



Informing New Zealand – He Puna Whakamōhio mō Aotearoa

Edited by Lynley Stone

6th edition (revised 2018).

Published by Open Polytechnic, Lower Hutt, New Zealand. 2018.



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Introduction to Informing New Zealand – He Puna Whakamōhio mō Aotearoa

Welcome to the 6th edition of *Informing New Zealand – He Puna Whakamōhio mō Aotearoa*.

Scope and purpose

Informing New Zealand - He Puna Whakamōhio mō Aotearoa gives an overview of the information landscape in Aotearoa New Zealand. It is designed to support the work of students in the [Open Polytechnic's](#) courses 72170, *The Information Industry* and LIS501 *The Information Environment*, and to provide readers with a broad base of understanding about the issues and opportunities within this exciting employment sector. There is no other single source of this information available, which makes this a unique resource.



Structure and content

Three major types of information organisation are discussed in their own sections:

- [Libraries](#)
- [Records and Archives](#)
- [Museums](#)

This is followed by sections that discuss:

- [Education Options](#)
- [Professional Associations](#).

As well as information about different types of information organisations, the Libraries section contains two special chapters, which discuss the history of libraries in Aotearoa New Zealand and The Treaty of Waitangi and Māori in libraries.

The Chapters

The 6th edition was launched in July 2014. It follows a similar structure to its print predecessor, the 5th edition of the Open Polytechnic's textbook *Informing New Zealand: Libraries, Archives and Records – He Puna Whakamōhio mō Aotearoa: Whare Pukapuka, Pūranga Kōrero, Whare Taonga*, edited by Alison Fields and Rebecca Young, which was published in 2007.

More than half of the entries have been written specifically for the 6th edition, while the others are substantial revisions of chapters that were in the 5th edition. The authors of the entries are experts in their respective fields, who have generously contributed their time and experience to the creation of this resource, often with the support and input of their employers

and/or a range of colleagues. Many of these authors also contributed to the 2007 edition. We are very grateful to all the authors for ensuring the accuracy and currency of the content in this publication.

Editorial Decisions

Certain style guidelines have been followed. These include:

- Māori words have macrons.
- Aotearoa New Zealand has been used in parts written by the editor and Open Polytechnic staff, and where authors of other chapters used Aotearoa/New Zealand or New Zealand Aotearoa, these have been standardised to Aotearoa New Zealand. Chapters where the authors used New Zealand have not been changed.
- Hyperlinks have been used within the chapters where it is considered useful for the reader.

Referencing Chapters

Please treat this as an edited book which is made available online. The APA format for referencing entries in this publication is:

Author. (Year). Entry title. In Editor, *Publication title* (edition; pp. xx-xx). Retrieved from URL

for example:

Williams, D. (2018). Public records and Archives New Zealand. In L. Stone (Ed.), *Informing New Zealand - He puna whakamōhio mō Aotearoa* (6th ed., rev.).
<http://hdl.handle.net/11072/2056>

In-text citation: (Williams, 2018).

Errors, Broken Links, and Feedback

Things change on the web. If you find a factual error or a link that no longer works, please send us an email with the detail that needs revision. All feedback about the publication is welcome.

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Earlier Editions

The 4th edition of *Informing New Zealand: Libraries, Archives and Museums* was edited by Rachel McCahon and Gillian Oliver, and was published by the Open Polytechnic of New Zealand in 2000. It was specifically designed as a textbook to support 72170 The Information Industry, which is one of the first courses that students enrolled in Information and Library Studies at the Open Polytechnic are encouraged to complete, and was a considerably expanded publication compared with earlier editions. Prior to this, the first three editions (in 1993, 1995 and 1998) had the title *Library Service in New Zealand*. These were edited by Alan Richardson, and produced as a textbook for the New Zealand Library Studies Certificate

programme. The book developed out of a set of course notes for Part One of the NZLA Certificate course.

The book, in its several editions, has itself become part of the fabric of the information landscape of Aotearoa New Zealand, being used for purposes well beyond support of a core first year course. The older editions remain useful for people who are interested in understanding the nature of information work over the last twenty-five years.

We heartily thank all contributors to this edition, and to the previous print editions. We have kept the spirit and much of the factual content from earlier versions, and where entries are revisions rather than completely new text, the earlier authorship has been clearly indicated at the foot of the entry.

Particular thanks go to the editors of the earlier editions, each of whom also contributed significantly as authors – Alan Richardson, Rachel McCahon, Gillian Oliver, Alison Fields, and Rebecca Young.

Lynley Stone, July 2014

Note on the Revision of the 6th Edition

Wikispaces, which has hosted this edition since its publication, is not available from 31 July 2018. Since we intend to bring out a new edition in the near future, we decided to provide it as a PDF as an interim measure. Other than format, there are minor editing changes including updating links and a revision of the chapter on Open Polytechnic qualifications.

Thanks to Tom Avery, Eric Boamah, and Pam Bidwell for helping me put this revision together.

Amanda Cossham, July 2018

Libraries: An Introduction

By Lynley Stone

*Ko te manu e kai ana i te miro, nōna te ngahere.
Ko te manu e kai ana i te mātauranga, nōna te ao.*

*The bird that partakes of the miro berry reigns in the forest.
The bird that partakes of the power of knowledge has access to the world. (Te Kete
Ipurangi, 2012)*

Libraries have traditionally been storehouses of knowledge, principally in published form. While thinking about the present and looking to the future, it is important to understand the history of people, projects and places which have brought us to today. This is discussed within each chapter of *Informing New Zealand - He Puna Whakamōhio mō Aotearoa*, and in the in-depth chapter on the history of libraries in New Zealand.

While the name 'library' brings to mind a physical building, in the digital world libraries are so much more. Collections and services are provided remotely and virtually, as well as from within spaces which are being repurposed to meet the changing needs of our users.

The vast amount of information available via the world wide web has radically changed the work of librarians (Lankes, 2011). The open web, most often searched through Google, is the go-to information source for digitally connected users, allowing instant and free access from almost anywhere. Libraries no longer need to physically collect all items that may be relevant to our user communities, within the constraints of space and budget, although targeted local collections of physical and digital items are still essential. Library collections now include subscriptions to a range of specialist and general databases of ebooks and journals which give users access to premium (paid) content that would otherwise be unavailable to them. Librarians work in many different ways to support our communities, helping people to discover, access and use a wide range of information resources. Developing the information and digital literacy skills of our users and empowering lifelong learning underpins the work of all libraries in different ways.

Libraries in Aotearoa New Zealand are in a unique position, for several reasons. One is that Māori are the indigenous people of this country, and libraries have a pivotal role in preserving and enabling Māori scholarship, business, social and creative endeavours, as well as supporting the whole of society on its bicultural journey. Each chapter in *Informing New Zealand - He Puna Whakamōhio mō Aotearoa* discusses services to Māori, and the importance of the Treaty of Waitangi to libraries is explored in detail in its own chapter.

Another is in the nature of our library collections. Aotearoa New Zealand, with its small population, publishes relatively few items, which libraries purchase for their collections as appropriate. While all countries draw on the publications and sources of information from other places to some extent, our small publishing output, cultural traditions and geographical isolation means that we have always looked to the wider English-speaking world for the bulk of our collections. Until the 1970s this international influence was largely from the United Kingdom. From then on, Aotearoa New Zealand started looking more towards the United States which has gradually become more dominant, but we also draw upon publications from countries with similar social and educational traditions, such as Australia and Canada. This results in a more geographically balanced collection in school, public and tertiary libraries than

is found in other countries, and this has a flow-on effect to the understanding and attitudes of members of our society. Our focus has been mainly on English-language publications, apart from some specialist library collections such as science and engineering where European language material is very important, but this is changing as the ethnic profile of the country becomes more diverse and we focus more on the Asia-Pacific region. Public and school libraries are rising to the challenge of providing a range of material which meets the recreational and informational needs of people with different cultural and language backgrounds, and tertiary and special libraries develop multi-lingual collections as appropriate to their purposes.

There are many different types of libraries, and this section of *Informing New Zealand - He Puna Whakamōhio mō Aotearoa* provides overviews of the history, governance, services and issues within them.

In Aotearoa New Zealand, the two most common types of libraries are school and public libraries, and almost every New Zealander will have had contact with them at some stage in their lives. The quality of this contact is highly influential on individuals. A poor library experience for a child or young person may negatively influence both their attitude to information and learning, and to libraries, in their future years. On the other hand, a positive experience may enhance their career options and life experience, and hopefully make them ongoing users of information and library services. Public libraries support people throughout their lives, providing resources for entertainment, information and learning, and a safe, vibrant place for all.

As the employment landscape changes, a larger proportion of New Zealanders are engaging in some form of tertiary education than in the past. Many school leavers go straight into vocational or academic study, and there is a growing trend for adults to study for qualifications, re-train or upskill. Part-time and distance education are very popular options, as the world wide web provides new opportunities for formal and informal learning. Tertiary libraries support the teaching, learning and research functions of their institutions. Three types of tertiary libraries are explored here - those serving universities, institutes of technology and polytechnics (ITPs), wānanga. A fourth type of tertiary institution exists - private training establishments (PTEs), and some of these also have libraries. They are not explicitly discussed here, but are very similar to ITP sector libraries.

There are two large libraries in Aotearoa New Zealand which are the only libraries of their type in the country. The National Library of New Zealand and the Parliamentary Library are typical of national and parliamentary libraries internationally, The National Library of New Zealand is both a library in its own right, and an enabler and supporter of libraries of all types across the country. It specifically supports school libraries, works closely with public libraries on a range of initiatives, and through services such as Interloan and the Te Puna National Bibliographic Network, is an integral part of the work of tertiary and special library sectors. The Parliamentary Library is really a large special library, and its chapter provides valuable insights into its role and functions.

The final group of libraries are those that serve specialist communities. These vary widely depending on their subject matter and user groups, but all share the common feature of offering in-depth information in a clearly defined subject area, and doing whatever is needed to support the operation of their parent organisation. In *Informing New Zealand - He Puna Whakamōhio mō Aotearoa*, there is a general chapter giving an overview of special libraries, followed by chapters profiling two examples of types of special library: the medical and law

library sectors. These should not be read in isolation: many special libraries overlap with other types of library. A medical or law library in a university will have features of both tertiary and special libraries, for example, and many public libraries offer specialist services such as heritage collections. In many special libraries, boundaries between library and records management and archival functions (and other functions such as IT) are blurring, and successful information managers in this field are using a broader palette of skills in their jobs than their colleagues in some other sectors.

As you develop your career in libraries, you will need to be flexible in your attitude, and focused on delivering relevant services to meet the changing needs of your communities. Skills in working with people and customer service, teaching and training, a high level of written and verbal communication ability, an interest in exploring and applying information technology, curiosity, and a love of the world of information are all essential. Librarians care passionately about the quality of information, and about enabling our users to be the best that they can be.

