



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



Issue 51, December 2010

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



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Stockholm's Central Public Library Children's Room (courtesy of Lesley Farmer)



IFLA Section 11 News



Section Chair's Message

Randi Lundvall

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One night a couple of weeks ago the bell rang on my door. Outside, one of my former students was standing, a tiny boy who I remembered well because he visited the library every school day during 5th and 6th grade. He seemed lonely at the time and once told me that the school library was his reason for attending school. I said he could come every day if he wanted and after a while he became one of my student assistants. In 7th grade he didn't come as often and I happily noticed that he had made friends with another boy. Now an 8th grader from Secondary school, standing in my entrance, he presented his message after we had exchanged greetings. He and his mother wanted to give me a present because I had been so nice to him in Primary school. From his bag he lifted a bottle of wine and gave it to me. Luckily it's very dark in the evening here in December and I don't think any neighbors could have seen what was happening, this small boy giving a bottle of wine to a middle aged woman. In my 24 years of practice I have never experienced anything like this and I must say it was quite moving. I'm not telling you this to show what a nice librarian I am, but rather as an example that illustrates the role the school library has as a social arena.

Since the IFLA conference in Gothenburg in August, representatives from this section have been "social" with representatives from The International Association of School Librarianship (IASL) through mail and telephone conferences on Skype. From Canada, England, Holland, Italy, Jamaica and Norway we have been discussing and planning a joint satellite conference to IFLA Puerto Rico in Jamaica Aug 5 on best practices for elearning. The call for papers will go out very soon. IASL will have its annual conference in Jamaica August 7 -11.

There is also a joint IFLA SLRC/IASL project on a book on school libraries edited by Luisa Marquardt and Dianne Oberg. The deadline for contributions is already out. It will be published in August. We will be looking forward to reading the book.

Our section is planning a session in Puerto Rico on students' access to new and emerging technologies and the call for papers is due as I'm writing this. We hope for many interesting papers and that you will join us at the session and the Standing Committee meetings.

2011 is an Election Year for IFLA. Do you have a colleague who you think would be able to make a contribution at an international level? Being part of IFLA is an exhilarating and mind-expanding experience. You get the chance to influence policy of an international organization that speaks to and for librarians working in all parts of the world in all areas of librarianship. Standing Committee Members have the opportunity to visit a huge variety of countries and make friends who will be both lifelong and far flung. Should you have a colleague who might be interested in getting involved with the SLRC Section please ask them to contact me or the Secretary karen@usher43.karoo.co.uk for more information or with queries.

IFLA Gothenburg 2010 Follow-Up

Hay, valkommen to Sweden!

from the hard-working School Libraries and Resource Centers Section Committee members



Neither wind nor rain kept the IFLA conventioners away (and sunshine *did* appear at times). The myriad sessions and local events filled the days of attendees. Walking past the doors was like visiting a library science world microcosm: enthusiastic classifiers and indexers, literacy and reading promoters, techies, library educators, school librarians, as well as geographic caucuses. Keynote speakers linked library concerns with social realities. And an ABBA homage got the delegates onto their dancing feet! Of course, the exhibits, bookmobile, and poster sessions showed attendees wonderful resources and



initiatives, causing them to think of ways to incorporate them into their practice.

A successful joint session with the Libraries for Children and Young Adults featured presentations about cooperation between school and public libraries. Scandinavian, U.S. and Jamaican librarians shared their experiences. Presenters discussed the need for training: of millennial teacher librarians, of the entire school community to partner with teacher librarians, and of youth to empower them to work alongside library staff as well as to create and express new knowledge. We continue to need a... determine the teacher librarian profile and their training: what is their status around the world? What universalities exist, and how can we address needs systematically? The session's papers are found at <http://www.ifla.org/en/conferences-session-day/2010-08-13>.



Paulette Stewart and Mavis Williams talked about their local learn to read/read to learn library program.

Gunilla Hagman, Sara Gagge, and Brita Sjogren explained how they taught information literacy.





The Future of School Libraries from a National and International Perspective ***Notes from the Pre-IFLA Conference Meeting***

Luisa Marquardt

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A “crescendo” of contributions, from some local and national projects, reflections and perspectives to international ones, characterized the Pre-IFLA Conference day held on 9 August 2010, at the “Burgårdenscenter” in Gothenburg (Sweden), on the theme: “The Future of School Libraries in a National and International Perspective” (<http://www.skolbibliotek.se/preconf2010.htm>).

Fredrik Ernerot (Swedish School Library Association, www.biblioskolet.se), the IFLA Satellite Meeting organizer, welcomed the public, chaired the meeting and introduced the speakers. **Randi Lundvall**, the Chair of the IFLA School Libraries and Resource Centers Section (<http://www.ifla.org/en/school-libraries-resource-centers>), gave her welcome and introduced the aims and the activities of the Section, inviting the public to join it.

