**International Federation of Library Associations and Institutions**

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

## Issue 53, December 2011

2011 International School Library Month poster

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# IFLA Section 11 News

## *Section Chair's Message*

**Randi Lundvall,** Section Chair
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The year 2011 is coming to a closure. Worldwide it has been a year of revolutions, terror, disasters and uncertain economy. Locally, Norway has had its share through the tragic killings of young people on summer camp and the bombing of the main government building in Oslo, all caused by one man, an ethnic Norwegian. A lot of support was given to us as participants in San Juan, sent to us through IFLA's mailing list and via personal international acquaintances. When reading mails on IFLA's mailing list, I see many examples of sharing concern and support when different parts of the world are hit by tragic events: another side of working with IFLA.

IFLA SLRC and IASL have been working well together in 2011. A book on school libraries, *Global Perspectives on School Libraries: Projects and Practices*, edited by Luisa Marquardt and Dianne Oberg, was published with contributions from many parts of the world. The Joint Committee met in Kingston in August. Together with the Jamaican Library and Information Association we arranged a 1-day satellite conference on the theme of e-learning  before the annual IASL conference there and IFLA 2011 in San Juan, Puerto Rico. Together we have applied IFLA for funding of a joint project on advocating school libraries worldwide. I look forward to further collaboration with IASL, as the two organizations share the same interests.

The Section's session at the IFLA conference in San Juan on student access to new and emerging technologies had Joyce Valenza as key note speaker. The session was successful. We had two Standing Committee meetings and I am pleased to say that both were well attended.
As 2011 was an Election Year we now have a new Secretary, Barbara Schultz-Jones, and a new Information Officer, Tricia Adams. I was re-elected as Chair. We have three new members of the Standing Committee for the period of 2011-2015: Barbara Schultz-Jones, from USA, Nancy Achebe from Nigeria and Tricia Adams from the UK. Welcome to all of you. Dianne Oberg and Karen Usher ended their period on the Standing Committee. I thank them for their great work.

When attending the IFLA conferences, there is always the planning for the next conferences to consider. In Helsinki 2012 we will have a joint session with the Public Libraries Section on the

theme of the two library types working together to benefit students. Please see the Call for Papers later in this Newsletter and at http://www.ifla.org/en/school-libraries-resource-centers

There will be a Midyear meeting in Milan in connection with the European Meeting on Media and Information Literacy Education in Libraries (and beyond), EMMILE 27-29 February. The Section is a copartner. We will have a Section's meeting, a Joint IFLA SLRC/IASL Committee meeting, arrange a workshop as well as attend the conference.

I hope to see many of you in Helsinki! Happy New Year!

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## EMMILE in Libraries (and beyond): European Meeting on Media and Information Literacy Education

**Luisa Marquardt**, EMMILE Coordinator, marquardt@iol.it

An international meeting on media and information literacy education in different contexts and sectors (including schools, libraries of different types, health, lifelong learning, etc.) will be held in Milan, Italy, 27-29 February 2012.

School instruction, libraries of different types, and other knowledge infrastructures play a strategic role in this, but it is apparent that school teachers and librarians first are to be info-competent professionals themselves in order to help their pupils, patrons, communities in an effective lifelong learning process. Concerns about the non proficient usage of information are very often heard at academic level, while Information Literacy education or Media/Information Literacy (MIL) education should better begin at the school level in the lower grades. Furthermore, if on the one hand libraries play a relevant role in IL/MIL, on the other hand they should establish a more fruitful collaboration with a variety of sectors and actors.

The three day meeting, through a set of joint initiatives – organized thanks to the collaboration of IFLA SLRC, IASL, AIB, Regione Lombardia, Ufficio Scolastico per la Lombardia, Comune di Milano, Goethe-Institut Mailand etc. -, explores theory and practice in MIL education in different contexts. Plenary sessions, workshops, library and cultural visits, and the UNESCO MIL Curriculum for School Teachers and the EMPATIC Project on Information Literacy in Education as well, are part of the intensive program.



Those interested in attending the meeting should register ASAP (by 10 February). No registration fee is required for the meeting (participants have to fund their own travel and accommodation). Find details at http://emmile.wordpress.com/ and secretariat.emmile@gmail.com.

# International Projects

**The International Association of School Librarianship has sponsored International School Library Day/Month for several years. Here is a sampling of celebrations around the world from the 2011 event.**



We brought the spirit of International School Library Month alive in Mombasa and its environs. One Saturday abcproject Kenya, in partnership with World Vision International, held a reading event to mark this special month. As a build up to the event, a radio program discussed how school librarians can make a difference to children and communities. The radio show was very good; a lot of people called in to congratulate the efforts of advancing school librarianship in Kenya. This signaled one key thing: that with more advocacy the society will embrace the school library agenda for enhanced lifelong learning . I was encouraged with the teachers who were there; a young lady teacher in Mombasa's Miritini Primary school was very eloquent and brought out facts , and a male teacher from a slum school in Mombasa articulated the issue in regard to parents' role in school libraries development.  In general, we hope this with our Saturday event will be enough reason to see concerted efforts of making school libraries a reality in Kenya.
Written by **Daniel Mangale**, abcproject Kenya Team Leader, dmangale@gmail.com



 Brazil's FIBE 2011 Forum Internacional De Biblioteconomia Escolar (International Forum of School Librarianship) was held in Sao Paul on 18-21 October. With little financial support, great volunteers, exceptional venue and wonderful local and international speakers we were able to have a successful three day conference visited by an unexpected number of professionals. In a joint effort of Bernadet Campello (IASL member from the Federal University of Minas Gerais and also organizer of the GEBE, Study Group in School Librarianship), the Regional Council of Librarianship - 8th Region / State of São Paulo and IASL, the three day event promoted school librarianship in Brazil. Foreign and local speakers shared their knowledge and experience about  information literacy, communities of practice and research. I can only say that we did make a difference and will soon reap the necessary support to continue. For details about the program, go to http://www.fibe2011.com.br.
Written by **Katharina Berg,** IASL Latin American Director, kberg@midiateca.com.br

**World Book Night launches April 23, 2012: see http://www.worldbooknight.com**

*Avril Crawford, Lourense Das and Karen Usher*



# IASL/IFLA Pre-Conference Meeting

**Lourense Das**
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At the 35th IASL conference in Lisbon in 2006, IFLA School Libraries and Resource Centers section and IASL signed a memorandum of understanding on far-reaching collaboration. Since then, both organizations worked hard to establish joint projects. One of the projects was a one day satellite conference, held 6 August at the University Campus Mona, University of the West Indies just prior to the 40th IASL conference (in the same location) and the 77th IFLA World Library and Information Congress 2011 in Puerto Rico 13-18 August. The theme for the satellite was *School Libraries: Best Practices for e-Learning*, and joint planning began at the 2010 IFLA conference.