Increasingly there is a demand for higher level qualifications and continuing professional development, with both LIANZA and RIMPA offering professional registration schemes. Individual library staff need to be constantly upskilling to ensure that we are equipped for the dynamic future of their industry, and to be engaged in learning in the workplace and in our own time. Above all, the cornerstone for success lies in being interested in what we are doing, being active participants in the communities that we serve, and in the professional associations that support our sectors (LIANZA and its SIGs, Te Rōpū Whakahau, SLANZA, NZLLA, etc). Section 12 of the LIANZA Careers Survey 2012 report (Stone, 2013) shares advice from library workers across all sectors for people at different stages of their careers who want to develop and thrive in this dynamic environment.

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History: The Development of Library Service in New Zealand

By Alison Fields

Introduction

Library services evolved early in New Zealand's history. Māori culture had strong oral traditions, including chants, recited genealogies, proverbs and stories; and visual traditions, including cave painting, weaving and carving incorporating repeated themes and designs. Before 1840, European missionaries arrived bringing written language and print, and soon the Māori language was given a written form. Manuscripts, books and texts began to appear in both the Māori and English languages. As European settlement and immigration began in earnest, printed documents, letters, journals, books and other printed forms became prevalent. Later immigrants from Asia, Eastern Europe, Africa and elsewhere also brought their own oral, visual and written traditions, so that there is now a rich diversity of written, visual and oral traditions. Many of the written forms of information, and some of the other traditions as well, have been incorporated into the wide range of library services available in New Zealand.

Beginnings to 1934

Early libraries

Some of the first collections of printed material were associated with the missionaries. They brought with them publications and other material, and made copies and translations of other writings. Libraries were established by the European settlers, and were mostly private or subscription libraries. Some appeared with early educational groups such as the mechanics institutes, being developed and administered by a hosting organisation, while groups of individuals concerned about the education literacy and culture of their communities, such as literary institutes and atheneums, developed others. Many of these libraries were subscription based, charging members a fee for belonging, asking for contributions to the collection, or using some other form of fee raising. The survival of these early libraries depended on the survival of the groups that initiated and administered them. As the education bodies disestablished or were incorporated into other organisations, the libraries generally went with them. Some of the literary institutes and atheneums were disbanded, while others became collections within newly formed public libraries, such as those in Auckland City Libraries and Wellington Public Library. Very few, such as the [Atheneum Library](#) in Dunedin, have survived to the present day.

Public library service

Public library service took huge strides forward with the Public Libraries Act 1869. This allowed local government authorities to levy a rate on property to fund their public library services. It also permitted these libraries to charge their customers a fee for borrowing materials. This system continued until the 1950s, with most customers paying either a subscription to belong or a fee per item for borrowing. Although this system no longer operates, some collections still charge some rental fees, particularly for fiction. The amount of funding brought in by these methods was not sufficient for the full operation of libraries in the 1800s, and so in the provincial government era of 1852-1876, grants were made to libraries by many of the provincial councils. In 1877 the Public Libraries Subsidies Act carried forward this principle.

There has been no central government contribution to public libraries in New Zealand as there is in some other countries. However, some practical assistance has been given under central government schemes such as the Country Library Service, with bulk book deposits and loans, book exchanges, a request service, and professional advisory services given from the 1930s to the 1980s.

Academic and special library services

Academic libraries were established with the opening of university colleges in Dunedin in 1869, Christchurch in 1873, Auckland in 1883 and Wellington in 1899. Other universities were added later, and this sector of library service grew. Early scientific libraries were established around the same time, with the New Zealand Institute (the forerunner of the Royal Society of New Zealand) opening in 1867. The General Assembly Library came into being in 1858 as the reference service for Parliament. Other libraries were formed in the following years as various parent bodies required their own library services: supreme court libraries attached to each court were established around the country, professional societies and bodies such as the Polynesian Society developed their own libraries, theological colleges opened and maintained their own library services, and many private collections were growing and assuming importance. Of this latter category, Alexander Turnbull's own private collection was bequeathed to the nation in 1919 and formed the basis for the national heritage collections that carry his name at what is now called the National Library of New Zealand.

Library Association

One of the first uniting features of library service in New Zealand was the establishment of the Library Association. Originally constituted as the Libraries Association of New Zealand in Dunedin in 1910, it brought together some of the key people involved in the provision of library service from around the country. Although this provided a forum for discussing and planning the advancement of the profession and the range of material and services it provided, little happened in the first two decades of the Association's history because of the impact of World War One and the economic depression of the 1930s. In 1935 the Association changed its name to the New Zealand Library Association, and admitted personal members as well as the existing institutional members.

A series of reports in the early 1930s signalled a new phase in the development of library service in New Zealand. These included the Munn-Barr report, and reports from McIntosh and Scholefield, all detailing the strategic directions for the profession to consider for the future.

Carnegie Corporation

At this same time impetus and money for growth and development came from the Carnegie Corporation, with American benefactor Andrew Carnegie (1835-1919) giving a portion of his wealth to the library sector in several countries. He believed that a free public library service had helped him to learn and achieve, and he assisted with the development of free public libraries, as well as other services when he later became able. With new public library buildings being erected around the country, and grants to establish and build collections, significant improvements were made in overall library services. In New Zealand many Carnegie libraries were built in the 1930s, particularly public libraries, all showing the same architectural features and design. The four universities of the time all benefited from generous book grants for expanding and enhancing their collections. A project on rural adult education was also started, and assistance was given for New Zealand librarians to travel overseas to identify, develop and bring back improvements and advancements for library service in this country.

Growth and Expansion 1934 –

The Munn-Barr Report

This report was published in 1934 and was the most significant report for library service at that time. Ralph Munn was the director of the Carnegie Library in Pittsburgh and John Barr was the chief librarian at Auckland City Libraries. Together they considered the future possibilities for library service in New Zealand and made wide-ranging recommendations for the training of librarians, a stronger library association, improving school libraries, developing a free public library service, developing links between libraries for consistency of services, the development of cooperative services such as Interloan, and the establishment of a national library. In many ways this formed the blueprint for library services in New Zealand over the next several decades, and many key developments were heralded in this report.

Country Library Service

The Country Library Service was established in 1938, having grown out of the Carnegie rural adult education project based in Canterbury University College. The Country Library Service gave bulk loans of books to rural areas and smaller centres on the basis that public library services in these areas were encouraged to operate on a free basis allowing all users equal access to materials. The director of the Country Library Service was G. T. Alley, who later became the first National Librarian.

Public library development

Some public libraries were established in their own right, but many grew and developed from existing subscription libraries. Both the New Zealand Library Association and the Country Library Service campaigned and provided support for the development of a 'free' public library service throughout New Zealand. Many of the smaller centres were quick in providing free services, while larger centres lagged behind. Public library services became free to users in Dunedin in 1908, Timaru in 1909, Palmerston North in 1938, Auckland in 1946 and Lower Hutt in 1947. Many others also became free services in this time, with the last change happening Nelson in 1973. Regional library service was promoted throughout much of this time, but little happened towards grouping libraries into regional clusters for sharing services and resources. The Manawatu-Wairarapa scheme was given government funding in 1960 to develop a cooperative service between public libraries in the area. But with different local government bodies operating public libraries in this region, no agreement was made on how to use or distribute the money, and the pilot for cooperation did not progress.

It was not until 1989, when the Local Government Amalgamation Act came into force, that public libraries began to unite in a larger way. This legislation saw the joining together of local government authorities into a smaller number of district and city councils. With the parent bodies amalgamating, the public libraries operating under them also merged, creating shared funding, resourcing, cooperation and service provision.

The National Library

The genesis of the National Library already existed at this point. The Country Library Service had been running since 1938 and the School Library Service since 1942. These two services were combined in 1942 and renamed as the National Library Service. The Alexander Turnbull Library had been added to from the time it was bequeathed to the nation in 1919, maintaining the currency and breadth of its New Zealand and Pacific material collection. The General Assembly Library had served Parliament since 1858. These three services were combined in 1965 under the National Library Act, creating one new structure that retained these independent entities.

Unlike some countries, such as Australia, New Zealand does not have a state or provincial library system. The National Library fulfils many of the functions usually performed by both types of libraries, as did its forerunners. This means a more active involvement in the provision of services has developed, with the National Library providing many services directly for the overall library community in New Zealand, such as the Interloan system, Te Puna (the national bibliographic database), and the New Zealand National Bibliography. At present, it also provides advisory services to the school sector and loan material to schools, and it provided loan material to small public libraries in the past. There is a wide range of new services being developed for the benefit of libraries, information services and individuals around the country: these are outlined in the chapter on the National Library. The National Library is also involved in many larger projects dealing with issues of information access and digital information, such as the National Digital Forum.

Library Services in the Early Twenty-first Century

Libraries in New Zealand provide an ever-increasing range of services. The following are a selection of the services currently provided, or being developed by or for different sectors of the library community.

Services to the public

Public libraries provide a range of services directly to the public. Traditional collection, circulation and references services are supplemented by others such as housebound and prison services; mobile libraries; digital collections and databases available via library websites; and programmes and services for pre-school children, adults with low literacy levels, new immigrants and youth. The National Library also serves the public, facilitating Interloan, a reference service and access to material as a last resort, and advice on things such as preservation and creating oral histories.

Services to the academic sector

The main services to the academic sector are through university, institute of technology and polytechnic, and wānanga libraries, although other libraries also contribute, such as those attached to other learning institutes, including theological colleges, English language institutes and private training organisations. As well as services tailored directly to the students and faculty in this sector, services now also include wider access to material via reciprocal borrowing arrangements, distance library services for students studying remotely from parent institutions, document delivery, and phone and online reference services. Students and faculty may also privately use the services of their own public libraries and the National Library, although these services may not be so well tailored to their academic needs.

Services to the government and private sectors

Some groups within the special library sector have formed their own networks and share information, strategies, resources and training. Examples include the New Zealand Law Librarians' Association (NZLLA), the Health Special Interest Group of the Library and information Association of New Zealand Aotearoa (LIANZA), and the Special Libraries and Information Services (SLIS) section of LIANZA. Although the focus of these groups is on library staff and not library users, the benefits of sharing information, training and best practice among staff will have flow-on effects for the provision of library services within this sector.

Services to Māori

Services are provided directly to both users and to library staff serving this sector. initiatives such as the Te Ara Tika project (MacDonald, 1993; Szekely, 1997) identified some of the services, issues and opinions on library service. Māori collections in public libraries have increased in number and there are now Māori language options for some online public access catalogues, as well as the [Māori Subject Headings: Nga Ūpoko Tukutuku](#). Library services to Māori also benefit indirectly from Te Rōpū Whakahau, the association that provides a forum for the development and support of Māori working in library and information management professions.