Annette Holmquist (National Agency of Education, Stockholm, Sweden, www.skolverket.se) gave an overview of the new challenges for school libraries in Sweden: the Swedish school system is currently undergoing a radical renovation and, according to the new Education Act, the school library should become compulsory in September 2011 at each grade; they will be inspected by the Schools’ Inspectorate and municipalities will get governmental funds to support the school libraries.

Helle Barrett (Pedagogiska centralen/The Pedagogical Centre, Malmö, Sweden) focused her speech on the importance of cooperation and how school librarianship in Sweden has been maturing since the 63th IFLA WLIC in Copenhagen through the connections with many researchers and colleagues throughout the world. She also spoke about three successful projects – SearchingCommunicatingLearning, SMiLE and Many SMiLE – whose characteristics make them replicable in other contexts.

Cecilia Bengtsson, Linda Spolén and Fredrik Ernerot (Ekerö Kommun, Sweden) spoke about the pilot experience in Ekerö, a small town close to Stockholm, where the school librarians were able to promote the school library’s role in many ways and strengthen the relationship with the school teachers and principal, thanks to a grant from the Swedish School Library Association. Leadership skills are crucial for school librarians: they must be able to face the new challenges and meet the users’ needs, in a context where “transliteracy” is required. As a useful example of integration of various skills and literacies, and cooperation with the school teachers, they reported the realization of a cartoon movie made by pupils, representing the concept of democracy.

The discussion shifted from the national (Swedish) level to a broader one. thanks to the contribution of **Helen Boelens** (ENSIL Foundation, The Netherlands, www.ensil.eu), who reported on her ongoing doctoral research on the promotion of the role of the school library within 61 countries (and communities) in Europe, and the possible extension and implementation of the KILM (Kalsbeek College Information Literacy Matrix) to other schools throughout

Europe. Language and communication problems, the lack of reliable data and contacts made the research particularly difficult and showed the need for more collaboration on several levels. As the IASL Director for Europe, the author of this brief report discussed the vital role that a school library can play according to the European Union framework on key competences for lifelong learning, which has many contact points with other frameworks and standards. School libraries contribute in raising informed and aware citizens through an effective education: in information literacy, autonomous learning, and social responsibility, and so on.. Furthermore, (school) library associations and international cooperation in Europe can play a relevant role to enhance the school librarianship and the quality of school library services, stimulating policies and promoting/supporting campaigns.

Lesley Farmer (California State University Long Beach, <http://www.csulb.edu/~lfarmer>) introduced changes in education paradigms and the need for new literacies – being information literate, a lifelong learner, socially responsible; the library, as a community of learners can help in it. She reported the findings from experiences in Brazil, Hong Kong, Japan and Taiwan, and how the students' achievement can benefit from different factors (such as quality and quantity of library resources, staff, curriculum). She also provided some baseline standards (budget, staff, collection), for improving the school library services and activities, recommendations for academic programs, and recent trends in physical and virtual library design.

Ross Todd (CISSL, Rutgers University, USA, <http://cissl.rutgers.edu/>) emphasized that the future has already began - it's now -, and evidence, vision, engagement are basilar factors for implementing a sustainable future of the school libraries, and promoting their pedagogical and transformational role (for instance, from information to knowledge). The school library needs to be rethought as a “knowledge commons or a learning commons,” a place where all pupils and the community can meet and share, or as an intellectual, personal, social and cultural agency. In this perspective, it enables its users to develop capabilities of different nature (such as resource/thinking/knowledge based, reading-to-learn/personal/interpersonal/learning, and management.).

The whole meeting was kindly podcast by **Niels Damgaard** (Editor for Nordic NING for School Librarians, <http://skolebibliotek.ning.com>, Oslo, Norway): contributions and PPT presentations are available at <http://skolebibliotek.ning.com/group/thefutureofschoolibrariesinanationalandinternational>.



SBNING (the Nordic NING for School Librarians) have been podcasting for School Librarians of the world! The NING has ten groups in English; the twenty others are in Norwegian, Swedish and Danish.

- and now you will find selected sessions podcasted - including papers and Power-Points -- here on this NING: [http://skolebibliotek.ning.com/profiles/blogs/welcome-](http://skolebibliotek.ning.com/profiles/blogs/welcome-to-this-nordic-ning)

[to-this-nordic-ning](http://skolebibliotek.ning.com/profiles/blogs/welcome-to-this-nordic-ning)

You can listen and enjoy elected IFLA 2010 conference events for school librarians.

Just download the MP3 podcast and open the Powerpoint in another tab while listening to the show! – it's nearly like being there.

The NING is free to all, and you can comment on these events if you are a member of this free SBNING.

Niels Damgaard, NING Editor niels.damgaard@GMAIL.COM

Välkommen till Göteborg!



Gail Bush and Patricia Carmichael are all ears as Dianne Oberg emotes.



Where we wish we were while in Gothenburg.



