparency about sources or permissions. For library and information professionals, responsible use includes understanding where AI-generated content may intersect with copyright obligations, and being cautious about how such content is reused, shared, or incorporated into services and collections.

QUESTIONS WORTH SITTING WITH

Rather than asking whether AI is 'good' or 'bad', responsible practice starts with better questions:

- How do I assess accuracy and provenance, where information comes from and how it was created, when AI-generated content is involved?
- How might deepfakes or synthetic media affect my day-to-day work, collections, services, or users?
- What role do I play,

in my role or team, in identifying or countering disinformation, even indirectly?

- What are the environmental and sustainability implications of my default AI use, including everyday tools I rely on?
- How does AI intersect with Māori data sovereignty, cultural authority, and Indigenous knowledge in my context?
- What would responsible disclosure and transparency look like in my role, even if I am not making organisational decisions?

These are not questions with fixed answers. They require judgement, context, and care.

WHY THIS MATTERS FOR OUR PROFESSION

We are working in an information environment shaped by both human and synthetic content. The



shaped by both human and synthetic content. The skills library and information professionals bring, evaluation, context-setting, stewardship, and care, are critical.

Responsible AI is ongoing work. It is not something we solve once and move on from. It requires continuing AI literacy, reflection, and shared learning, both within our profession and with the communities we serve. This article is an invitation to engage with responsible AI not as a slogan, but as a shared practice that helps maintain trust in the information systems and services we support.

This article was drafted by Erin Cairney, LIANZA AI Committee chair with the assistance of generative AI.

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