Services to the nation

Library services to the nation come from two main sources. The first is the National Library which provides a wide range of services directly to the nation, collecting and preserving our cultural heritage for current and future generations, and working together with other library sectors to develop new strategies and initiatives. The second source is the range of cross-sector groups and networks that work together for the benefit of people, libraries and institutions across New Zealand. Such initiatives include the [National Digital Forum](#), which brings together a wide range of library sectors. Many groups, including LIANZA, plan for future growth and direction by coordinating initiatives such as the Strengthening the Profession initiatives, and actively lobby government on a range of issues and strategic directions in library and information services.

Conclusion

New Zealand people are likely to come across many library services in a range of sectors during their lifetimes. School and public libraries are often the first to be used, and then academic, special or National Library services may be accessed, depending on the path of the individual. The range of library services in New Zealand is increasing, and in many ways is interconnected, providing an increasing variety of access to information and library services across the country.

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Te Tiriti o Waitangi and Māori in New Zealand Libraries

By Jennifer Barnett

Introduction

The development of Māori services and initiatives in New Zealand librarianship represents one of the most distinguishing features of the profession in this country. The re-emergence of the Treaty of Waitangi as a defining document of national identity in the 1980s has compelled librarians to seek a greater understanding of their history and re-evaluate the way in which library and information services are defined, delivered and promoted.

This chapter seeks to provide some background to the emergence of biculturalism in New Zealand society, the impact of colonisation on te reo Māori, and the effect its resurgence in the last 30 years for libraries. Māori service development in the library and information profession and some of the key issues and initiatives which characterise it will be described. It is hoped that New Zealand libraries recognise the overwhelming responsibilities to their respective Māori communities in the appropriate delivery of Māori services by seeking guidance from their Māori stakeholders. There is a long history of this, as evidenced by existing library research and initiatives since the 1950s.

Māori initiatives in libraries and the significant contributions that Te Rōpū Whakahaui and the Library and Information Association of New Zealand Aotearoa (LIANZA) have made in the development of Treaty goals within organisations' strategic plans will also be discussed. The closing sections of the chapter will touch on intellectual and cultural property and their implications for libraries.

Historical Background

The relevance of the need to deliver services to Māori in New Zealand libraries can be traced to the earliest days of the country's colonial development. The colonisation of New Zealand by mainly British settlers gained momentum in the mid-19th century after the signing of the Treaty of Waitangi in 1840. The Treaty, signed by some 500 chiefs, established British rule over the country, while guaranteeing Māori the ongoing control of their lands, fisheries and other possessions. Māori were also granted British citizenship.

Missionaries were already well established in New Zealand prior to the influx of settlers. One of their early achievements in literature was the development of an orthography for the Māori language. Consequently, many Māori became literate in their own language and wrote profusely.

By the end of the 19th century, the numbers of colonial settlers had outstripped the Māori population and race relations erupted in conflict. The New Zealand Wars of the 1860s and the work of the [Native Land Court](#) eventually alienated the majority of Māori land. The administration of Māori schooling passed from missionary hands to settler governance, and Māori was subsequently abandoned as a language of instruction and banned as a language that could be spoken within school boundaries.

Today: Legacy for Libraries

There are a number of legacies from this short history which now affect the libraries of New Zealand. Missionary support and Māori enthusiasm for literacy in the 19th century resulted in a sizeable body of writing that documents Māori history and the Māori experience of settler colonisation. Much of this material is now stored in libraries and government archives.

In general terms the impact of western settlement on Māori is similar to that experienced by most other indigenous groups who were colonised throughout the 18th and 19th centuries and have since become minority peoples. The 1999 government Closing the Gaps strategy highlighted, among other things, the disproportionate numbers of Māori featuring in the negative indices of New Zealand social life, including educational underachievement unemployment, crime, ill health and early mortality.

The dispossession of Māori lands and traditional socioeconomic bases was, in many instances, due to actions in direct contravention of the Treaty of Waitangi. Māori have been able to contest these actions and delineate their consequences by making claims to the [Waitangi Tribunal](#). Some substantial compensations and apologies from the Crown have since been made. The [Office of Treaty Settlements](#) keeps a record of all of the claims that have been made, claims in progress, and those which have been settled. Much of the evidence required to support Treaty claims can be found in the 19th century writings mentioned above, hence some libraries and archives are integrally bound into the Waitangi Tribunal claims process.

In 1986 the Waitangi Tribunal, in response to a claim, recognised that the Māori language was a treasure of the Māori people that had been seriously compromised by the actions of the Crown. As a result of that finding, Māori was declared an official language of New Zealand and in 1987 [Te Taura Whiri i te Reo Māori](#) or the Māori Language Commission, charged with the responsibility of fostering the language as a language of everyday use, was established.

Prior to this, in the early 1980s, Māori people were already taking significant steps to revitalise the language. One such step was the establishment of [kōhanga reo](#) or preschools where the only language spoken is Māori, by the Department of Māori Affairs. Subsequent to the findings of the Waitangi Tribunal, 800 kohanga were in operation in 1994, however, as the Department of Education took over its regulatory early childcare responsibilities, the number was reduced to just over 460 in 2013. Higher level education is provided by kura kaupapa Māori and whare kura that retained the Māori language medium at intermediate and college level. Wānanga continue this at tertiary level.

One of the many challenges facing these Māori education initiatives concerns the provision of learning resources to support their programmes. Publishing in the Māori language has been sporadic since the early 20th century, and it was not until the mid-1970s that publication in the Māori language began once again with any regularity. The greater majority of this new material is aimed at children. Libraries, particularly school libraries and local public libraries, play an increasingly important role in supporting the provision of these resources to their respective Māori communities.

Biculturalism (and Multiculturalism?) in New Zealand

Bicultural development is commonly referred to in New Zealand as the basis for the country's race relations. It relates to two distinct peoples living in one nation, but retaining their respective individual languages, identity, culture, traditions, educational systems, social services and businesses within the one economy (Phillips, 2006). In New Zealand, biculturalism is directly linked to the relationship between Māori and the Crown as set out in the Treaty of Waitangi.

It does not negate the fact that New Zealand is culturally and ethnically diverse; rather, it acknowledges that Māori are the indigenous people of the country, not just another minority group. The bicultural relationship between Māori and the Crown provides a foundation and a context for all race relations in New Zealand.

Its emergence in New Zealand started in the early 1980s (Ritchie, 1992, p. 6) where a resurgence of working towards regaining Māori sovereignty was reignited among Māori. The somewhat controversial book on Māori sovereignty by Donna Awatere (Phillips, 2006) was published in 1984 and 1985 brought with it amended legislation which led to retrospective authority for the Waitangi Tribunal to address past Treaty grievances (Wilson, 2006). A couple of years later a new piece of legislation, The [Māori Language Act 1987](#), highlighted the continued rise of Māori language revitalisation as evidenced by the establishment of the Māori language medium preschools and schools previously mentioned.

The library sector was also influenced by biculturalism towards the end of the 1980s and more predominantly throughout the 1990s. Treaty statements were added to strategic documents such as the National Library's 1989/90 Corporate Plan, National Library and the Treaty of Waitangi and the New Zealand Library and Information Associations (NZLIA's) 1990 Treaty Statement. Articles in library and archive journals debating biculturalism were written by Jane Wild, Sharon Dell, Jane McRae, Stephen Murphy and Roy Carroll (MacDonald, 1993 p.18). Commissioned research reports provided evidence of the issues facing Māori access to library service delivery such as: *Te Ara Tika: Māori and Libraries* by MacDonald (1993); *Understanding the Need of Māori Residents by Research Solutions for Manukau Council's Libraries and Information Services* (1996); and *Te Ara Tika Guiding Voices* by Szekely (1997). Library committee reports recommending bicultural initiatives included the 1990 New Zealand Library Association Futures Group report, the N Strategy joint initiative between the National Library and NZLIA in 1991, and its 1992 Steering group which planned the N strategy conference of 1992. A significant milestone that was to shape the direction of bicultural development in libraries was the establishment of the NZLIA's Bicultural SIG in May 1991 which later led to the formation of Te Rōpū Whakahaui in November 1992 - this group are the current leaders of advocacy for Māori in libraries and indigenous librarianship (Lilley 2013).

So where does multiculturalism fit in libraries? Speaking at a conference of New Zealand and Australian librarians in 1994, Judge Eddie Durie, chairman of the Waitangi Tribunal, made the following observation:

In the context of the Treaty, the antithesis to bicultural is not multicultural but monocultural. Biculturalism cannot be used to deny our multicultural reality or diminish our clear duty to all people. But nor can multiculturalism be used to deny Maori their status as a constitutional entity in this country. Less prosaically, and applying this to libraries, where else but in Aotearoa can we expect libraries to maintain and provide for the record of the Maori people? (Durie, 1995).

While the general discussion of multiculturalism and its fit into libraries is a very important matter, it should not detract from the importance of biculturalism as stated by Durie. Unfortunately, this concern still persists today as this view is still held by some of the library managers and leaders interviewed by Hayes (2012) for his master's research report *Kaupapa Māori in New Zealand Public Libraries*:

Multiculturalism and diversity are discussed by several managers as being important for libraries in accepting and catering to a growing range of ethnicities. However, some respondents suggest that the agenda of multiculturalism is being used to divert priorities away from biculturalism, and in particular commitments to the Treaty (Hayes, 2012, p.26).

Library Initiatives for Māori

Concerns over the library and information needs for Māori are documented as far back as 1956 by Mrs Ruth Ross who applied to the Country Library Service to open a branch at the Motukiore Māori School in the Hokianga. From 1962 – 1967 the Māori Library Services Committee of NZLA looked at access issues for Māori and expressed concern by way of their 1963 report that Māori people were not aware of the range of library services available to them. They recommended improving services to rural areas, publicising library services, making libraries more welcoming and recruiting more Māori librarians. In 1964 a Māori Education Foundation Library School Bursary was established to encourage Māori to undertake library studies and work in libraries. The Public Library is for Everyone in the Community was a four page pamphlet published and distributed for the purpose of promoting libraries to Māori and encouraging their use. Roy Carroll relates that the 1970s challenged him to include a bicultural service delivery approach within the Manukau Public Libraries service (Millen, 2010).

In the years which followed, a number of initiatives were undertaken in many libraries throughout New Zealand to address the concerns relating to library usage by Māori. These initiatives included bicultural policy development, Māori staff recruitment, Māori specialist positions, tailored Māori services, bilingual signs, staff bicultural training, Māori language training, research, Māori collection development and the development of Māori access tools. While MacDonald's 1993 *Te Ara Tika: Māori and Libraries* report referred solely to public libraries, initiatives and a broader range of libraries and specific bicultural initiatives were mentioned in Garraway and Szekely's *Ka Mahi Tonu: Biculturalism in New Zealand Librarianship* in 1994. Towards the end of the 1990s and throughout the 2000s bicultural staff groups and steering committees were also established by libraries to continue to lead Māori service delivery or direct its progression.