Why we'll come back to Sweden.



Niels Damgaard sheds light on the speakers while in the dark.

(photos courtesy of Lesley Farmer and Per Egevad, Sweden (of Niels))



Featured School Libraries

Model Asian School Libraries Visited

Dr. Lesley Farmer

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This fall during my sabbatical I was able to visit top-notch school libraries in Japan and Malaysia. Each site demonstrates the ideals of school librarians, reflects the philosophy of their school, and mirrors their culture.



In a suburb of Tokyo, Tamagawa University provides K-graduate education. This private institution began in 1929 as a grade school, and has recently renovated their secondary school library. Library science professor Yumiko Kasai served as a consultant on the project, bringing new ideas to the table – literally. Their reference area tables were custom-designed, and serve as a metaphor for waves. Very popular in the library is the laptop “bar” where students can plug in and view the picturesque campus at the same time. The library features study group



enclosures (glassed-in rooms and pod-like seating), which supports the school’s strong emphasis on research projects.



In Kyoto, Doshisha University’s campus includes a fine secondary girls’ school and accompanying library. The facility is divided into different “clouds” of activities: leisure reading (with an attractive array of magazines), computing, independent study, and classroom instruction. Compact shelving opens up the space to more interaction –



– and an atrium in the middle of the large room!



In Kobe I stopped by to see a former student of mine, Elbert Shitamoto, who fell in love with a Japanese woman, married her, and moved to Japan to be close to her family. He is the teacher librarian at the Marist Academy, which is an international K-12 school. One of the special activities that the school supports is visiting authors, including notables such as Jon Agee.



Sekolah Kebangsaan Secsyan 9 / Section 9 National Primary School, Shah Alam in Malaysia is a nationally recognized school with an award-winning school library. The main part of the library consists of two adjoining rooms with sections for storytelling, research, and study. The colorful tables have learning activity



only a computer lab but also a fun collection of cultural artifacts: clothing, historic inventions, and pictures. The library even extends into the hallway, with a lively corner area for reading and instruction. In fact, the entire school has learning aids (murals, posters, banners) on every surface, even between the stair steps. The school and its library literally provide a world of learning.

Seafield National Secondary School, Subang Jaya, in Malaysia serves students in grades 7 through 12. Its award-winning library also has two centers: one for print materials and another for computers. An interesting feature in the main room is the build-in bookcases, which replaced the windows (the light of education was more important than outside light). In both rooms, student library aides play a significant role in keeping the library operating and helping peers. Indeed, this vibrant library has 200 student aides! Because the school is in two shifts: half a day for 7-9th graders, and the other half day for upper grades, the library aides help during the times that they are not in class. The program includes in-depth training and even a retreat for the students. As with the primary school, Seafield displays educational posters throughout the large facility. The library also has a newsletter, which it posts outside the facility.



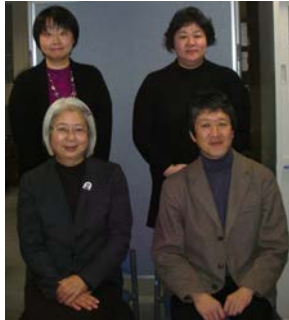
Section Newsletter Editor

Dr. Lesley Farmer, lfarmer@csulb.edu

Thanks to the membership for sending me information about projects, events, and resources. Your articles and photos are especially welcome throughout the year. The newsletter is only as good as its contributions. Please consider adding your success stories to our newsletter.



International Projects



School Library Initiatives for Asia & Pacific

GlobaLIS Project
globalis@globalis-net.com

Members: **Dr. Makiko Miwa** (Open University of Japan), **Dr. Yumiko Kasai** (Tamagawa University), **Hiroya Takeuchi** (Chiba University), **Shizuko Miyahara** (University of Tokyo)

Even in the 21st century, the role of the school library professional has not been firmly established in many Asian countries. The reasons cannot be explained by Library and Information Science (LIS) education alone. Most Asian countries have their own social systems, which do not always reflect Western-style professionalism. The lack of library professionalism may have a negative effect on the construction of LIS educational systems and professional communities. There is a gap between theory and practice in such situations.

However, the problems related to social and cultural background have not been discussed as regional issues in Asia, and are not reported in English. Neither those inside or outside Asia can clearly explain the Asian situation and issues.

School Library Initiatives for Asia & Pacific (SLAP) is a new and ambitious attempt to bring Asian and Pacific school library professionals/practitioners together to discover and discuss common issues in Asian school libraries. The initiatives' final goal is to establish an Asian model of the school library professional. The initiatives will take the first step in Tokyo in 2013, to identify the problems affecting the future of school libraries in Asia.

For participants from Asia, the project will offer opportunities to present the practices and research of their own country, and to attend training sessions and lectures from leading countries with established school library professionals and education systems, such as the U.S., Australia and New Zealand. However, this does not mean simply importing ideas from them; the discussion must be integrated into the Asian context to establish an Asian model of school librarianship.