The Jamaican organizers attracted an outstanding keynote speaker in Ms. Avril Crawford. She is CEO and Programme Coordinator of e-Learning Jamaica, a collaborative innovative project of the Ministry of Education and Youth (MOEY) and the Ministry of Industry, Technology, Energy and Commerce (MITEC). Its aim is to improve education in Jamaica's high school system through the use of information and communication technologies (ICTs).

After the keynote, there were short presentations and a panel discussion with Mr. Carlton Samuels (University of the West Indies), Craig Perue (OLPC, One Laptop Per Child), Shawn Aarons (vice-principal secondary school) and Antoinette Harriott (teacher librarian).
After lunch, committee members gave presentations based on papers submitted for the IFLA Publication (and joint project of IFLA and IASL) *Global Perspectives on School Libraries*, edited by Dianne Oberg and Luisa Marquardt. The book was officially launched at the opening ceremony of the 40th IASL conference, two days later.



Next, a workshop, moderated by Lourense Das, focused on discussing school library issues.

The efforts and dedication of the committee, local organizers, participants and, the speakers, made this joint event from IFLA SLRC and IASL into an interesting and valuable satellite meeting. IFLA SLRC and IASL continue to work together on joint projects and events.

## *Middle Eastern Summits Create International Declarations on Reading and Information Literacy*

An International Forum on Media and Information Literacy has held in Fez, Morocco 15-17 June 2011, with sponsorship from UNESCO and several Middle East entities. They produced the Fez Declaration on Media and Information Literacy, asserting that "today's digital age and convergence of communication technologies necessitate the combination of media literacy and information literacy in order to achieve sustainable human development, build participatory civic societies, and contribute to the consolidation of sustainable world peace, freedom, democracy, good governance and the fostering of constructive intercultural knowledge, dialogue and mutual understanding."
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/Fez%20Declaration.pdf

Over a hundred participants from the Middle East, Europe, and North America met in Hammamet, Tunisia, 21-23 September at a symposium to discuss how reading facilitates social interdependence. Over thirty presentations were given, and a declaration on reading was approved: The Tunis Declaration on libraries, reading and intergenerational dialogue: A strategy for building social cohesion." The declaration and report on the symposium is found at http://www.ifla.org/en/news/report-on-the-symposium-reading-is-a-link-between-generations-toward-a-more-interdependent-soci.

# *AASL Issues Position Statement on Labeling Books with Reading Levels*

The American Association of School Librarians (AASL) has released a position statement advocating a minor's right to access resources freely and without restriction in the school library. One of the realities some school librarians face in their jobs is pressure by administrators and classroom educators to label and arrange library collections according to reading levels. It is AASL's position that student browsing behaviors can be profoundly altered with the addition of external reading level labels. With reading level labels often closely tied to reward points, student browsing becomes mainly a search for books that must be read and tests completed for individual or classroom point goals and/or grades. School library collections are not merely extensions of classroom book collections or classroom teaching methods, but rather places where children can explore interests safely and without restrictions. For additional supporting information on AASL's position on book labeling please visit the AASL website.

# 20 years of school libraries in Bolzano/Bozen and Hesse

**Luisa Marquardt**
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Italian Library Association National Standing Committee for School Libraries Chair, marquardt@iol.it

2010 and 2011 have marked a memorable anniversary - the 20th! - for school libraries in the Province of Bolzano/Bozen (South Tyrol, Italy) and in the State of Hesse (Germany), and moreover for school librarianship in Europe. 1990 is the year of the *Guidelines for school libraries*, edited by Frances Lavern Carroll for the IFLA SLRC, an IFLA publication that has given worldwide, strong and practical inputs about school librarianship. The same year, on 7 August  (we are still in the 20th celebrative anniversary), the Autonomous Province of Bolzano/Bozen (Autonome Provinz Bozen Südtirol – Provincia autonoma di Bolzano – Alto Adige)  approved the Law n. 17 concerning interventions for promoting the school library.  Bolzano/Bozen has held its autonomy since 1972; it has three linguistic communities (73% German speaking, 25% Italian speaking, 2% Ladin speaking), and it is entitled to establish and fund specific services, including the school library. The provincial library laws in Bolzano/Bozen in the 1980s and '90s have their roots in the outstanding work and commitment of Franz Berger, the Head of the Library Department (German language community), who studied in depth the situation of libraries and their laws in Switzerland, Austria and some German states.  The school library wasn't mentioned in the former law on lifelong learning and public libraries network (1983), but it got its own laws later on and in 1990 what was at that time and is yet a dream in most of Italian schools became a usual, normal  reality  for  all  schools

in Bolzano and its province. Since then, the Province has been constantly improving school library services in the whole area  through adequate funding for school libraries (furniture, equipment, etc.) and its staff (including education and training,  professional development courses, meetings, publications. etc.).   A networking culture, the adoption of same organizational and functional standards (e.g., federated cataloguing, services, etc.), an adequate funding from local authorities, and constant attention to increasing quality are some of the features of this system. There is a good balance between public libraries and school libraries. Three types of school libraries are planned: the library serving only one school with more than 20 classrooms; the library serving more schools of the same linguistic community that are located in the same building; the library serving a "consortium" of schools with at least 24 classrooms of the same linguistic community.

The school library team, coordinated by Markus Fritz (for the German speaking community) and by Patrizia Caleffi (for the Italian speaking community), provides school libraries and librarians with efficient and effective support and services. Furthermore, the expertise acquired along the years enables the team to spread ideas and practice in other countries as well, such as the workshops run by M. Fritz and his colleagues in Wels (Austria) in April 2007 or, more recently, in Leipzig (Germany) in March 2011, for instance, just to mention some of the many workshops, training sessions, etc.

The quality and the range of school library programs, activities, services, collections (with a good book/pupil ratio: some over 10 books per capita*)* has a positive impact on learning outcomes. While the Italian performance (as a whole) in PISA assessments is not good, the specific performance of Bolzano/Bozen schools is as high as the "top" countries. "Sfoglialibro", an Italian children's library quarterly, has paid a special tribute with the monographic issue of April 2011 to the Province of Bolzano/Bozen excellence in school libraries and education.



The "LAG Schulbibliotheken in Hessen" (The Hesse School Library Association) held its 20th School Library Day on 2 April 2011 at the Lahntalschule in Biedenkopf, a very successful event that sounds as recognition of the relevant work done by LAG in the school library field.

From the initial enthusiasm of a couple of motivated school teachers at the end of a meeting, in mid '80s, about the idea of developing a new school library concept, up to the formalization of the LAG and, later on, to its 20th official anniversary, LAG has gained an increasing number of members, mainly school teachers in charge of the library, and a good reputation among them and the group of stakeholders and sponsors.

LAG has developed a pedagogical, bottom-up and pragmatic school library concept: the school library is not a branch or an extension of the public library, mainly focusing on reading promo-

tion, but it is closely linked to the school curriculum and aims at meeting and fulfilling students' and teachers' needs, so its program and facilities (space, collection etc.) are tailored to them.