Research reports gave a foundation of evidence articulating the Māori customer's voice of concern that libraries must reflect a change in service delivery to more appropriately suit their needs. Reports by Research Solutions for Manukau Council's Libraries and Information Services (1996) and Szekely (1997) were important, as were Auckland City Libraries' *The Customers' Voice: A Quest* (1995) and *The Customers' Voice II: Another Quest* (2001). Szekely's 1997 research report identified more than 80 issues relating to Maori information needs and attitudes towards libraries. The following themes, ranked in order of prominence, were particularly evident:

- issues relating to intellectual access and information literacy

- the need to focus on Maori youth, the development of print literacy and the relationship between libraries and schools
- issues relating to Maori staffing
- the need or desire to have Maori libraries
- the need to take libraries out to Maori communities and to increase targeted promotion, and
- issues relating to intellectual and cultural property rights.

The New Zealand library community has discussed and implemented, in varying degrees, initiatives that address bicultural or Māori service development. While much progress is thought to have been made, it is still apparent that many of the issues first identified in the 1960s, 1980s, 1990s and 2000s still remain current today. While there is a lack of more recent comprehensive research on libraries and their Māori service delivery efforts since the 2000s, the discussion continues in library literature and unpublished research projects by library school students. Hayes succinctly summarised a good measure that libraries could employ if they wish to assess their level of bicultural or Māori service delivery engagement:

If biculturalism is to be taken seriously as a central pillar of the strategic future of public libraries, then change needs to be occurring both at the top as well as on the ground. This requires building partnerships with iwi and hapū, integrating Māori values and concepts and filtering them down through all the strata of the organisation; granting staff the training and support to actively engage in Kaupapa Māori in relation to their communities (Hayes, 2012, p.36).

Strategic Documents Respond to Māori User Needs

This section briefly overviews a selection of strategic documents created and maintained by a few influential libraries in New Zealand, articulating their commitment to creating a guide that provides direction for their organisation to meet their Treaty of Waitangi and Māori service responsibilities to their respective Māori communities.

The National Library of New Zealand is part of the Department of Internal Affairs, and works to the Department's strategic framework for working effectively with Māori. The framework is called Te Aka Taiwhenua. The Library seeks advice from a Māori Advisory Committee, [Te Komiti Māori](#), has a number of Māori specialists on staff, and an internal work plan based on Te Aka Taiwhenua.

Two of the seven legacy libraries that formed [Auckland Libraries](#) in November 2010 had strategic statements outlining the development of services to Māori. He Awe Mapara: Māori Services Business Plan 2000-2001 (Auckland City Libraries, 2000) was a comprehensive 42 page document outlining Māori service delivery for the former Auckland City Libraries. It included references to fundamental principles based on Te Tiriti o Waitangi such as, “mana whenua, mana tāngata, mana atua [the land or environmental element; the human element; the sacred element], te reo Māori, cultural and intellectual property rights and tapu (Auckland City Libraries, 2000). In 2002, Te Ao Marama was the title given to the former Manukau Libraries' "Treaty responsiveness", "mana whenua relationships" and "services to Māori" plan (C. Szekely, personal communication, August 22, 2006). In March 2013, Auckland Libraries (Auckland Libraries, 2013) launched [Te Kauroa: Future Directions 2013-2023](#), its guiding strategic document in response to Auckland Council's long-term vision. Te Kauroa aligns to

Auckland Council's commitment to meet "its responsibilities in relation to Te Tiriti o Waitangi and its broader legal obligations to Māori" (Auckland Council, 2013, p.10). Within the document are Maori directions that relate to the Library's Customer and community connection and Heritage and research focus areas. The Māori responsiveness framework, as noted in Te Kauroa, is still being developed. It will provide a clear strategic and implementation plan for the successful delivery of library services to Māori in the Auckland region and incorporate some of the guiding principles articulated by its predecessor documents.

[Nga Tapuwae Hou - New Footsteps: Bicultural Plan](#) was the name chosen by Christchurch City Libraries in 2002 to espouse its bicultural statement under the "korowai (cloak) of Te Tiriti o Waitangi" (Christchurch City Libraries, 2002a). This plan sat alongside the library's strategic document [The Plan: The Strategic Directions for Christchurch City Libraries 2002-2007](#). It contained a Treaty outcome that "people know and value themselves and each other" (2002b, p. 4), through "adherence to the principles of Te Tiriti o Waitangi" (2002b, p. 4). Due to the Christchurch earthquakes throughout 2010-2011, the development of a new plan was temporarily put on hold as the Library dealt with the quakes' devastation. In 2012, a refreshed bicultural plan titled, Te Ara Tika was established to carry the organisation forward to 2014. This plan detailed strategies "to support Māori culture & heritage as the distinct core of New Zealand's bicultural identity" (H. Pierce, personal communication, June 11, 2014), combined day to day business with a newly directed focus towards a change in direction of its cultural service delivery to "outreach and digital services" as well as the cultural development needs of staff (H. Pierce, personal communication, June 11, 2014).

The incorporation of a Māori services or bicultural plan for any library works best when the parent organisation has established transparent Tiriti o Waitangi or Māori service delivery goals. The strength of the library's plan can then be based on the guiding principles of its parent organisation. Whether a plan is directive, strategic, prescriptive, principled or operational – the value of the plan and its effectiveness can only be tested by the ease through which it can be understood, implemented, reviewed, reported on and delivered. A successful plan must have relevant objectives that inform, shape and are carried out through everyday library activities and services to its respective Māori communities.

Intellectual and Cultural Property Rights

Intellectual and cultural property rights in regard to taonga Māori is a frequently recurring theme for libraries. Taonga Māori can be defined as: "both the tangible and intangible, incorporating land-based historic heritage, and cultural property" (Heather, Mahony & Hobson, 2004, p. 5). More specifically this includes natural resources and sacred sites of value to Māori, their language, protocols and objects. While there are several issues relating to intellectual and cultural property rights in regard to taonga Māori for libraries, digitisation is the chosen focal point in the following few paragraphs.

Digitised Māori information is an essential factor for Māori development in business and community areas. Libraries must consider the establishment of appropriate access provisions to digitised taonga Māori for Māori and non-Māori alike. Successful digitisation projects for taonga Māori must proceed with extensive consultation and consideration in regard to these taonga, at a project's inception rather than its conclusion, and well before it is placed on the internet. Material such as whakapapa, photos and history that by their nature should be restricted to access by a particular iwi, hapu or whanau must be treated with sensitivity and care (Heather, Mahony & Hobson, 2004, p. 5).

Legal protocol restricting misappropriation of cultural property, including digital property, is still in the development phase. Although Creative Commons Aotearoa New Zealand “enables voluntary sharing of copyright information” (Creative Commons Aotearoa New Zealand, n.d.) it is also in the process of establishing suitable legal licenses for the protection of digital [indigenous knowledge](#). Other organisations such as the [World Intellectual Property Organisation](#) (WIPO) advocates at the international level to protect the intellectual property for its United Nations members, of which New Zealand is a part. In 2011, the Wai 262 claim report, [Ko Aotearoa Tenei](#) by the Waitangi Tribunal, recommended the need for huge reform in New Zealand’s government practises, policies and law to ensure that control of Māori taonga remained with its respective iwi and hapū.

Māori intellectual and cultural property right issues challenge the library profession to look beyond the information needs of customers, beyond the copyright concerns of authors, and beyond legal ownership of the physical material. It is hoped that as libraries navigate their way through intellectual and cultural property right issues they ensure the integrity of the intellectual and cultural property holder or holders remain intact.

LIANZA: Te Rau Herenga o Aotearoa

The [Library and Information Association of New Zealand Aotearoa Te Rau Herenga o Aotearoa \(LIANZA\)](#) has been actively promoting bicultural development since it first participated in the Māori Library Service Committee in 1963. Over the years there have been regular articles in LIANZA's newsletter and journal on the topics of bicultural development and services to Māori. Much of LIANZA's activity in this area has taken place since 1990. In that year LIANZA endorsed the following statement:

The Association recognises the Treaty of Waitangi, its fundamental role in the definition of New Zealand, and will work for its fulfilment in all aspects of the Association's concerns. The Treaty of Waitangi places the Māori in a different constitutional position from that of any other ethnic group in New Zealand. Librarians therefore have a special responsibility to ensure that the needs and aspirations of the Māori people are recognised in their activities (NZLA Futures Group, 1990).

The following year a bicultural special interest group (known as BIC-SIG) was created, and in 1992 LIANZA adopted a bilingual name, Te Rau Herenga, which currently appears in its official documentation and on its website. It has also integrated the Treaty of Waitangi into its rules:

The New Zealand Library Association (operating as LIANZA) is the preeminent professional body in Aotearoa New Zealand for those engaged in Librarianship and Information Management. The New Zealand Library Association is committed to the recognition and implementation of the Treaty of Waitangi and to the education and promotion of its members to in turn provide quality librarian services to the members of the public and others using library services (LIANZA, n.d.a).

Each year since 1995, a formalised a [partnership agreement](#) between LIANZA and Te Rōpū Whakahau is signed annually at the AGM of the LIANZA conference by the Tumuaki of Te Rōpū Whakahau and the LIANZA President. The partnership agreement is a working document of "mutual support in the pursuit of bicultural development of librarianship in Aotearoa New Zealand." It is written in English and in Māori and articulates each organisation's

responsibilities to meet the partnership requirements. It includes the following Treaty of Waitangi statement:

The Library and Information Association of New Zealand Aotearoa: Te Rau Herenga o Aotearoa and Te Rōpū Whakahau are committed to the recognition and implementation of the Treaty of Waitangi in all of their activities (LIANZA n.d.b).

LIANZA has actively sponsored research and publications into bicultural development and services to Māori, most notably through Te Ara Tika project which ran from 1992 to 1997. Another LIANZA publication, [Standards for New Zealand Public Libraries](#), is a significant contribution to Māori service development. Although first published in 1966, the 6th edition in 2004 makes explicit the responsibilities of local authorities and library managers to provide services which meet Treaty of Waitangi obligations. Other advice includes the development of appropriate policies and plans, Treaty of Waitangi training for all staff, recruitment of Māori speaking staff, development of collections with Māori resources and the need for Māori collection criteria, the need to consult with Māori, and considerations relating to library buildings and environment (Best, 2004).

Perhaps one of the most obvious manifestations of LIANZA's commitment to the Treaty of Waitangi, is the bicultural profile which has been evident at its annual conferences since 1991. While not all of the following elements started at that time, the conference has broadened its Māori content base. A bicultural convenor nominated by Te Rōpū Whakahau sits on the conference organising committee. Conferences begin formally with a Māori ceremonial welcome, include Māori topics in the programming and may be facilitated by both a Māori and non-Māori convenor. The [LIANZA waiata](#) is often played throughout the conference and various initiatives are presented to encourage members to learn the words and tune. Te Rōpū Whakahau's Tumuaki attends the conference and have an exhibition booth, with the support of LIANZA. This culture of Māori inclusion fostered by LIANZA demonstrates leadership to New Zealand libraries and has influenced increased participation by Māori in the conference and LIANZA interactions in general.