During a weekend in Tokyo, 12-13 January, 2013, participants from Asia will have the exciting opportunity to communicate with other participants from Asia-Pacific regions. A keynote speaker, lectures, country presentations and poster sessions are planned. The target audience for this event is the struggling school library professionals/practitioners of Asia, but participants interested in school librarianship, from any region of the world, are welcome. Information will be updated at: <http://www.globalis-net.com/>

Supporting Libraries in Africa



20 August 2010

THANK YOU FOR YOUR SUPPORT IN THE CAMPAIGN FOR SCHOOL LIBRARIES

Dear Signatory to the EE Campaign for School Libraries Letter, Equal Education (EE) extends our most sincere gratitude for your role in helping to ensure that our Campaign for School Libraries is building a national consensus on the need for government to deliver functional libraries and books in our schools. The letter which you (or your organisation) signed was published in the Mail & Guardian and the Daily Sun on Friday 9 July 2010 and made thousands of South Africans, the media, and government officials draw their attention to the necessity of school libraries in redressing the crisis in our education system.

We have yet to receive a substantive response from President Zuma to the letter, though this should not discourage us. As noted below we are seeing positive policy developments take place by national government on the education front. This is largely due to EE's regular mobilisations and constant vigilance. The most recent step in our Campaign for School Libraries was the 24 hour Fast for School Libraries. This was a huge success with more than 5000 people fasting countrywide. The Fast took place from 18:00 on 29 July until 18:00 on 30 July. The central demands of the Fast were for government to create a budget for school libraries, posts for school librarians and an implementation plan. All over the country, people fasted. From Sehunelo High School in Free State, to Lyttelton Manor Secondary School in Centurion, to Munzhedzi Primary School and the University of Venda in Limpopo, students and teachers fasted together.

Our [Follow-Up memorandum](#), to our initial [Fast for School Libraries Memorandum](#), was handed over to the Ministry of Basic Education and to the Publishers Association of South Africa, at the end of the Fast. The [memorandum](#) calls for: the Minister of Finance to investigate the feasibility of a VAT exemption on textbooks and books bought for school libraries; the Minister of Trade and Industry to investigate lowering import tariffs on tertiary-level textbooks and books for school libraries; and the Publishers Association of South Africa to work together with government to reduce the price of textbooks and books for school libraries.

For all the young people who participated this fast deepened their commitment to their education, and to democracy; a generation is being politicized around a crucial human right: they engaged in a peaceful protest for a cause that is pushing for a brighter future for them, their peers and their families.

Thus far, the year-long Campaign for School Libraries, led by Equal Education, has secured the publication, on 11 June 2010, in the Government Gazette, of a [policy](#) that recognizes the need for each school to have access to a library or library stocks. The Fast was aimed at ensuring that the policy provide for a budget, posts and plan for School Libraries. EE has also seen a first draft of a 'School Library Guidelines' policy, which if passed will be a pivotal development in the campaign. The guidelines are however too vague, failing to create the necessary affirmative obligations from government.

We must continue until there is a principled agreement between all stake-holders, including government, to implement a national policy on school libraries that includes full-time librarian posts and access to books and information for every child. Critically this policy must contain an implementation plan with a separate budget allocation otherwise it will lack any transformative power.

Over the coming weeks EE will be meeting with government officials to discuss the contents of the Follow-Up memorandum. In addition we are working with local government to ensure text-book shortages in Khayelitsha schools are acknowledged and addressed properly. The campaign will go forward. The right of every learner to have access to books, textbooks and functional libraries is still far from being realised.

Thank you for your support. It is a pleasure to have you as a partner in this Campaign. We encourage you to visit Equal Education's website on a regular basis to keep in contact with the Campaign and the movement: www.equaleducation.org.za
Yours Sincerely, **Doron Isaacs**, Coordinator, Equal Education



The Magic of Harambee! <http://africanlibraryproject.org>

On 11 September 2010 the African Library Project held its first fancy fundraiser and celebration, called "Harambee!" The word Harambee means "let's pull together" in Swahili, and that's exactly what we did; all 200 + guests, sponsors and volunteers celebrated the past five years, recognizing some extraordinary volunteers, and raising \$60,000 to support literacy efforts in some of the poorest areas of the world. Since 2006 the African Library Project has gathered over donated 600,000 books to open 561 libraries in Africa. With no paid staff, ALP mobilized 25,000 people to gather books that now serve over 500,000 African children in eight African countries.

ENSIL (European Network for School Libraries and Information Literacy) is supporting the "1 school 1 library 1 librarian" campaign in South Africa with its "A library in every school" (ALIES) campaign (<http://www.facebook.com/home.php?#!/pages/A-Library-in-Every-School/123615464341320>).