LAG has set up several activities and projects: the thematic book box (Bücher in der Kiste), a series of professional development meetings, a school library prize and the reading promotion prize, publications, etc. Furthermore, an intense activity of advocacy, especially addressed to politicians and education authorities, and consultancy (both to an individual school library and to local and federal authorities) is carried on. The lack of staff recognition and funding are major concerns. The LAG has taken part in many meetings at national (e.g., in Leipzig, in March 2011) and international levels (e.g., IASL 2006 Conference in Lisbon, seminars in Beirut, Lebanon, in Südtirol and, in April 2010, in Rome, Italy). The "LAG model" was taken into account, with other best practices, in the first Italian comparative study on school librarianship in Europe, commissioned by the Ministry of Education in 1996 and carried out by the "Biblioteca di Documentazione Pedagogica di Firenze" in 1997. It has recently been "exported" to the State of Berlin-Brandeburg through the active and personal commitment of its founder, Günter Schlamp, who established a "sister" association, the AGSBB, three years ago, that has achieved encouraging results since then (…and probably further more are on their way!).

NOTE:  Associazione Italiana Biblioteche (Italian Library Association) held its 57th Annual Congress in Rome on 17-18 November (http://www.aib.it/aib/congr/c57/prog-e.htm3)

## *Notable Books for a Global Society*

Annually, a committee of the International Reading Association Children's Literature and Reading Special Interest Group selects 25 outstanding trade books for enhancing student understanding of people and cultures throughout the world. The Notable Books for a Global Society (NBGS) list helps students, teachers, and families identify books that promote understanding of and appreciation for the world's full range of diverse cultures and ethnic and racial groups. "Although advances in technology allow us to communicate quickly with people around the world and the growth of world trade brings us increasingly into contact with far-flung members of the "global village," today's society is rife with tension, conflict and ignorance of others different from us. If we hope to meet the many challenges that face us in the 21st century, we must recognize the similarities and celebrate the differences among all races, cultures, religions, and sexual orientations, and appreciate that people can hold a wide range of equally legitimate values." Details about the SIG, the award, and the award-winning books are found at http://clrsig.org/nbgs.php#
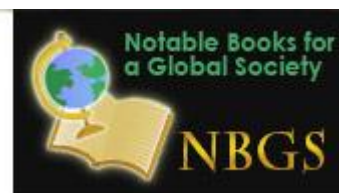
## *Update on Sweden's School Library Mandate Report from Sweden*

**Maud Hell**
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Maud has published two books on school library development (in Swedish)

Swedish schools, principals and communities have recently gained more responsibility for school libraries. The new Swedish Education Act from 2011 mentions school libraries as mandatory in all schools: *"All pupils, regardless of whether they attend a municipal or independent school, are to have access to a school library. This provision includes both compulsory school and equivalent types of schools and upper secondary schools and upper secondary schools for pupils with learning disabilities."<*www.sweden.gov.se/sb/d/12996/a/142348>
School librarians are also busy trying to find ways of teaching information literacy in connection to the new curriculum.

Swedish schools are financed by the municipalities; both public and independent schools (in Sweden often called "free schools"). There has been a large increase in the number of private/independent schools since a reform in 1992.The schools can use their financial resources in the way they find best to meet the standards from the national government. Many independent schools have not invested in school libraries, and Sweden has a very differing standard of school libraries as a whole. To control the standards of all schools there are regular and special inspections by the National School Inspectorate. We are now beginning to see comments from the School Inspectorate involving school libraries. Several independent schools have not been able to start because they did not plan for school libraries in their applications according to the new law. That is something new to Sweden.

The law does not define what a school library is. In the preparatory works for the new law a definition from the Swedish National Agency for Education is mentioned (in my translation):
A school library is "a common and organized resource of media and information made available to students and teachers as a tool for the pedagogical work in school and with the task to support education and learning." The law does not mention the need for special library educated staff or any staff. But probably inspections will show that it is necessary to have trained staff in a library for it to function in a pedagogical context.

Many stakeholders continue to work with defining the role of school libraries. Universities will prepare for more courses suited for both librarians and teachers to work as school librarians. In communities where there are schools media service centres or coordinators of school libraries they can be of help to enhance the quality of school libraries.

The National Agency of Education has a reference group for school library matters, but has no official mandate yet to address the questions further. The Agency has not published any new advice how to evaluate school libraries but continues to support a valuable discussion list for school librarians and a wiki. Anette Holmqvist, who is responsible for this and for publishing good journalistic web articles on development of school libraries, is also the editor of *Check the source* – a very good web portal and help for school librarians and teachers about teaching information literacy, critical awareness, use of social media and web tools in daily school work.

The School Inspectorate has published some short instructions about school libraries to give advice to inspectors and principals. Some of the content for these requirements for school libraries:
1) The students have access to a school library in the school building or within reasonable distance from the school which enables continuous use of the library as part of the education in order to help students to achieve the educational objectives.
2) The library includes books, nonfiction and fiction, information technology and other media.
3) The library is adapted to students' needs in order to promote language development and to stimulate reading.

There have been many conferences about school libraries in Sweden recently to discuss and learn about the new situation. Their obvious conclusion is that school libraries are an important educational resource, especially when it comes to dealing with the needs of source criticism and promoting language and literacy development. But this requires an effective partnership between school librarians and educators. The engagement of the school management is a deciding factor, and some positive principals present how they have supported the development of their school library.

The School Inspectorate also focuses on the school library as a resource and not a collection of books when they inspect whether schools meet the intentions regarding school library in the Education Act. This is the opinion of Kjell Ahlgren, Councilor of Education at the School Inspectorate. He has been representing the School Inspectorate in many conferences, and he has a very positive view of the school library and how the role could be developed in education. "It must be a part of students' education and help them achieve goals. The school should have school library as a method," he says. "We will look at a student's perspectives in our inspections and see if it is a fair situation. If one school does not have a school library because of cutbacks and a headmaster at the school next door is very involved and supports school library, it creates unequal conditions for achieving the objectives. There is no questioning of crafts or physical training at school. The law is for the children and school libraries are there to enhance the quality of the school," Kjell Ahlgren says.

The researcher Håkan Fleischer is investigating the idea of one computer per student in schools, so-called 1:1 programs – more common now in Sweden. He refers to an American study by Mark Warschauer pointing to the importance of school librarians being involved in teaching information literacy to get good results when schools hand out computers to students.

"Research shows that if school libraries are involved early in the process, students may use computers in a more mature way," he says. The digitization and technological advances create new opportunities. But technology must never become an end in itself.

Swedish school libraries can cooperate with other types of libraries to be able to offer a wide range of media for students with print disability and also for media in many different languages. How do we use different tools for learning and digital inclusion for all students? In Sweden we will continue debating and working with all these questions in the nearest future – now!