Te Rōpū Whakahau: Māori Library and Information Workers' Association

[Te Rōpū Whakahau](#) is the professional association for Māori who work or have an active interest in libraries and information services. The group began as a network in 1992 and then became an incorporated society on 27 August 1996. Two needs underpinned its growth. First was the need to provide professional and cultural support to Māori working in libraries throughout New Zealand. Second, there was a need for Māori voices to inform policies and practices relating to the care of Māori materials held in libraries and archives, and the provision of library and information services generally.

Its current [mission statement](#) clearly articulates its purpose, which is to:

- encourage and support Māori engaged in librarianship and information
- advocate kaitiakitanga of taonga within libraries and information institutions, and
- unite indigenous librarians with innovative, excellent leadership (Te Rōpū Whakahau, 2014).

Te Rōpū Whakahau has been involved in numerous initiatives since its formation. These include seminar programme delivery, policy submissions, participation in research projects,

producing publications, convening annual member conferences, hosting international conferences, providing advice to LIANZA regarding Māori issues, advocating for international indigenous knowledge initiatives, administering an email discussion list, helping to manage the library and information qualifications, facilitating Mātauranga Māori training for library staff, co-governing the Māori subject headings thesaurus and publishing a regular newsletter. An updated list of activities is available on its timeline via the [website](#).

Some of the notable contributions and ambitious undertakings delivered by Te Rōpū Whakahau comprise:

The publication of:

- Te Hikoī Marama, a directory of libraries throughout New Zealand that Maori collections
- [He Puna Taunaki](#), a guide promoting the use of more Maori language in libraries
- Issues and Initiatives in Indigenous Librarianship: Some International Perspectives; International Indigenous Librarians' Forum: Proceedings; and
- Māku anō e hanga tōku nei whare: Determining our future. Sixth international indigenous librarians' forum
- Te Rōpū Whakahau: Waiho i te toipoto, kaua i te toiroa. Celebrating 20 years 1992-2012.

The hosting of:

- the inaugural International Indigenous Librarians Forum in 1999 at Auckland's Waipapa Marae
- the ten year anniversary of the International Indigenous Librarians Forum in 2009 at Te Wananga o Raukawa

Establishment of formal agreements:

- formal partnership agreement with LIANZA since 1997
- Memorandum of Understanding with the [Association of Public Library Managers](#) in 2012

Involvement in other projects and initiatives:

- the launch of [Ngā Ūpoko Tukutuku Māori Subject Headings](#) in partnership with LIANZA and the National Library in Wellington on 15 June 2006
- assisted participation in the development and delivery of the Diploma of Māori Information Management (DipMIM) which commenced in 1999, then the Bachelor of Māori Information Management (BMIM) in March 2002

Since 1992, Te Rōpū Whakahau's involvement in the information industry has progressed from strength to strength. From its roots as a support network for Māori working in libraries it has become a leader, facilitator and educator for the library profession of the necessary inclusion of Māori knowledge paradigms and the Treaty of Waitangi from strategic plans to everyday activities of librarianship.

Summary

Over the last 200 years Māori have undergone a process of colonisation which has seen them move from being a culturally-confident tribal society in control of their affairs, to an indigenous minority with chronic social problems. The Treaty of Waitangi, signed in 1840, established a relationship between Māori and the Crown which is now recognised as the foundation for bicultural development in New Zealand, and the blueprint for wider race relations. This foundation has since grown into a more specific delivery of services to Māori and reflected in the activities of New Zealand's library profession. It is notable that the leaders of these initiatives have been heavily influenced throughout the country, by the activities of first LIANZA, its partnership with Te Rōpū Whakahaui and then their developing leadership and advocacy for not only Māori initiatives in New Zealand but also for international indigenous initiatives throughout the world. While some libraries have become leaders of Māori service development, others are still struggling since the first emergence of biculturalism 30 years ago.

Note

Parts of this article are closely based on an earlier article:

Szekely, C. (1999). Bicultural librarianship in New Zealand. In C. Szekely (Ed.). *Issues and initiatives in indigenous librarianship: Some international perspectives* (pp.5-12). Auckland, New Zealand: Te Rōpū Whakahaui

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Types of Libraries

School Libraries

By Bridget Schaumann and Karen Clarke

What is a School Library?

Libraries for children originated in the late 19th century, and therefore have a comparatively brief history of development, both in New Zealand and overseas. Library services for children and young adults in New Zealand are provided largely through school and public libraries. In general, school libraries are funded by the board of trustees of the school of which they are a part, rather than being self-funded. School libraries have varied structures and offer different levels of service, and this is true for children's services in public libraries as well. There is a great variation in the services provided to children and young people across New Zealand.

This chapter looks at school libraries, while other services to children and young adults are covered in the public libraries chapter. Although in their services to young people public libraries and school libraries both determine their client groups by age, and although they share a distinct literature, their management and delivery of services is markedly different. In many respects school libraries have much in common with special libraries.

While the recent emphasis in the education sector on literacy, information literacy and inquiry learning has increased recognition of their importance, school libraries are still not a mandatory requirement of New Zealand schools and therefore continually need to demonstrate their value to the institution. Funding is frequently a major concern, as is the need to involve teaching staff in using the library and its resources, and using the librarian's skills to assist with their students' information needs. This problem was recognised by the Education Review Office (ERO) which in their 2005 report *Student Learning in the Information Landscape* recommended that "an effective school library requires an appropriate mix of teaching and library management expertise to ensure it is not only well managed, organised and promoted but also plays a central role in supporting learning programmes" (pp.3-4). More current research is desperately needed in the area of New Zealand's school libraries and their value. Many overseas examples of this kind of research exist, but no meaningful current research has been done locally in recent years.

School librarians consider themselves to be information experts and certainly the experts in recreational reading in the school. Sometimes inexperienced library staff are appointed in schools, affecting both the quality of service and the value given to the school by the library. This can reflect a poor attitude to library services by the board of trustees. However, it can be difficult for schools to find qualified and experienced staff. Inexperienced staff can gain confidence and develop their skills with support from organisations such as the School Library Association of New Zealand Aotearoa Te Puna Whare Mātaranga a Kura ([SLANZA](#)) and National Library Services to Schools, and through studying towards library qualifications.

Other challenges include providing adequate and suitable access to technology, maintaining and updating it, and ensuring that students make appropriate use of it. The move to [Flexible Learning Spaces](#) (Ministry of Education, 2016) in which students and staff are connected electronically, means that libraries either become hubs for learning with a combination of print and electronic access, or become isolated from the learning in the school. It is vital that school

libraries employ staff who are able to work with new technologies as well as those with a love of literature and learning. A commitment by schools to providing excellent library service means that the students are advantaged in their reading, literacy and information seeking and using skills.

Despite the relatively poor pay and the fact that many school librarians are only paid for 40 weeks of the year, those who have the privilege of working with students are enthusiastic and dedicated. Often they maintain this commitment despite severe budgetary restrictions and the frustrations of a lack of appropriate recognition within the school, not to mention the necessity of sheer energy and good humour in interacting with young people en masse!

Fortunately the library's profile within the school and commitment to its needs are now improving in an encouraging way, which should gather momentum over the next few years. The National Library of New Zealand and the Ministry of Education in 2002 published the document *The School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools* "to help school principals, boards of trustees, library staff, and classroom teachers develop their school libraries in ways that benefit the students and the whole school community" (p.5). In addition, the School Library Association of New Zealand Aotearoa (SLANZA) is working hard to strengthen and promote the role of school libraries. As stated above there is a real need for new research to be commenced concerning the role of school libraries in New Zealand schools.

The School Library Association of New Zealand Aotearoa (SLANZA) was launched in May 2000 by a dedicated group of individuals who realised the special significance of school libraries. It was launched at the Beehive with a [speech](#) by the Right Honourable Marion Hobbs. Over a decade later, SLANZA is considered an influential organisation leading the way for school librarians to network and to gain professional development via its regional meetings. It offers gatherings of many kinds, a magazine which is produced three times each year, professional development days and biannual conferences. Regions are also funded to provide local and ongoing professional development for their members. The organisation strives to provide the support that school librarians need by maintaining communication, by putting school librarians in touch with each other and by being a group of peers who are available to offer advice and support. SLANZA, staffed by volunteers, constantly works to offer more for its members.

Although there can be many frustrations, working in a school library is a highly satisfying career option and full of variety. Helping young people to become independent users of information; supporting and developing their recreational reading needs; working alongside teaching staff with their resource needs and with programme planning, providing support to teachers when students are using the library, assisting staff and students with their information needs; keeping abreast of current trends in technology and in education – all these are positive and challenging aspects of working in school libraries.

History of Library Services to Schools

The history of school libraries in New Zealand starts in the 1920s. The first library service in schools began in the form of loans from public libraries in Auckland, Wellington and Dunedin. However, initiatives from the schools themselves were much slower in coming. Significantly, at this time there were no trained children's librarians in New Zealand. Recognition that training was essential to raise the profile of children's librarianship led to initiatives during the 1940s in the newly emerging field of library education.

A great impetus in the development of school libraries came in 1942 with the advent of the School Library Service. By 1951 all schools and children in New Zealand had access to its bookstock and services. The School Library Service became the mainstay of many school libraries for several decades, and in doing so was in part responsible for the increasingly marked separation between public and school libraries in their services for children.

The paths of public and school libraries diverged, and the differences in their development became more marked. In public libraries, services steadily improved and broadened, although the standard of service is still by no means equal in all centres. In the majority of schools, however, library services suffered from a lack of funding, a lack of paid staff (particularly qualified ones), an attitude of disinterest from many school authorities, and dependence on the School Library Service for resources.

Three reports give the most up-to-date picture of school libraries. First, in 1993 the National Library published *Contributions to Learning*, a report on a research project concerning school and public libraries. It reveals an encouraging increase in funding for school libraries since the introduction of Tomorrow's Schools but still an alarming lack of trained staff nationwide (Chalmers & Slyfield, 1993, p.120). The second report is *New Zealand School Libraries in the Information Age: A Research Report* (Slyfield, 1997). Rather than focusing on staffing issues, it highlights the rapid development of school libraries and the increasing installation and use of information technology. Thirdly, in 2005, following a review of school libraries, the Education Review Office published the report *Student Learning in the Information Landscape*.