Another development is the intended creation of an African Network for School Librarianship (comparable to the ENSIL network) that Margaret Baffour-Awuah, Busi Dlamini, Lourense Das, and others are involved with (<http://www.facebook.com/pages/African-Network-for-School-librarianship/151582838200985>).

The Royal Institute for the Tropics (KIT), a very prestigious institution in Amsterdam, is supporting "Libraries in the South" (i.e., libraries in the tropics) and has opened a new Facebook page (<http://portals.kit.nl/-/35568/KIT-Portals/Librarianship-in-the-South>).

American Library Association Presidential Traditional Cultural Expressions (TCE) Task Force

The ALA TCE Task Force consists of eleven members representing various interests and co-chaired by the OITP Advisory Committee and the International Relations Committee. The Task Force has been working since ALA Annual 2010 to review the background and development of the document “*Librarianship and Traditional Cultural Expressions: Nurturing Understanding and Respect*.” The term “cultural materials” is used to encompass those materials. Respect, collaboration and upholding ALA values were prominent considerations in the development of the report. The Task Force also determined that a report outlining the ways in which libraries contribute to cultural materials management and identifying the issues and concerns surrounding cultural materials would be an excellent first step in educating their membership to the issues of cultural materials and TCEs. It is the hope of the Task Force that this report opens the dialogue within the profession, and identifies strategies to form a foundation for developing principles that will guide libraries.

The exercise below deconstructs the environment for possible levels of library involvement and informing the World Intellectual Property Organization (WIPO) initiative (which is excerpted from the full report, which may be accessed by contacting Loriene Roy at loriene@ischool.utexas.edu).

1. Forums--Libraries with Traditional Groups in their collection scope and/or service populations may provide forums for TCE performances. If so, the Library is advised: " Reach out to the Group and qualified scholars."

" Be aware of potential religious and cultural sensitivities or even taboos and audience limitations may come into play."

" Ensure staff cultural expertise in these matters and/or seek input from experts in the allied archival and museum fields, as well as to efforts like WIPO's Cultural Heritage Project--<http://www.wipo.int/tk/en/culturalheritage/index.html>"

2. Performance Capture-Archival functions: A Library with original recordings of TCE performances and related artifacts in their possession or collecting scope-especially, those filming, taping or otherwise capturing TCE performances at its forums-should engage similar analysis and outreach. Operations, however, are archival in nature. They come with heightened stewardship and preservation concerns. TCE presence thus strengthens the importance of staff expertise and extending inquiries to archival media specialists and folklore/anthropological archivists in particular. In addition to WIPO's concerns for responsiveness to the cultural sensitivities of the Group, this context may bring contractual relations with Donors and. The Library thus will encounter access and intellectual freedom interpretations that differ from traditional right-of-sale for published materials and the ethics of the field. Collecting institutions should consider: " Both individual performer and Group intellectual property rights may come into play and require assurances of payment."

" Donor's restrictions may be applicable, but should be negotiated with an awareness of the Group's interests."

" The sensitive nature of certain TCEs may recommend partnerships with the Group. Such ventures could involve placement of access restrictions-even to limiting access to members of the Group."

" Mounting TCE events in real time or as captured documentation on a Web site should be understood as a form of publication. It must take such rights into consideration."

3. Material Cultural Artifacts-Museum functions: As with performance capture, stewardship concerns rise. Outreach to museum and preservation specialist is recommended, as well as appropriate relations with the Traditional Group. Additional considerations include: " Cultural Property and sensitivity questions, which extend to display and possible ownership issues."

" Intellectual property rights of the creating artist and the possibility of group rights may come into play."

4. Published Materials: Libraries will primarily engage the concept-albeit not the actuality-of TCEs in their traditional roles as managers of published documentation. Librarians must be responsive to the central intellectual freedom tenets of their profession, but still sensitive to cultural inferences and potential implications under proposed WIPO extensions to copyright law. A library with books and media collections helping to document TCEs is hence similarly encouraged to engage the traditional groups. Those with a specific collection mandate and staff expertise should also proactively offer cooperation and forums for the promotion of TCEs."

ALA Supports Sustainable Library Development

The American Library Association (ALA) has an International Sustainable Library Development (ISLD) Interest group (ISLD) within its International Relations Round Tables. This group serves as a clearinghouse for sustainable community-based library projects in developing areas of the world. Leveraging the power of ALA, the group helps raise awareness and encourages contributions to international library development. Their website, <http://www.ala.org/ala/mgrps/rts/irrt/irrtcommittees/isld/isld.cfm>, notes library development projects and resources, upcoming events, and fundraising tips.

Scholastic Launches Global Literacy Campaign

Scholastic Publishing is highlighting the importance of reading for children through their new Global Literacy campaign "Read Every Day. Lead a Better Life." The foundation of the campaign is the Read Bill of Rights, which includes eight beliefs about children's right to read:

- literacy is the birthright of every child as a pathway to success
- Children need to know how to analyze, interpret and understand information
- Literature and drama help children gain a deeper understanding of what it means to be human
- Every child has a right to textual lineage: a reading and writing identity
- Every child should have access to print and electronic resources.
- Reading widely and fluently gives children reading stamina.
- Every child has a right to a great teacher to help them read and enjoy reading.
- The ability to read is necessary to succeed and to survive.