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## *A Head Teacher's Thoughts on Leadership and School Libraries*

**It's the end of November and I'm paying a visit to [Pauli gymnasium](), an upper secondary school situated in Malmö, Sweden. In 2010, the school received a national award for the best school library of the year. Today I'm going to interview Edward Jensinger, who, since 2006, has been head teacher at the school. During this time he has worked hard to draw attention to the school's competent team of librarians. Since it's his responsibilty to ensure that the library continues to function as an educational resource, this is a task he takes seriously. I am of course curious about his thoughts on what a school library can be, and about his role in ensuring that Pauli's librarians become an indispensable part of the school's collective educational challenge, to see that every student fulfills his or her learning targets.**

Edward Jensinger's holistic view of how a school should be run has shaped the attitude he has towards his colleagues. He argues that for an educational institution to function properly it's necessary for a diversity of different professional groups to work together to support students in their attainment of goals. You need, for example, librarians, school nurses, employment counsellors and caretakers, as well as teachers. A head teacher must also have full confidence in his staff and their professional competence. It's necessary to give them the freedom to try out their ideas based on their unique skills. Otherwise, there is no development. In the case of school librarians as a professional category, Jensinger constantly refers to one factor throughout the interview: the necessity of playing a visible role in the daily life of the school. It's then that you create an integrated educational system that can make a difference, he reasons. A library where the librarians are valued for their skills, where their (strong) wills are allowed to prevail, and where they can take centre stage, are prerequisites for an efficient learning environment. In the light of this, let's examine more closely the thoughts of a head teacher from a school library perspective.

**Where did your interest in school library issues start?**

"I became interested in school libraries when I started working at Östra Real, an upper second-ary school in Stockholm. We had a UN role-playing exercise at the school and the teachers of course didn't know everything about the countries which the students wanted to immerse themselves in. When the pupils were preparing for these UN role-plays the library was the nat-ural venue for the acquisition of this knowledge. And it was librarians who led this work. It was here that I became interested in accommodating other educational strategies over and above those which take place between teacher and student."

**How do you encourage and support your school librarians?**

"Since I am head teacher, and head of the organisation, I'm expected to be interested in what I am head teacher and head of. As a result, you automatically become interested in libraries if you are in charge of the librarians. As it is, I've been lucky with my personnel. They have minds of their own, in a very positive way. They come with very exciting ideas and then I say have a go, try. Sometimes I come up with some thoughts of my own that get bounced around a little and then either get taken up or not. But it's the librarians' own ideas which are the central thing here. My role in all this is to be supportive and say, yes let's give it a go. And to come up with a little extra money for it. If you have personnel who want things, it's pretty easy to be the boss. At the same time it can be difficult in other ways."

**What have you learned from your librarians?**

"I'm someone who is quite determined by nature. Some would call me a bit of a know-it-all. I have opinions, but I've learnt that you don't have to know everything about everything in an organisation. Instead, you can rely on the other professionals around you and that they know what they're doing. And that they keep me acquainted with the big picture, the important stuff."

**How do you see the role of the school librarian?**

"I think it's important that they are visible. Teachers are like actors. You're up on stage every lesson. They 're strong personalities. As a librarian, you also have to be seen. You have to be an extrovert, whether you are as a person or not. Otherwise you're just going to get ignored. Once the librarian is visible, the next phase begins, where s/he teaches scientific method, language development and information literacy. These are important things that sometimes fall between the cracks.

"I had a wow experience a few months ago when I received a report from the school's teachers. It was about student projects. It stipulated that all students should go to the library with their project plans in order to obtain the approval of a librarian. I've worked very hard with the teachers and the librarians to get them to co-operate. So now we're going to do that, we'll put it into the timetable, but this came completely spontaneously! Now I can sit back and reap the rewards. The teachers now see that the librarians are central. It's really nice to see this. The li-brarians teach the broader stuff. An educational ideal emerges from the library and makes its way into the classroom."

**What do you think would happen if a librarian was included in a management team?**
"We're not there today. I know there are schools which include special education teachers in the management team. Special education teachers also have a special competence in school development, and I think that's the next step. At the same time, the rulebook says that it's the head teacher who should be running the school. So it depends. What's the definition of a management team? We reorganized in conjunction with the recent upper secondary education reform (SASAM). We created a mini-group with three teachers, a career guidance counselor and a librarian. What came out of that was what we today call "year one education". One of the things that we agreed about at once was that we should encourage the students to work scientifically. Here the library has taken a leading role together with the teachers. We decided to have a number of compulsory modules for the students. That the library should be involved and co-operate with the teachers is now included in the curriculum throughout the school. If you look at this example, it was having librarians in this micro-management group which led directly to library issues coming up on the agenda."

**What are your thoughts on librarians' collaboration / networking? What, if any, improvements can be made and how?**
"They take part in subject-related conferences, but they could do that even more. It's natural for them to take part in Swedish and in Social studies, but there's plenty more out there. What can the library do as far as Physics is concerned? This is an area for development. As a social scientist myself, I might not have the answer to how or what a librarian can do about physics and mathematics, but if I ask the librarians then they probably have quite a few ideas there. So it's an area for development, absolutely."

**What educational benefits do you see with a school library?**
"If you look at skills like information literacy, then the person who's best at this is the one who's most qualified and that is a librarian. This is a bit scary, of course, because the teachers do their own thing, and they don't think along those lines, since they usually like to have everything under their control. That's what I've worked hard with, to get the teachers to realize that here we have a resource in the librarians.
"The educational benefit to students is being able to experience a variety of different "educational encounters." That students come into contact with a diversity of people in any particular process. If a student is working on something and gets stuck, and the teacher is not there right then to help, but the library is, it becomes natural to go there. Then you get the necessary support to move forward with your questions from competent professionals by whom you've already been taught. I see a big plus in that. That we bring librarians into the teaching also contributes to the scientific nature of our work becoming clearer to the students, and also to the teachers."

**What advice would you like to give a head teacher who is planning a school library?**
"Firstly, you have to decide what the purpose of having a school library is. If the motivation is no more than that the school should simply meet legal requirements then you may as well not bother. You've got the wrong attitude. The aim must always be for the students to get better

results. A library isn't therefore just a furnished room with a person there to keep it tidy, what you need is an active teaching librarian. It must be possible for the librarian to be in the class-room, and then you have to have someone who can go in and man the library (it can be a teacher). I can't see it any other way than that it's really important for the librarian to meet students in their classrooms, not just in the library. That's where "Project School Library" starts and its activities are able to flourish. Ignore the library as a room, ignore the bookshelves and think about what the real purpose of a library is."

Reprinted from http://webapps2.malmo.se/pedagogmalmo/leadership-and-school-libraries/
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Görel Reimer has many years of experience in public libraries as well as school libraries. Her special interests are language development and promoting the love of reading. Currently she works as a School Library Consultant at The Centre for Pedagogical Inspiration in Malmö.