In recent years changes in the National Library of New Zealand, and its amalgamation into the Department of Internal Affairs, have meant a reduction in the services they are able to offer schools in terms of visits to assist school librarians, and the professional development offered to them. The move to online courses, an 0800 line for advice and the move away from one-on-one contact with library advisors mean that school librarians need to be proactive in accessing the help and professional development they need, making sure they use the National Libraries online services. To a large extent SLANZA provides services to fill this gap, offering conferences, workshops, regular meetings, and online professional development.

It should be noted that in recent years many school libraries have become exemplary in the services they offer: they are well equipped, cater to the needs of their students and are well used by staff and students. It is not the case that all school libraries suffer from under-funding and under-appreciation of their services and their library staff. The upskilling of staff and access to best practise examples from both New Zealand and overseas mean that school librarians want to provide the very best for their students and strive, to provide excellent service and cutting edge technology in their libraries.

Staffing

Roles and responsibilities

The enormous variation in the provision of library service in schools is reflected in many ways, including staffing. There are also marked differences between the primary and secondary school sectors. Even in the terminology used for staff there are few standards and a noticeable lack of consistency. The more common terms are explained briefly in this section.

TLR refers to a teacher with library responsibility who usually has no library training and may have only a few hours per week dedicated to the library. Many TLRs have a strong interest in the library. However, this position is becoming less common in secondary schools as suitably qualified library staff are sought who are competent to run the library and advocate for its needs.

School librarian and school library assistant describe the library staff as opposed to teaching staff, and the two terms are confusingly used interchangeably, regardless of qualification. Library staff are normally seen and paid as part of the support staff of the school, not as professional staff, yet may be given titles such as 'library manager' or 'resource manager'. The name of the position depends upon the tradition in the school and how the school views the nature of the responsibilities of the position. Just as many school libraries have been renamed 'information centre' 'resource centre' and many other variations of the concept of library, so does the name of the position vary. However, it remains that many school librarians are referred to as a librarian despite the changing nature of the work they do and the resources contained within their library. Although 'support staff' may sound demeaning, and does bring with it inappropriately low salary levels, it is an accurate term for the role that school librarians play. The library's purpose is to support students' learning and recreational reading needs, and library staff support teachers in achieving that objective. In some schools, librarians are active in class instruction on accessing information, using the tools available, and evaluating what they find – all part of the process of information literacy and inquiry learning.

It is increasingly important to have qualified and experienced staff in school libraries, for a variety of purposes. Skilled and knowledgeable library staff are needed to assist teachers with the growing complexity of library resources and systems, and to provide programmes of user education and information literacy (thereby enabling students to undertake independent research). Moreover their skills are necessary to maintain the recreational aspects of library service, and to ensure that the school library is at the centre of school activities.

The changing nature of the work of a school librarian, which has grown from someone who processes books and resources and moved towards someone who works actively with students, assisting with their inquiry needs, their ICT requirements and as an integral part of the teaching team, means that staffing the school library has changed too. Increasing numbers of schools are employing people in their libraries who are able to run programmes for staff, teach students skills using online tools and encourage reading and the love of literature by actively engaging with the literature students enjoy. These people are highly sought after and are beginning to appear in schools across New Zealand.

TL, or teacher-librarian, rightly applies only to the relatively small number of people who hold qualifications in both teaching and teacher-librarianship. Currently in New Zealand there are very few of these positions and because the position is not directly funded by the Ministry of Education but rather funded by the school board, the number of these positions is unlikely to see growth in the future.

Training, awards and professional issues

The National Library Services to Schools offers both online and face-to-face short courses, and also an 0800 line for those with questions to contact them. Another way of gaining help for the new school librarian is to contact SLANZA, and attend SLANZA regional professional development and national conferences, visit other school libraries and librarians and attend SLANZA meetings to make contact with others in the profession and to gain a network. Those wishing to gain a professional qualification have the choice of certificates, diplomas and undergraduate degrees from the Open Polytechnic of New Zealand, or postgraduate qualifications from Victoria University of Wellington. These are currently not specifically targeted at school librarians but provide a general education in library and information studies. The Open Polytechnic of New Zealand's Certificate in Literature and Library Services for Children and Young People allows those with a basic library qualification to specialise in this area, and the proposed revised qualifications include offerings designed to meet the specific needs of school librarians. In order to encourage library team members to increase their knowledge and skills SLANZA offers Study Grants to their members each year. SLANZA offers online professional development for members to upskill in areas which will benefit their users and their school communities: this is offered free of charge to members.

To recognise best practice in schools SLANZA has a series of awards for its members to: encourage innovation and excellence in school libraries; share the successes in the school library community; foster high morale in school libraries and raise the profile of school libraries in New Zealand. There is also the Certificate of Recognition which recognises significant or special services to SLANZA or outstanding contributions to school librarianship or school libraries in New Zealand. School principals who demonstrate commitment and support to their libraries can also be nominated for separate awards. Recently SLANZA has instituted Life Membership for those who have contributed greatly to the organisation over many years.

The Professional Registration Scheme which is administered by the Library and Information Association of New Zealand Aotearoa (LIANZA) includes school librarians, and in its first year allowed librarians from all sectors with 10 years appropriate experience to gain entry to the scheme, even if they did not meet the qualification requirements. Many school librarians took the opportunity to join the scheme, and continue to maintain their professional registration: being a professionally registered librarian gives added credibility when working with registered teachers. Registration requires an ongoing commitment to professional development and constant learning. It is considered a valuable addition to professional development by those participating as it may allow them to transfer to other positions in the library world.

Management and Funding

The management of a school library ultimately rests with the principal and board of trustees, because it is their decisions that settle funding levels, establish staffing, and set policies about the library's development. Without their overt support, the library is unlikely to flourish, regardless of the energy and commitment of its staff.

Libraries in both primary and secondary schools are financed largely through the school's operations grant from the government. This funding is augmented by funds raised by the school community, which are often targeted at special projects or extra materials. The fundraising ability of the particular community, together with the board of trustees' decisions about how to spend the money, again create enormous variability in school libraries. Funding

levels can be affected by rises and falls in the school roll and the way that the school wishes to use the library and its staff.

Library staff can assist their cause greatly by becoming business-like and proactive about funding. Traditionally, librarians in schools have tended to wait for decisions about money to be made and relayed to them, rather than actively making a case. It is now very important for staff to be overt about their financial needs. They need to put forward carefully prepared budget proposals which show how the library and its services support children's learning and how sufficient funding can affect the services offered to make a positive difference to the teaching and learning in the school. Demonstrating value to the school and to the educational needs of the students is vital. School librarians need to prove to their boards and show in their practices, that the library (and its staff) should be taken seriously and that there is more to managing the library than issuing books.

Financial plans tie into the collection development and buying plan and this in turn is closely linked to the curriculum needs of the school. It is a whole package that needs to be constructed, right down to the approach the school has to its teaching. Many schools teach in syndicates or groups of classes that work closely together. If teaching of topics is carried out across syndicates and not class by class, the result is a huge demand on resources as several classes all have the same requirements at the same time. This can only be catered for if the library is resourced to a level where everyone has access to enough resources.

Schools do have finite budgets and there is seldom a large amount of 'untagged' money available. The library, while clearly highly important, must make its case along with all the other needs and desires of teachers and the school community. It is essential that principals and boards of trustees are educated to understand the central importance of the library in the school and to provide budgetary amounts accordingly.

Services, Collections and Technology

The main responsibilities of the school library are to supply books, resources and materials to support the school curriculum and to provide access to programmes that give children the information skills they need. In a nutshell, the library's role is to support learning. It is important for school librarians to be able to support the learning of students by providing resources, filling gaps using tools, databases and assisting staff to find resources which will fill curriculum needs. It may be that the library is also the IT hub of the school, providing computers, tablets and online tools which are used both in the library and throughout the school. Often the school librarian is the person who helps staff and students keep up-to-date with the technology changes that are happening within the educational sector. This will also be seen as high speed broadband rollout continues within New Zealand and the [Network for Learning](#) (N4L) enters the school community.

Information literacy and inquiry learning are now a prominent element in the school curriculum, supported from the library. In a pamphlet produced by the National Library Services to Schools (1999), information literacy is defined as 'the ability to access, evaluate and use information effectively' and is identified as 'a prerequisite to lifelong learning and a cornerstone to independent student-centred learning' (p.1). The library plays a vital role in developing information literacy and student-centred learning, which occurs in a range of ways, through individual and group learning, across the curriculum.

Thus an important focus of a school library's activities is on teaching and practising information skills and on students' guided use of library and other resources. Students are taught how to use online databases, to work in 'the cloud' to make bibliographies and use resources of both a printed and electronic nature.

Given that the main users of the school library are the students of the school, it provides for a much more restricted age range than in public libraries. Staff are a second user group, significant in terms of their personal need to improve their knowledge of technology and level of information literacy as well as in terms of their need for resources to support classroom teaching. Some libraries hold a collection of material for staff.

Access to the library is usually restricted to the students and staff of the school, however some schools operate as community libraries, where members of the public are welcome to borrow and where a percentage of the budget is assigned from a source other than the school to cater to the more diverse needs of a community library. Hours are normally restricted, in many cases to the opening hours of the school. Few libraries in primary schools are open after school or in holiday periods because they are unstaffed during those periods. The library is open at lunchtime and during breaks for students' individual use. This can lead to complications when the number of students is very high and teaching staff are not available to help the library staff supervise. In some secondary schools the library is open during holiday periods and before and after school for student use (see below).

Teachers are encouraged to make use of the library with their classes as part of their normal programme, but their interest in doing so varies markedly from school to school and teacher to teacher. There can be a lack of education during teacher training about what the library can offer teachers and SLANZA is working to address this. Increasingly, the library is used by individual students during the day, particularly where there is adequate staffing and support can be provided. In schools lacking paid staff, students' use of resources is much more restricted.

A recent trend in secondary schools is for libraries to open well beyond the school day. Heavy use is often made of the library at lunchtime. Reasons for this trend include the availability of electronic resources, a more relaxed approach to acceptable behaviour in the library, and efforts to provide contemporary and attractive material, particularly recreational reading material. In-library use is increasing, particularly with internet access including WiFi, and access to online databases, such as the [EPIC](#) suite of databases supplied by National Library and The Ministry of Education. This is not reflected in the traditional measure of book issues but is a very real indicator of the value of the library.

In many parts of the country there is an established culture between primary school libraries and public libraries. In this proactive relationship, the public library encourages classes and individual children to use the library. Classes often visit their public library on a regular basis. In some cases (often in low socioeconomic areas) librarians from the public library visit schools and even provide collections of books. Such an outreach approach, particularly when combined with the evening and weekend hours that public libraries offer, sets up expectations that children carry with them into secondary school. Students continue to use their public library for school-related information, yet public libraries do not have a curriculum focus nor are they usually advised of topics being studied at a particular time. As a result, they are often faced with a number of children demanding resources they cannot provide. Greater communication between teachers and the public library would help to overcome this problem.