For details about their efforts (events, social networking site, etc). go to <http://www.scholastic.com/readeveryday/>





Awards and Recognitions



Croatian Wins IASL School Leadership Award

Dr. Mihaela Banek Zorica (University of Zagreb, Croatia) is the recipient of the IASL School Librarianship Award for 2010 for her promotion of school librarianship in Croatia, Slovenia, Bosnia & Herzegovina and Romania. This award also recognizes her active involvement in the training of school librarians and her advisory work for those already employed in the field of school librarianship. In announcing the award, IASL President Diljit Singh noted that Mihaela is a young professional who demonstrates innovative ideas and practices through her classes, presentations and written work. Her efforts on behalf of school libraries in Croatia and surrounding countries is outstanding. Her award was celebrated on 12 November 2010, during a round table on "A Book and Other Media", within the "Interliber" Book Fair in Zagreb. The event was coordinated by Vanja Jurilj, President of the Croatian Association of School Librarians. Luisa Marquardt presented Mihaela with the certificate, on behalf of the international school library community. Pictures of the event are available at <http://www.issuu.com/marquardt/docs/iasl-award-2010>.

Dr. Jaco Schouwenaar: In Memoriam

By Helen Boelens

Many are familiar with the important work which has been carried out by Dr. Jaco Schouwenaar from the Kalsbeek College in Woerden, the Netherlands. Some librarians have visited the school, others have listened to his reflective views on innovations in education at Dutch national and international meetings. It is with great sadness to report that he passed away on Tuesday 14 September 2010, as the result of a bicycle accident on his way home from school. Jaco worked for almost 37 years at the Kalsbeek College and was a member of the school's Board of Directors for 23 years. He had a great love of history, and in 2000 was awarded the degree of Doctor of Philosophy. At that time he published his book *Tussen Beurs en Binnenhof. J.W. van den Biesen en de politieke journalistiek van het Handelsblad 1828-1845*. As a high school principal, Jaco was interested in new developments in education and in the school library. He recognised the importance of integrating media education throughout the entire school and attempted to bring about a permanent, fruitful, effective relationship between education in the classroom, modern information technology and the school library and information centre. With this in mind, he clearly described the implementation of literacy, information and media literacy skills in the school's policy statement. The structure which was used during this implementation has been explained and published in the KILM (Kalsbeek Information Literacy Matrix). He will be sadly missed by educators and teachers, librarians and school librarians from all over the world.





Country Initiatives

Germán Sánchez Ruíperes Foundation Researches Digital Book Use

This action-research program on the reading experience in electronic devices has the purpose of knowing better how users experience the process and thereby, being ahead of some of the roles that must be adapted by librarians and users, teachers and students in the near future.

From October to December 2010, a group of young members, aged between 13 and 18, at both of Foundation's libraries, the one in Peñaranda de Bracamonte and the one in Salamanca, took part in this phase. Then in the first quarter of 2011, the program will go on with a second group of members between 8 and 12. The study chose the book *El Joven Lennon (Young Lennon)* written by Jordi Sierra i Fabra, a fictionalized biography of the Beatles famous component. Half of the participants will read the novel in an autonomous way, and the rest will enjoy a set of reading activities, research and development around it. Information and documentation about the first phase of the *Territorio Ebook* program on

<http://www.territorioebook.net/principal/index.php>



Italian Advocacy for School Libraries

Luisa Marquardt with Donatella Lombello and Mario Priore
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The Italian Ministry of Education has endorsed most of proposals submitted by the AIB-CNBS: the National Standing Committee on School Libraries of the Italian Library Association. The IFLA UNESCO School Libraries Manifesto was endorsed by the Ministry of Education and was well received by all schools. The ministry also published a letter about leveraging school library networks for the 21st Century key competencies. The official letter (Prot. MIURAOODGOS n. 7224) addressed and was sent to all K-12 schools in Italy (http://www.istruzione.it/web/istruzione/prot7224_10). The Project is detailed at http://www.istruzione.it/alfresco/d/d/workspace/SpacesStore/fc49e888-e135-4a98-95f4-5bf83700f483/prot7224_10_all1.pdf

The City Council of Modena (Emilia-Romagna, Italy) endorsed International School Library Month, and celebrated the third annual School Library Days on 25-30 October. The theme was ISLM and launched the 3rd edition of "Oct. 25-30: the School Library "Reading in the i-Pod era." All schools in Modena set up their own ISLM program within the framework. http://www.comune.modena.it/biblioteche/attivita-culturali/leggere_ipod.pdf

See the American Library Association awards for best books and media at <http://www.ala.org/ala/awardsgrants/index.cfm>



Resources

IFLA and UNESCO Resources



Ingeborg Verheul, Anna Maria Tammara & Steve Witt, Eds. *Digital Library Futures: User Perspectives and Institutional Strategies*. Berlin/Munich: De Gruyter Saur, 2010.