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## *Honduran Librarians Seek Improved Libraries and Training*

**Lesley Farmer**
Professor, California State University Long Beach
lfarmer@csulb.edu

This October I was given a Fulbright grant to help librarians in Honduras with professional development.  I participated in the 6th library conference held by the Association de Bibliotecarios y Documentalistas de Honduras (ABIDH), which was held 28-39 September, 2011, in Tegucigalpa at the Universidad Pedagogica National Francisco Morzan (UPNFM). About eighty librarians from all types of settings attended the plenary sessions and workshops.  I also reviewed the National Pedagogical University´s proposal for a master´s de-gree program in library and information science, which is the first time that such an academic program has been considered in Honduras. Training tends to be done by the Ministry of Culture for school librarians, and the ABIDH provides in-service training.

Honduras has almost eight million people, with the majority under nineteen years old. About eighty percent are functionally literate, with the upcoming generation about ninety percent lit-erate (about one percent of the total population are graduate students in state universities).

Nevertheless, only sixty percent of children graduate from grade school, and the reading culture is not very prevalent here. Both public and private schools exist, and several informal educational pathways exist. About seven percent of Honduras´ GDP is invested in education, but eighty percent is allocated for wages, leaving less than twenty percent for infrastructure. Nevertheless, mobile telephony is nearly ubiquitous, which is potentially a major consideration for library services in the country.

According to the research leading to the master´s degree program proposal, "Honduras's education system needs to promote technical-pedagogical conditions that enable people to progress in democratic life and, with the importance of globalization, make decisions in the field of professional practice for well-prepared and qualified human personnel in their contribution to the improvement of society." To that end, there are plans to incorporate both physical and virtual libraries. However, in 2009 Honduras had 135 public libraries. While school libraries exist, they are sometimes merely small collection warehouses. The Tegucigalpa Bi-National Center sponsors field trips from public schools to see their library and get training.

Honduran libraries have much potential if they will take a broad enough perspective and leverage emerging technologies, as well as gain instructional expertise to pro-actively insert themselves in the middle of lifelong educational opportunities. The master´s program can provide both the foundation and the intellectual infrastructure to jump start this potentially significant contribution to Honduras and Central America.

## Meet New Board Member Tricia Adams

Tricia Adams, BA MCLIP, has worked in several sectors including government libraries and as a self-employed information specialist but came back to her favourite – of working with children, in various guises, for the last 19 years. This has included a period as a primary school librarian, before moving back to public libraries in her home county of Northamptonshire, UK, where she was Head of Children's and Young People's Public Library Services and the manager of the Schools' Library Service – Learning Resources for Education. She has been Director of the School Library Association, an independent charity committed to supporting school librarians in all sectors of education, since 2008 - www.sla.org.uk.

# Awards and Recognitions

## *John Royce Honored by IASL*

Pictured**:** Maria José Vitorino,  John Royce, Jean Vahey (ECIS (ECIS Executive Director)

On 19 November during the Annual ECIS (European Council of International Schools) Conference in Lisbon, John Royce received his well-deserved IASL award from the International Association of School Librarianship (IASL).  John was really surprised when during a formal ceremony of ECIS Awards, his name was called to receive the award, delivered by Maria José Vitorino, from Portugal, representing IASL, Stichting ENSIL (European Network for School Libraries and Information Literacy) Board, RBE (Portuguese School Libraries Network), and BAD (School Information and Documentation Section) of the Portuguese Librarians, Archivists and Documentalists Association.



As the 2011 Award Citation reminds us: "John Royce, who works at Robert College in Istanbul, is a long-serving member of the ECIS Librarians Committee and has served three terms of six years each on the committee. He also served as Regional Director of the North Africa – Middle East region for IASL for six years. John has been awarded the IASL School Librarianship Award for his promotion of school librarianship and professional development in international schools worldwide. In announcing the award, IASL President Diljit Singh noted that John ensured international school librarians worldwide had 24/7 access to support and professional networking through the electronic media. This has been highly appreciated by the library professionals, especially those in the smaller schools."

John Royce received the 2011 IASL School Librarianship Award formal document, a copy of the citation on his work and merits, and a booklet collecting messages of congratulation from all over the world prepared with the collaboration of several colleagues, including Luisa Marquardt (IASL Europe Regional Director), Helen Boelens, from the ENSIL Board. and Ana Melo, from the THEKA Association (Portugal).

To me, it was a pleasure and an honor to present John Royce's IASL Award, for his own value as a reference to all of us, including those who, like me, read his inspiring words shared through the web regularly for many years, and also for the meaning of this award, so cherished among school library communities around the world. The strong applause all presents gave to John,

who already had received an ECIS award during the same ceremony, revealed that my personal joy was shared by many.   Written by **Maria José Vitorino**

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### *Canadian Children's Books Awarded*

The Canadian Children's Book Centre (CCBC) is thrilled to announce the winners of the major children's book awards it administers:
TD Canadian Children's Literature Award: *Plain Kate*, by Erin Bow (Scholastic Canada)
Marilyn Baillie Picture Book Award: *I Know Here*, by Laura Croza, illustrated by Matt James (Groundwood)
Norma Fleck Award For Canadian Children's Non-Fiction: *Case Closed? Nine Mysteries Unlocked by Modern Science*, by Susan Hughes, illustrated by Michael Wandelmaier (Kids Can Press)
Geoffrey Bilson Award For Historical Fiction For Young People: *The Glory Wind*, by Valerie Sherrard (Fitzhenry & Whiteside)
John Spray Mystery Award: *A Spy in the House*, by Y. S. Lee (Candlewick)
Each award-winning book was chosen because it exemplifies the best work in the Canadian author and illustrator community. Adult and child readers will be captivated by these engaging stories, and they will certainly become Canadian classics that will adorn bookshelves across the country. For more details, go to http://www.bookcentre.ca/news/ ccbc_announces_winners_2011_canadian_childrens_literature_awards

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The IASL-HKTLA Teacher Librarianship Excellence Award has been announced: the winner for primary school is Miss **HUI, Oi Shuen** (Cheung Chau Sacred Heart School); for secondary school is Mr **LEUNG, Tak Yin** (QESOSA Secondary School). There is an announcement at HKTLA website (http://hktla.school.net.hk/).

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"Superstar teacher librarian **Joyce Valenza** is this year's winner of the Edublog (http://edublogawards.com/2011-3/lifetime-achievement-2011/) Lifetime Achievement Award for her tremendous contribution to the world of ed tech." These words introduce the interview by Debra Lau Whelan to Joyce Valenza, published in School Library Journal on 19 December 2011 (http://www.schoollibraryjournal.com/slj/newsletters/newsletterbucketextrahelping2/ 893101-477/interview_rock_star_librarian_joyce.html.csp).

# Resources

## IFLA and UNESCO Resources

**Bon, I., Cranfield, A., & Latimir, K. (2011).** *Designing library space for children*. **Berlin/Munich: De Gruyter Saur/IFLA Publications Nr 154. ISBN 978-3-11-023216-5   Euro 89.95 / for USA, Canada, Mexico US$ 135| Special price for IFLA members Euro 69.95 / for USA, Canada, Mexico US$ 105   Also available as an eBook**

The library community has seen a renewed interest in library architecture and design. This is due to the change of focus from content and collection development to how libraries engage with their users in a digital age. This means that librarians, architects, politicians and patrons must develop new visions, concepts and ideas for the design and building of libraries. This book brings together a number of articles based on presentations from the IFLA World Congress 2009: historical view of the development of children's libraries over the last century, a look at how children use new media, libraries of the future, innovative design projects for children's libraries from around the world.