Ironically, often the school librarian is not informed of upcoming 'hot' topics in the classroom, either.

Collections

Recreational reading, both fiction and nonfiction, also feeds into the curriculum and is therefore an important aspect of the collection. In the absence of qualified librarians in many primary schools, the TLR normally undertakes book selection, often in consultation with other staff.

With the advent of automation, school journals and reading resources are increasingly often catalogued onto the same database as the library collection and may be kept in the library. Alternatively, they may be stored separately along with other school resources, but inclusion on the library database ensures that such material will be more accessible and more often used. Many school libraries also look after the textbook resources as library catalogues are a great technological tool which assists the school in the control of their textbooks.

At secondary level, a wide range of reference material is needed, much of it very expensive. Many libraries are now stocking this material in formats other than books, such as DVDs and videos, and there is growing use of online databases such as those provided through [EPIC](#) and electronic resources such as [Clickview](#). Increasingly, building the collection involves a balancing act between electronic and print resources. Electronic formats may be more appropriate in some circumstances and print in others. Occasionally it is justifiable to purchase both.

A buying plan is a crucial tool if precious money is to be spent wisely and the needs of students are to be met as fully as budgets allow. Best practice requires partnership, along with consultative planning for selection. The plan and its implementation should involve heads of department and subject teachers as well as the librarian, TL or TLR. The library staff know existing stock and teaching staff know the curriculum. Together they can produce an effective collection.

It is difficult to provide adequately for the range of reading abilities, ethnic backgrounds, languages, interests and curriculum areas represented in today's schools, particularly when there are many other demands on school funds. It is a challenge to find high interest material for students with English as a second language (of whom there are many, mainly Pacific Island and Asian students) and for reluctant readers. For many school librarians, meeting the range of needs is another continuous balancing act.

Technology

Technology, more than any other single factor, has changed the way that school libraries and staff work with teaching staff and with students. Increasing access to electronic tools and resources has been, and continues to be, one of the most noticeable trends in school libraries in the last few years. Most schools have automated their library catalogues and circulation systems and are providing access to additional online databases and resources. Those that have not are generally small primary schools. Many schools have a computer suite networked to (or within) the library, and information skills are taught there as well as in the library. The school librarian often looks after the issuing of technical equipment such as video cameras, iPads or tablets, laptops and other technology tools that students require during their time at school.

The issue of appropriate use of electronic tools and resources has led to the development of acceptable use agreements and policies to be signed by students, parents and school staff.

Many schools choose to use their library management software to access bibliographic records via rapid entry and to upload records from various sources. Access to these standardised bibliographic records from [SCIS](#) or other services, has greatly enhanced the cataloguing process and the bibliographic data in the catalogue records of school libraries. The National Library provides [Schools Cat](#), an automatic cataloguing service which is a great asset for all schools in the country and is provided free of charge. Access to SCIS (Schools Catalogue Information Service), a product of Curriculum Corporation, Australia, has been a major tool used in libraries for cataloguing resources. This is a significant innovation for school library staff, used since the early 2000s: it was funded for several years by the Ministry of Education but is no longer free for schools.

The principle of user pays has highlighted an important matter of equity for school libraries. Photocopying, printing and internet access have raised issues about cost which must be borne either by the school or by the student. Policies are needed to control potentially escalating costs.

National Library School Services

For many years the National Library has been a major supporter of school libraries by providing support via [Services to Schools](#) and Curriculum Services. Services to Schools achieves these aims through the Curriculum Information Service, Advisory Services and by supporting and delivering online services.

The Curriculum Service supports the delivery of the current school curriculum by providing a range of resources in a variety of formats to supplement those already available in the school library. The Curriculum Service operates from centres in Auckland, Palmerston North and Christchurch. Teachers and school librarians are able to select resources in person or to request collections via phone or online.

The National Library Advisory Services support the development of school library and information services through school visits, professional development courses, workshops for teachers and library staff and facilitation of network/cluster meetings. The advisers, located in the main centres of the country, also provide information and advice in response to queries and a wide range of information guides.

The National Library and Ministry of Education's 2002 publication of *The School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools* was a milestone in providing a framework for the development of school libraries.

School Services provides assistance with any aspect of school library development including:

- Library management
- Building of modern library environments, redevelopment or refurbishment of the library
- Developing the library's collection of print and on-line resources
- Enhancing the role of the library in supporting reading and developing skilled users of information.

Conclusion

Developments in technology and the ways that services are offered, and indeed the changing nature of the services required by children, have meant a time of rapid upskilling. An awareness of the world outside the confines of the library is vital for the staff working in these services. The rapid development in computer and mobile technology in education has had a marked effect on the school librarian. What was in the past a small job in the school is rapidly developing to embrace the teaching of information seeking and critical and information literacy skills. Libraries need staff who are enthusiastic about using new technologies and confident helping students with their devices and who are familiar with using the same technology as the students. This requires a high level of skills.

In every contemporary school in New Zealand, the library should be the nerve centre, supporting teaching and learning and actively working with teachers and students to achieve information literacy. With the rapid progress of information technology and changes to educational philosophy, and the ways that children are learning, the library is no longer a nice but optional extra to the school's mission and objectives. The library can be the place where independent learning occurs, where skilled staff work with groups of students on special projects, where devices are used along with printed materials, and where all departments in the school have equal access to an enhanced learning space.

While there have been considerable advances in the last decade, much remains to be done. The establishment of clear standards of service, resourcing and staffing is an essential part of achieving this goal, thus placing all school libraries at the heart of the information network of every school.

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Public Libraries

By Sue Sutherland

What is a Public Library?

Public libraries exist to provide the residents of their community with access to the records of human thought and achievement, for the purposes of information, education, recreation and culture. All citizens have access to their public library as of right, regardless of age, ethnicity, gender, education or socio-economic status. Public libraries provide information that supports lifelong learning, creative recreation, life skills, cultural interests, school projects and development of literacy and language skills. They aim to provide impartial access to information on government activities, democratic rights and current affairs. Not least, they provide a range of materials for general entertainment and relaxation, and they encourage a love of reading in young children.

Public library services are based on a number of under-pinning principles that have driven their development and shaped their roles as trusted institutions of civil society. There is a strong emphasis on equity of access to information; the right to know; freedom of expression; and the right to participate fully in a democratic society. Despite the radical changes that are occurring in society, these principles remain as fundamental in the digital era as they ever were (Sutherland, 2012).

The UNESCO [Public Library Manifesto](#), developed in co-operation with the International Federation of Library Associations (IFLA), provides the rationale and policy for public libraries worldwide.

The National Library's [Directory of New Zealand Libraries](#) provides an interactive list of all New Zealand libraries.

History

Public libraries have their origin in the workers' educational movement of the industrial revolution. The first public library in New Zealand, the Port Nicholson Exchange and Public Library, opened in Wellington in 1841 and other towns and cities followed suit over the remainder of the 19th century and early 20th century. Many New Zealand cities' libraries owe their start to generous benefactors who donated their collections for public use, such as Dr Robert McNabb upon whose collection the [Dunedin Public Library](#) is built, and to Andrew Carnegie who funded 18 public library buildings throughout New Zealand on the condition that books and service be provide free.

Two reports are of significance to public library history in the first half of the 20th century: the Munn-Barr report (1934) and the Osborne report (1960) (McEldowney, 1962). Both these reports identified major shortfalls in public library services and the Munn-Barr report was the catalyst for the provision of free library service and the introduction of the Country Library Service which provided books and journals on rotation to public libraries around the country delivered by book vans.

By the 1970s the majority of local authorities were providing a free public library service, although the standard varied considerably depending on the size of the local authority and the capability of the librarian in charge. Automation in public libraries was beginning to be a reality and Canterbury Public Library (as it was called at that time) introduced the first computerised system using punch tape in 1975. By the mid 1980s several libraries were moving to total integrated systems for their lending and bibliographic functions.

In 1989 there was a major review of the more than 700 single purpose authorities, counties, boroughs and cities in New Zealand which resulted in the creation of 72 local authorities providing public library services in New Zealand. On the whole amalgamation was beneficial to public libraries, enabling economies of scale to be gained through combining a number of smaller units into one larger unit. The number of local authorities has been reduced even further with seven local authorities and one regional council merging in November 2010 to form the Auckland 'super city' serving just over a third of New Zealand's population.

The last twenty years from the mid 1990s has seen huge change occurring in public libraries, driven by three main factors: the new Local Government Act 2002; the mass availability of the internet and the technologies that have grown up around that; and to a lesser extent the global financial crisis.

The Local Government Act 2002 enabled councils to determine what services they should provide to meet the economic, social, cultural and environmental outcomes for their district or city. This required councils to undertake a Long Term Planning (LTP) process that detailed developments over a 3 year timeframe with an indicative plan over 10 years. This LTP process was designed to provide a framework in which councils could plan and consult with their communities in an open and transparent manner, thereby ensuring accountability to the ratepayers. A subsequent amendment to the Local Government Act 2002 specified that public libraries were a core service of local government and confirmed the earlier requirement that ratepayers and residents of a district, city or region must be entitled to join the library free of charge. The Local Government (Rating) Act 2002 gives councils the authority to assess, set, and collect rates that fund services including libraries.

These changes were largely positive for public libraries. When done well it meant better planning for the future and identified ahead of time possible future investment in infrastructure or assets. Councils were required to develop asset management plans for all their properties and infrastructure including libraries. However, services and investment in libraries remained varied with on the whole the larger authorities (those serving populations greater than 50,000) spending twice as much per capita than those with populations less than 20,000.

In 2006 the National Library of New Zealand, in association with LIANZA and Local Government New Zealand, published the first strategic framework for public libraries (Library and Information Association of New Zealand Aotearoa, National Library of New Zealand & Local Government New Zealand, 2006). This was the first significant piece of government policy since the Osborne report which was informed by wide consultation with stakeholders and users. The framework resulted in the first Public Libraries Summit in February 2007 which brought together leaders from government, business, community, education and the library sector to "set the agenda for action; to consider how we can get the best value from public libraries for our communities, and to consider how best to position the public library sector for the 21st century" (Tizard, 2007). Five themes emerged from the Summit, which set the direction for the sector (McCleary, 2007). Two specific initiatives resulted: the formation of the Association of Public Library Managers (APLM) to better enable public libraries to speak with

one voice and as a mechanism for encouraging better dialogue and collaboration; and the national roll out of the [Aotearoa People's Network Kaharoa](#) (APNK) which received an initial grant from the Community Partnership Fund and a further \$1.1million annual from the Digital Content Strategy (National Library of New Zealand, 2007).

The APNK significantly changed the face of the majority of rural and provincial libraries by providing a quality, reliable managed service that enabled free access to the internet for public library customers. In 2014, 90% of public libraries provided free access to the services and content available via the Internet, either through in-house public computers or by making free wifi available for customers to use their own devices.