Leading academic researchers from the cultural heritage and the publishers sectors approach issues surrounding digital libraries: user experience: a focus on current user research; digital library content: what users want and how they use it; strategies for institutions: how cultural institutions and publishers respond to the digital challenge.

New Publications and Digital Resources



Renee Hobbs. *Digital and Media Literacy*. The Aspen Institute, 2010.

<http://name.net/wp-content/uploads/2010/11/Hobbs-Digital-and-Media-Literacy-Plan-of-Action.pdf>

This policy paper that proposes a detailed plan to position digital and media literacy as an essential life skill. The paper outlines steps that policymakers, educators, and community advocates can take to help Americans thrive in the digital age.

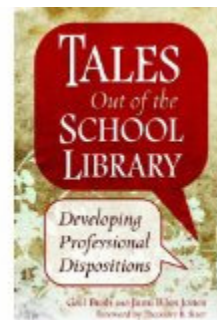
Olivier Philippot. *Green IT*. Editions ENI, 2010.

[http://www.editions-eni.fr/.25_3a6222cf-b921-41f5-886c-c989f77ba994_F1F12761-3C8B-4E0E-8C42-5466F46A3252_1_0_d9bd8b5e-f324-473f-b1fc-b41b421c950f.html?xtor=EREC-1294-\[PY-Import-DPGRE\]](http://www.editions-eni.fr/.25_3a6222cf-b921-41f5-886c-c989f77ba994_F1F12761-3C8B-4E0E-8C42-5466F46A3252_1_0_d9bd8b5e-f324-473f-b1fc-b41b421c950f.html?xtor=EREC-1294-[PY-Import-DPGRE])

This book, available in French and English, analyzes current technology use, and explains energy factors related to IT. It then recommends ways to cut the IT carbon footprint at the station and infrastructure levels. The book also covers way to make people aware and knowledgeable about green IT.

Gail Bush and Jamie Jones, Ed. *Tales Out of the School Library: Developing Professional Dispositions*. Libraries Unlimited, 2009.

This books helps school librarians redefine their practice to meet the needs of young learners today. It covers familiar, everyday topics of the most concern to practitioners: assessment, literacy and reading, diversity, intellectual freedom, communication, collaboration, and more. The authors use three fictional libraries to serve as models for addressing these issues.



ASLA and ALIA. *Learning in a Changing World* series. ACER.
<http://www.asla.org.au/pubs/learning.htm>

The Learning in a Changing World series presents the core areas for all educators and school leaders to consider for 21st century learning: the digital world, virtual worlds, curriculum integration, resourcing and the physical environment. All are essential elements to enable and empower students to be lifelong learners and active participants in our society. All the titles in the series bring together 5 concepts that create a holistic view of what students need for learning:

- Connect, Communicate and Collaborate focuses on the new technologies and what this means for student learning and pedagogy.
- Virtual Worlds continues the focus of student learning but in virtual environments.
- Curriculum Integration provides a framework for teaching and learning and a methodology for teaching for a new media or virtual environments.
- Designing the Learning Environment outlines the consideration of the space required for learning with new technologies as well as managing access to a variety of information.
- Resourcing for Curriculum Innovation considers the range of resources required for learning and makes suggestions for educators in planning for effective teaching and learning management using resources.

Journal of Research on Libraries and Young Adults

The Young Adult Library Services Association, a division of the American Library Association, has launched the inaugural issue of its open-access, peer-reviewed electronic research journal, the *Journal of Research on Libraries and Young Adults* at <http://yalsa.ala.org/jrlya>. Visit the web site to read the articles &/or subscribe to the RSS feed. The journal will be published quarterly beginning in November 2010, with issues following each February, May and August.

Help A Librarian

Heather Negley, a librarian living in Virginia (USA), has recently developed a website called Help a Librarian, available at <http://www.helpalibarian.com>. Its purpose is to help librarians who are having difficulty in locating, identifying, creating, or comparing either responses, plans, or products and more. Members of HAL provide answers to questions which have been asked by other members of the forum, allowing them to help one another with solutions, share information and enhance their knowledge of the group's cultural backgrounds. This community-powered service unites librarians from more than fifty countries throughout the World.

ISTE Media Specialists Webinars

The International Society for Technology in Education has a media specialist SIG, which is where teacher librarians gather. They offer free webinars, and you don't have to be a member to participate. Future webinars are listed at <http://sigms.iste.wikispaces.net/upcoming>. The March 10 session will feature IASL and IFLA members.