**UNESCO GOAP - Global Open Access Portal**
http://www.unesco.org/new/en/communication-and-information/portals-and-platforms/goap/

**UNESCO DOAR - Directories of Open Access** Repositorieshttp://www.unesco.org/new/en/communication-and-information/portals-and-platforms/goap/thematic-areas/

## New Publications and Digital Resources

**Das, L. & Walhout, J. (2012).** *Informatievaardighedenen de mediathecaris (Information Literacy and the school librarian)*. **Rapport 30. Heerlen, Netherlands: Open Universiteit, Ruud de Moor Centrum.** Free download http://www.ou.nl/c/document_library/get_file?uuid=a8df0023-27fc-48b7-859a-fcdac154f570&groupId=14300

**Fontichiaro, K. (Ed.). (2011)** *School libraries: What's now, what's next, what's yet to come*. http://www.smashwords.com
A crowdsourced collection of over 100 essays from around the world about trends in school libraries written by librarians, teachers, publishers, and library vendors.

**Farmer, L. (Ed.) Gendina, N., & Nakamura, Y. (Assoc. Eds.) (2012).** *Youth-serving libraries in Japan, Russia, and the United States.* **Lanham, MD: Scarecrow Press.**

The essays address the universal and culture-specific aspects of library services to children and teens in these three countries. This collection shows how libraries have developed in light of each country's political, educational, and social history. Chapters highlight unique collections and services within each country and also show how librarians deal with the challenges they encounter.
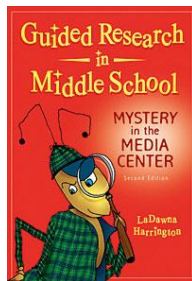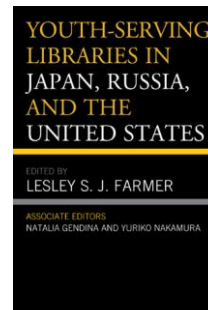
**Harrington, L. (2011).** *Guided research in middle school: Mystery in the media center* **(2nd ed.). Westport, CT: Linworth.**

Updates in this second edition include details about guided inquiry and guidance on promoting self-assessment  through guided reflection logs. Strategic reading strategies help students engage more deeply with text. Each lesson is accompanied by the AASL Standards for the 21st-Century Learner, and modifications for differentiated instruction are provided.

**Farmer, L., (2011).** *Instructional design for librarians and information professionals.* **New York, NY: Neal-Schuman.**

This comprehensive, practical guide covers every aspect of systematic instructional design. Basic steps in planning, delivering, and assessing instruction are complemented with a variety of instructional examples that address different audiences, content, and delivery approaches. The volume includes chapters on synchronous and asynchronous instruction and information on how to best use the many technologies now available.
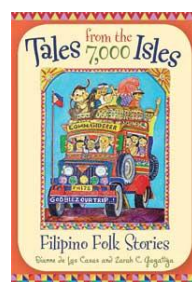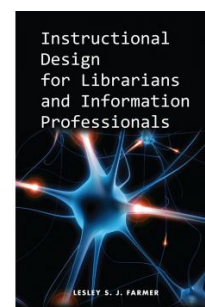
**de la Casas, D., & Gagatiga, Z. (2011).** *Tales from the 7000 isles: A book of Filipino folk stories.* **Westport, CT:  Libraries Unlimited.**

This anthology offers insights into the people and culture of the Philippines through dozens of tales representing the nation's various islands, regions, and cultural-ethnic groups. Designed to provide educators with material with which to enhance curriculum and lesson plans, the stories open a gateway to  a rich and unique cultural mix.

**Bárrios, A., Melo, A., & Vitorino, M. (2011).**  *THEKA: Formar professores para desenvolver bibliotecas escolares* **(Training teachers to develop school libraries). Lisbon: Gulbenkian Fndtn.**

This Portuguese  publication and accompanying CD illustrate the process of the THEKA Project (2004-2008) and its outcomes. "THEKA" recalls several dimensions involved in the project: TH is for thesaurus and T for tutors, technologies, time, transformation; H is for holistic, heuristic, humor; E for education, e-learning, experiential, school and writing ("escola" and "escrita", in Portuguese); K is for a constant (as a relationship among several elements), culture, knowledge, community, construction, coherence, context; A for learning ("aprendizagem"), adult, autonomy, pupils ("alunos", "alunas"), action, field covered or scope ("abrangência"), assertiveness.

The roots of THEKA are found in two priorities of the Gulbenkian Foundation: reading promotion and learning enhancement in Portugal and Portuguese speaking countries.  Teacher librarian empowerment and school library development and dynamization find center stage in Gulbenkian's educational mission. The project has four main objectives: training school teachers in school librarianship, intervening in schools to improve school libraries, implementing continuous learning strategies for school teachers, and producing resources. The publication serves as a good example of how training activities can be documented and capitalized for a wider audience.  Review written by **Luisa Marquardt**

**Liquète, V. (2010).** *Du CDI à la bibliothèque universitaire: Former les usagers à l'information*. **Mérignac, Fr.: Université Montesquieu Bordeaux 4.**



The need for information literacy education as a bridge between secondary and higher education, and its relationship with ICT, were discussed in a lively meeting in 2009 organized by the the academic institution for teachers' education at Université Montesquieu – Bordeaux 4 with the "Médiaquitaine" Regional Training Centre for Library Professionals). The book collects the different contributions of that event. Topics in the volume include a history of users' education in information, the role and competencies of the school information specialist and the academic librarian, collaboration, projects of affiliated organizations, research on the correlation of information education and academic achievement. Contributor Anne Lehmans developed a model of coaching with three dimensions: cultural, cognitive, and temporal. A digital version of the publication is available at http://www.calameo.com/read/00017502177c37b07c0d0.
Review written and photo taken by **Luisa Marquardt**

**Kurttila-Matero, E. (2011).** *School library: a tool for developing the school's operating culture*. **Oulo, Finland:  University of Oulu. 978-951-42-9736-6.** http://jultika.oulu.fi/Record/isbn978-951-42-9736-6



To what extent the school library contributes to the enhancement of the school curriculum, the improvement of pupils' learning? How is its role perceived by school teachers and principals? What are the outcomes of the school library project set up in Oulu, Finland, and what lessons can be learned from that experience?

These issues are presented and discussed in a doctoral thesis in information studies that was defended in December 2011 at the University of Oulu, Finland, by Eeva Kurttila-Matero (Eeva.Kurttila-Matero@oamk.fi). She is a senior lecturer at the University of Applied Sciences (Health Care) in Oulu, Finland, since 1990, whose main professional topic is teaching infor-

mation literacy and biomedical science; among her several publications, there is a chapter in *Global Perspectives on School Libraries: Projects and Practices* (IFLA Publication 148).

Her work is based on a qualitative case study and a follow-up time of seven years; it aims at increasing understanding of the dimensions of the school's operating culture in general and pedagogical practices in particular in the context of the School Library of the Information Society project (SLI). The main purpose was to describe development in the school's operating culture as perceived by teachers and principals.

The author discussed the school's operating culture concept, based on the Activity Theoretical Model defined by Yrjö Engeström. As from the thesis abstract: "The operating culture consists of 1) tools, which are the school library and teaching methods, 2) rules, consisting of different statutes and the curriculum, 3) the school community, including teachers, pupils, and parents, and 4) a division of labor, including resources for librarianship. Teachers and principals are the subjects who work together to improve pedagogical practices. The shared metatheories of Information Studies and Educational Sciences were scrutinized from the viewpoint of learning literacies."

Part II presents the evaluation of the SLI project impact was through the above mentioned factors. Data from the yearly reports of the eleven elementary schools involved in the SLI Project were collected, processed and accurately analyzed; furthermore group interviews were conducted in 2009. Within the SLI project the school library has gained a more central position in the school: library space and collection improved in all schools; the school library program has become more relevant to the pupils' learning process; the school library role increased. Furthermore some schools set up a specific information literacy curriculum. A positive outcome of the SLI Project was the increased collaboration both within the school and among schools, the public library, and the Education Department. Teaching information literacy and pedagogical use of information technology were developed. The model of the school's operating culture applied in this research can be useful (and eventually tested) in other projects concerning school and school library in other contexts and countries. Review written by **Luisa Marquardt**

**Setian, L. (2011).** *The information society in Bulgaria : Information society and globalisation: Advanced theoretical debates*. http://lucysetian.eu/portfolio/digital-agenda/150-the-information-society-in-bulgaria

To what extent the Bulgarian society is developing as an Information Society? Is the Government fostering digital education? Do Bulgarian women access on line information? Lucy Setian, in her article, tries to answer to these and many other questions, and provides the reader with updated information and interesting reflections about the current situation in Bulgaria.

The Author is a young Armenian (Bulgarian born) journalist, computer engineer, active eco-blogger, elected by the largest German Foundation Robert Bosch for the only (and youngest of

all 16 participants) trainee from Bulgaria in the "Media - Mediators between nations" 2010 program.

In her publication she explores – according to the approach, undertaken by Webster within the framework of vision of the Castells' network society - the extent to which the Information Society has been developing in Bulgaria since it joined the European Union. She analyzes several Eurostat (the European statistical office) indexes for the Information Society. Comparisons and personal observations are then developed. Information Society is a complex phenomenon; some sixty indicators have been defined by the European Community to describe and understand it, which indicates the variety of definitions and dimensions for this concept.

Setian provides an overall view on how the ICT has been developing along the years in Bulgaria (e.g., from the first faxes up to a higher and higher increase in Internet usage in urban areas in 2010-2011). She then describes and compares the Bulgarian situation with European statistics. For example, a significant Information Society indicator is Internet usage among elderly people (aged 65-74): only 3% regularly use Internet in Bulgaria, while the European average is 25%. Another weak point is the still existing gender problem: many women don't access online information at all or not on a regular basis. 72% never accessed Internet in 2006: the number is now decreasing, but there is still a gap between the European average ratio of women accessing Internet (65%) and the Bulgarian one (45%). Furthermore, a national policy fostering digital education is still lacking; the gap among groups who can and cannot access Internet, ICT, etc. is still very high. Setian critically reflects on these different dimensions according to spatial, educational, employment perspectives. The still existing gaps both among different groups (age, gender, urban/rural etc.) in Bulgaria and between this country and the EU27 may be overtaken by the "Digital Bulgaria 2015" program. Review written by **Luisa Marquardt**

**EUscreen http://[www.euscreen.eu](http://www.euscreen.eu)**
The EUscreen portal officially launched on 27 October, in celebration of UNESCO's World Day of Audiovisual Heritage. Major audiovisual archives in Europe have joined forces to offer a unified access to the history of television in Europe. EUscreen focuses on in the fields of education, research, and for the general public. Thousands of videos and images are available for free online consultation. The portal enables users to search and browse the collection in different contexts such as curricula and research programs, for remixing, and for leisurely dives into popular history. Additional tools for curated exhibitions and an academic e-journal which researches *significant trends* in over 60 years of European television with the help of original programme sources will become available in 2012.

***Who Next...? A guide to children's authors.* (2011). Loughborough University: LISU.**
This guide is designed as a tool to help parents, teachers and librarians in schools and public libraries to guide children who have already enjoyed stories by one writer to find other authors they will enjoy reading. For details, see [http://www.lboro.ac.uk/service/publicity/news-releases/2011/94_Who_Next.html](http://www.lboro.ac.uk/service/publicity/news-releases/2011/94_Who_Next.html)

**The repository toolkit of the Royal Tropical Institute** in Amsterdam http://ir-africa.info/biblio was launched by Africa Bwamkuu at the 2nd International Conference on African Digital Libraries and Archives, held in Johannesburg, South Africa from 14 - 18 November 2011. This toolkit is very important; it provides online resources on many subjects for university and school libraries. To learn more about it, contact Henk van Dam h.v.dam@kit.nl or Africa Bwamkuu A.Bwamkuu@kit.nl.

**eGranary Digital Library  http://www.widernet.org/eGranary/**
This repository – or Internet in a box --- provides millions of digital educational resources to institutions lacking adequate Internet access. Through a process of garnering permissions, copying websites, and delivering them to intranet series inside partner institutions in developing countries and elsewhere, documents can be accessed over LANs at no cost.

http://primary-sources.eui.eu/.
As its opening page states, it is "an index of scholarly websites that offer online access to digitized primary sources on the history of Europe. The websites listed on EHPS are not only meta-sources but also include invented archives and born digital sources." Each website listed in EHPS has a short description and is categorized according to country, language, period, subject and type of source. The listed websites can be accessed for free, although registration is required for one to subscribe to RSS feeds, connect with linked social media, create a personal list of bookmarks, leave comments and suggest resources to be included.

**Ibero-American Information Literacy Social Media**
Information Literacy / Ibero-America (Latin-America, Spain and Portugal)
http://alfiniberoamerica.blogspot.com/
Information Literacy / Ibero-America. State of the Art
http://alfiniberoamerica.wikispaces.com/
These web 2.0 sites contribute to the growth and recognition of information competencies training in educational institutions and different types of libraries in the Iberoamerican contex. The new wiki includes almost a thousand resources: journal articles, papers, books, chapters of books, works of degree, graduate theses, declarations, models, presentations, videos, audios, events, and web resources.

**El dia de los niños/El dia de los libros  http://www.ala.org/dia**
This new website includes free downloadable resource guide containing programming, outreach, booklists, activity sheets and other resources. A program model and resources for school libraries is also featured.