Lesley Farmer hosts a free monthly online chat on international aspects of librarians and technology. The group meets virtually on the third Thursday at 5pm PST at <http://www.tappedin.org>. The transcripts are found at <http://sigms.iste.wikispaces.net/International+Librarianship>



Conferences

Ontario Library Association Super Conference

2-5 February 2011 at Metro Toronto Convention Center

<http://www.accessola.com/superconference2011>

OLA's Super Conference is Canada's largest continuing education event in librarianship. Within the Super Conference event is the country's largest library tradeshow. The program is a tribute to the ability of OLA members to balance the cutting edge and the practical in a way that can satisfy an increasingly diverse number of member interests and needs.



AACE's Global Conference on Technology, Innovation, Media and Education

22-24 February 2011 online

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

Invited and fifty peer-reviewed talks, & workshops will be held live for multiple time zones, and all recorded for participants, along with 3 months' editlib digital library subscription.

National Conference on "Information Literacy Skills For Librarians In Digital Environment"

26-27 February at Aggarwal College, Ballabgarh, India

conference.library2011@gmail.com

The conference provides a platform and enables interaction among information literacy skills, e-resources, e-learner, digital library experts, researchers, academicians and students about adoption, implementation and utilization of digital/computerized libraries and their future implications towards shaping the information paradigm. Papers are being accepted for presentation until 3 February.

Mobile learning: Crossing boundaries in convergent environments" Conference

21-22 March 2011 in Bremen, Germany

<http://bremen.londonmobilelearning.net>

The conference is hosted by the University of Bremen, run by the Department for Media Education and Design of Multimodal Learning Environments and by the Institute Technology and Education (ITB) in association with the London Mobile Learning Group (LMLG), Pontydysgu and MirandaNet. The conference will focus on the challenges of developing new pedagogic approaches, the potential of mobile devices for learning, and the latest developments in hardware and software that can support personalised learning. The conference is preceded by the EduCamp, a BarCamp for people interested in media and learning, which will take place in Bremen 19-20 March 2011. In collaboration with MirandaNet, the conference is running a MirandaMod on 21-22 March 2011, which addresses teachers and practitioners who are interested in teaching and learning with new technologies.

"Reading links between generations: towards a more cohesive society" International Symposium

23-25 March 2011 in Tunisia, March 23-25, 2011

<http://www.ifla.org/en/events/reading-links-between-generations-towards-a-more-cohesive-society>

The Institut Supérieur de Documentation (ISD) of Tunisia and the French Federation of Associations of Friends of the Library and the Book (FENAABIL) are organizing this symposium, which seeks to explore and analyze the practices of mutual support between generations, especially in libraries and schools.

ECIS Librarians' Conference

13-15 May 2011 in Istanbul Turkey

http://ecist.read2live.com/ECIS_Istanbul/Welcome.html



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

The gathering will focus in particular on "Youth, Skills and Employability", with ideas and expertise for an anticipated audience of two thousand practitioners in the field of ICT-supported education and training in Africa.

5th International Symposium on Library Services For Children and Young Adults "Fostering Children of the Nation's Future: Children's libraries"

9-10 June 2011 in Seoul, South Korea

lsh1020@korea.kr

Ed-Media World Conference on Educational Multimedia, Hypermedia & Telecommunications

27 June-1 July 2011 in Lisbon, Portugal

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

Final call for participation 12 April 2011

This annual international conference serves as a multi-disciplinary forum for the discussion and exchange of information on the research, development, and applications on all topics related to multimedia, hypermedia and telecommunications/distance education. ED-MEDIA spans all disciplines and levels of education and annually attracts more than 1,500 leaders in the field from over 70 countries.



National Association for Media Literacy Education Conference

22-25 July 2011 in Philadelphia

<http://namle.net/conference/>

NAMLE convenes media literacy educators and leaders every two years to expand the knowledge and practice of media literacy education in the United States.



**THEME: "SCHOOL LIBRARIES:
EMPOWERING THE 21ST CENTURY LEARNER"**



IASL/IFLA Pre-Conference Satellite Meeting 5 August 2011

Pre-Conference Workshops 7 August 2011

<http://www.iasl-online.org/events/conf/2011/>

SAIL project - Student Assessment of Improving Learning course

25 September - 1. October 2011 in Humpolec, Czech Republic

<http://ec.europa.eu/education/trainingdatabase/index.cfm?fuseaction=DisplayCourse&cid=2738>

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Come to San Juan in Puerto Rico 13-18 August, 2011!

Congress theme: "Libraries beyond libraries: Integration, Innovation and Information for all"

School Libraries and Resource Centers Section theme:

["Student Access to New and Emerging Technologies"](#)

Pre-IFLA 2011 Conference Opportunity

IFLA SLRC / IASL Joint Pre-Conference Meeting in collaboration with the Library and Information Association of Jamaica on 5 August 2011

Theme: "School Libraries: Best Practices for e-Learning"