The **IDP Database of Research on International Education** has been updated with hundreds of records this year. The latest entries can be browsed from the New Additions page at http://www.idp.com/idp-today/research-database/new-additions.aspx New international education publications are listed at http://twitter.com/idpdrie

### JCS Online Resources.org

In the UK the use of technologies in schools to support teaching and learning has over the last 10 years become well embedded through the support of several Government funded organisation and initiatives. The picture is varied for school libraries; there are certainly a lot of very enthusiastic champions of change within the UK school librarian community but a great many school libraries remain the room students visit to borrow books or to look up things they can't find from other sources. But changes are happening in school libraries. One of the drivers for change in the school library has come from a government funded initiative launched in 2008. The initiative – JISC Collections for Schools – was built on a highly successful project turned not-for-profit mutual trading company in the higher education sector. 'JISC Collections' has for more than 15 years negotiated with publishers and owners of digital content at a national level on behalf of universities and further education colleges. It has licensed a vast range of journals and reference databases from over 65 publishers and suppliers; all universities and over 85% of higher education colleges now take advantage of the agreements. JISC Collections' central negotiating role means that institutions benefit from considerable savings and generous licensing conditions. The streamlined purchasing process also saved institutions a great deal of time. With funding from Becta – the government agency of that time leading the national drive to ensure the effective and innovative use of technology throughout learning – JISC Collections extended its service to schools across the UK so they too could reap the benefits of JISC Collections' national procurement role and discounted pricing model. Unfortunately, with the change of Government in 2010, Becta was closed, and the funding for the project stopped. After a little more than two years running the project, Joyce Martin could see that there was a huge need for the service so she set up a chargeable service, and with her colleague Paul Kelly now run JCS Online Resources, with help from their Sales and Marketing Administrator. This service offers schools, not only in the UK but also worldwide, a choice of online subscription resources: academic subject specific resources incorporating full text databases, journals, e-books and multimedia; general cross-curricular reference resources; copyright-cleared images; and curriculum-mapped games and simulations. Now school librarians can offer a 'safe' learning environment 24/7 for students. For details contact joyce@jcsonlineresources.org or visit www.jcsonlineresources.org

### *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 welcome throughout the year.

**20th BOBCATSSS-Symposium**
23-25 January 2012 in Amsterdam
Theme: Information in e-motion
http://bobcatsss2012.org

**Ontario Library Association Super Conference**
1-4 February 2012 at Metro Toronto Convention Centre
Theme: Innovation: Imagine, Innovate, Impact
http://www.accessola.com/ola/bins/content_page.asp?cid=5
The Super Conference is Canada's largest continuing education event and tradeshow for librari-anship. The program balances the cutting edge and the practical in a way that can satisfy an in-creasingly diverse number of member interests and needs.

**European Meeting on Media and Information Literacy Education**
27-29 February 2012, in Milan
Theme: Raising the 21$^{st}$ Century Citizen
http://emmile.wordpress.com/
This is a joint event, promoted by IASL (Europe) in conjunction with IFLA SLRC Section, the Italian Library Association, the Regione Lombardia, the Regional Education Authority of Lumbardy, the Goethe-Institut Mailand, the EU EMPATIC Project, and several other entities.

**Library and Information Professionals Summit**
16-17 March 2012 in New Delhi, India
Theme: Leadership, Ethics, Accountability and Professionalism in Library Service
http://www.slp.org.in/LIPS/Lips2012.html
Cosponsors Society for Library Professionals and SLA Asian Chapter are seeking presentation papers on their summit theme, based on research surveys, cases studies, or action plans. The deadline is 15 January; papers may be submitted via
https://www.easychair.org/conferences/?conf=lips2012 or emailed to slp.lib@gmail.com

TD National Reading Summit III
2-5 May 2012 in Vancouver Canada
http://nationalreadingcampaign.ca/

**Bibliothekartag**
22-25 May 2012
Theme: Libraries – Gates to the World of Knowledge
https://www.bibliothekartag2012.de/default.htm

**Lighting the Future: Libraries, Reading, Learning – access and opportunity for children and young people**
8-10 June 2012 at Beaumont House, Old Windsor, UK
CILIP's Youth Libraries Group and School Libraries Group join with the School Library Association in a landmark event to empower all those interested in children and young people, their reading and their education. Detailed information will be available through both the CILIP and SLA websites later this year but karen@usher43.karoo.co.uk will answer immediate queries.

**International Boys School Coalition conference**
9-12 July 2012 in Melbourne, Australia
Theme: Unlocking Creativity
http://www.theibsc.org/page.cfm?p=1492

**19th International Conference on Learning**
14-16 August 2012 at University of London, UK
Theme: New Media, Multi-Modality, and Learning
http://thelearner.com/conference-2012/

**IBBY World Congress**
23-26 August 2012 at Imperial College, London
Theme: Crossing Boundaries: Translations and Migrations
http://www.ibbycongress2012.org

**IFLA World Library and Information Congress**
11-16 August 2012 in Helsinki, Finland
Theme: Libraries Now! Inspiring, Surprising, Empowering
http://www.ifla.org/ifla78
Several sections have invitations to submit papers for the conference, so interested individuals can get details by checking the various IFLA groups' web pages. In addition, a number of satellite meetings will be held around conference time: http://conference.ifla.org/ifla78/satellite-meetings. For example, Libraries for Children and Young Adults Section is calling for papers on the theme "Libraries for Young People: Breaking through Boundaries" for their preconference in Joensuu, Finland. Email proposals to kbt-kultur@aalborg.dk by 31 January.

**78th IFLA General Conference and Assembly**
*Call for Papers:* **School Libraries and Resource Centers Section and Public Libraries Section**
*Theme: Friends or Foes – Public and School Libraries a Force for Change for Creating Smart Communities*

The Public Libraries and School Libraries and Resource Centers Sections invite case studies on the theme of collaboration between the two types of libraries that are mostly to be found in communities. Papers should reflect projects already in progress or completed that show how public libraries and school libraries in communities can work together for the benefit of students.  Papers can be written and given in any of the official IFLA languages; **however, abstracts should be submitted in English.** Proposals for Case Study Papers must include the following;
1. Title of proposed presentation
2. Outline of the proposed presentation (no more than 300 words)
3. Name(s) of presenter(s)
4. Position or title of presenter(s)
5. Presenter(s) employer or affiliated institution
6. E-mail address
7. Telephone/fax numbers
8. Short biographical statement regarding the presenter/s

15 minutes will be allowed for a summary delivery of the paper in the Conference (followed by 5 minute discussion)s ;the full written paper is not to be read.

**Email queries and proposals by 8 February 8 2012 to:** Randi Lundvall: randi.lundvall@baerum.kommune.no or rlundvall@hotmail.com
- The Review Committee will evaluate all submitted materials and **successful applicants will be notified by March 12, 2012.**
- **Full accepted papers must be between 3000 and 6000 words in length and are due by March 31$^{st}$ 2012**, so that translations can be organized and must be an original submission not published elsewhere.
- All papers will be published on IFLA.org

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