The global financial crisis has required all local authorities and government agencies to look hard at expenditure and return on investment. Library budgets have been under scrutiny and this, coinciding with the debate on the future of public libraries because of the impact of the internet, has resulted in budget cuts to library services resulting in some cases to reduced hours of operation and customer service levels.

Governance

Public libraries are a core service of local government as defined by Section 11a of the [Local Government Act 2002](#). There is no separate public library legislation in New Zealand. Within each local government authority the library may be grouped with other community and recreation services or arts and cultural functions and is usually third tier within the council structure. Governance or oversight of the strategic and policy functions is by the council or a council subcommittee.

Alternative governance arrangements were explored particularly during the 1980s with a small number of councils opting for moving the library to be more “arm’s length” through a separate business unit or as a charitable trust. Few remain currently, with [Te Horowhenua Trust](#) which is responsible for the delivery of library services being one example. The rationale for such arrangements was to enable greater flexibility for libraries to raise revenue and seek grants which is not always possible for a local authority owned library to do.

Funding

Currently at least 80 to 95 per cent of a library’s income is derived from property rates levied annually by the local authority. Rates are based on the capital value of each commercial and domestic property within the district. The council may fund library services from a general rate or from a targeted rate, as set out in the Local Government (Rating) Act 2002. As a result, all ratepayers contribute directly to the funding of library services, while residents who pay rent or board contribute indirectly through these payments to a landlord.

Libraries derive other income from fees and charges, including overdue fines, renewal and reservation/request fees, extended loan charges, and photocopying charges. A few libraries still charge for public access to the internet but they are the minority. Charges for borrowing materials vary from library to library. Some libraries charge a small rental fee for certain items of stock: high-demand (or bestseller) fiction, audio-visual materials such as DVDs and compact discs, and magazines. A small number of libraries now charge for every item borrowed although some libraries that introduced such charges later abolished them because

of the significant impact on customer use. Rental charges on popular fiction were once standard throughout public libraries in New Zealand. Later, many libraries abolished them, largely for social reasons, after many years of lobbying by the library profession.

Users/Clients

The users of a public library are as diverse as the population it serves. Membership is one measure of the use of libraries and in 2013 just over 51% of the population were members of a library somewhere in New Zealand. Not everyone who uses the library is a registered member, as visiting a library and using the facilities is open to anyone who walks in the door. In 2013 there were nearly 37 million visits to libraries or almost 9 visits per annum for every person living in New Zealand (Walker, 2013).

Use of library services is not limited to use of the physical library space. Libraries deliver services and content via the internet and some users may seldom visit the physical library unless it is to collect or return an item reserved online. With the growth in eBook lending it is possible that some users will only ever access the library online.

Excellent customer service continues to be a strong ethic in public libraries with the helpfulness and knowledge of staff being highly rated in most council annual surveys. In some libraries this is translating into the desire and practice for customer driven service development where groups of customers work with library staff to shape up a new building or service.

Overview of Services

The library space

The range of services provided by public libraries is enormous and varies widely depending on local community needs. A library building which is easily accessible, spacious and flexible in design to cater for changing needs is also a consideration in the range of services offered. During the first decade of the 21st century there was significant growth in new community library development with new concepts for mixed use space. The [Christchurch South Library](#) (2003) combined café, a Ministry of Education funded learning centre, council service centre and meeting rooms; in New Plymouth, [Puke Ariki](#) (2003) combined the library and museum; Christchurch also opened a joint use school/public library facility (2006) at [Upper Riccarton](#); [Auckland Libraries](#) 'retail concept' library in Botany Downs received worldwide recognition as a pre-eminent example of a 'new age' library in a shopping centre. The trend is for libraries to be integrated with other relevant services or complementary functions being the 'commons' or hub for their community. A fine example of this is [Te Takere](#) in Levin (opened in 2012).

Lending services

Lending services are those most commonly identified with a public library, where a person borrows library materials for use at home and returns them at a later date. The majority of collections are available for lending. In 2013 libraries lent 50 million items (Walker, 2013).

Borrowing rights are limited to people registered as members of the public library. This right is available free of charge to residents of the district or city. People from outside the local authority boundary who wish to become members are often required to pay an annual fee or deposit. Some neighbouring local authorities have allowed borrowing across districts where the same library management is used, e.g. [SMART Libraries](#) in the Wellington region.

The Library Management System (LMS) is the core technology for managing the bibliographic, circulation and public catalogue functions of the library. Libraries use either barcode technology or more recently RFID (radio frequency identification) to track book stock. Self-service issue and return of items by customers is common in larger libraries freeing up staff time to assist customers with enquiries.

Information services

Helping customers who are looking for a specific item or need help to research a topic is part of the daily life of a public librarian. However, these services have changed significantly since so much quick reference information has become available online. Society has moved from an information scarcity model to an information overload model, and the role of the librarian has moved from being the expert who finds the right piece of information in the appropriate database or resource for the customer, to the expert who assists the customer to become an expert searcher in order to select useful results from an online search.

Many libraries have disbanded or significantly downsized their reference collections as this type of material has moved online. Nearly all public libraries subscribe to databases through [EPIC](#) (Electronic Purchasing in Collaboration) coordinated by the National Library of New Zealand. Until recently searching these databases required a user to search each database separately. There are now a number of libraries implementing single search discovery platforms. One example is the [Kōtui](#) consortium which has implemented a single search across all physical and eContent that a library holds or subscribes to, including eBooks.

[AnyQuestions](#), is an online information service provided by libraries in collaboration with the government and those in the information and education sectors. The service provides an online reference service for all New Zealand school students where they are only 'one click' away from a librarian who can assist in real time to help them find the information they need from relevant and authoritative sources. There is no equivalent collaborative service for the general public although Christchurch City Libraries runs [LiveOnline](#) chat service for people wanting help online.

Children and young adults

For most children, the public library is their first encounter with books outside their home, and it may be the only library they use before beginning school. Thus the public library has a pivotal and unique role in providing books and reading to the under-fives, together with support and advice for their parents. Its responsibility in these brief but crucial years of a person's life should not be underestimated. At no other stage of life is the public library the only source of library service available and, as is so often stated, these years are perhaps the most important in a child's development. Libraries have developed and run a number of different services to support this early learning. [Books for Babies](#) and [Wriggle and Rhyme](#) are just two examples of widely adopted services for the under 5s.

Public libraries offer specific and targeted collections and services to all those aged from birth to 18 years. The services are designed to help children, young adults and their families develop a love of books and reading and to help children develop research skills. In this context, public libraries often work with schools to achieve the best results (see also the chapter on school libraries). The central role of public librarians is to provide the enrichment materials which enhance what the schools are doing. Summer reading programmes, teen programmes, separate library cards for youth, author visits, writing activities, and book clubs are all part of the vibrant and relevant area for children and young adults (CYA).

Staff working in the CYA area need specialist qualifications, skills and knowledge to assist children in developing their reading skills and enjoyment of books. There is also a need to engage parents and caregivers in the process. Selecting materials of sufficient quality and interest and at a suitable reading level, to engage children's minds, is a particular skill that is required of children's librarians. Although there is not always a designated position of children's librarian, effective work with children and young adults is a key to the future success of public libraries and to building a literate population of the future.

Libraries endeavour to provide a separate section or room for children's services. This section is often set out and decorated differently from the rest of the library, and is designed to be as welcoming as possible. Where feasible, a distinct area is also set aside for young adults, with their own collection, seating and tables. Auckland Libraries provides one specialist library in South Auckland, [Tupu Youth Library](#), which is dedicated to serving the teenage market. The facility was designed in close consultation with the youth of the community. Palmerston North City Libraries has a specialist [Youth Space](#) which houses the library but also runs teen events and has facilities such as a commercial kitchen to provide development opportunities for young people in the city.

Many public libraries offer a variety of outreach services to children. Classes from local schools may visit the library or the children's librarian may go out to the school. In some centres, collections of books are provided on a regular basis to low-decile schools without adequate libraries of their own. Cooperative ventures between pre-school facilities and public libraries also exist, including visits, loans and information sessions for parents about books and reading for their children. Children's librarians can be of great value to the entire library in their proactive interaction with the community.

Digital services

The 21st century has seen a burgeoning in services based on digital technologies. These range from providing personal computers and wifi access to the internet; simple one on one customer support to help people become familiar with and use the internet, social media, eBook download and mobile applications; programmes and classes focused on digital literacies; partnerships with schools and organisations such as [SeniorNet](#) and [2020 Communications Trust](#) to deliver targeted programmes; and the development of programming skills with, for example Minecraft and gaming workshops for young people in Auckland Libraries and Christchurch City Libraries. A developing theme is the creation of a "maker space" or tech lab where users can experiment with new technologies such as 3D printers, robots and virtual reality and gesture technology devices.

Multicultural services

Many local authorities include sizeable communities of new settlers for whom English is not the first language. Library services to these groups include provision of a range of materials in their mother tongue, and material which assists in learning English. Examples are provision of Chinese and Pacific Islands services in the Auckland region, and Cambodian material in Dunedin. Palmerston North City Library offers a wide range of foreign collections, and in Wellington, new migrant library users will find a range of information to assist them online via the library website. Establishment of such services requires close liaison with each of the ethnic groups involved. Libraries actively recruit staff from these cultural groups. As New Zealand's population becomes even more diverse services and collections have grown in scale and variety.

Services for people with special needs

For many people, use of a library may be limited by physical barriers such as steps, or by the format of the material itself. People with arthritis, for example, may have difficulty holding a book or turning the pages. Yet access to library services should be as easy for those disadvantaged by disability or language as it is for any other group – as residents, they too pay rates. Public libraries endeavour to make their buildings and services accessible to people with special needs. They provide library materials in a wide range of formats, including large print books and talking books, to meet all requirements. Another approach is to provide equipment to help overcome disabilities; such equipment includes magnifiers, voice machines for the blind, special phones for those with hearing disabilities, and book-holders or page-turners. Audio books and eBooks are an area of growth potential for people who have difficulty physically accessing library services.

Outreach services

Together with language and disability, distance or travel restrictions may limit many residents in their use of library services. To improve opportunities for access to services, many public libraries operate branch or community libraries throughout the local authority. These outreach services may be located in suburban shopping centres or smaller rural towns.

Mobile libraries or book buses are often used to extend the reach of the library to other suburban and rural areas. These services are often incredibly important to the communities they serve, however recent years have seen several local authorities moving away from the large bus and either discontinuing these services or moving to much smaller vans that also deliver technology capability and access to the internet.

To overcome barriers of age and/or physical disability, many libraries offer a service to housebound residents, retirement villages and other accommodation for the aged. Generally library staff select items suited to the reading needs of each client or home, and volunteers collect and deliver the material regularly. These services work best where library staff have regular contact with the clients, to ensure that selections are meeting their needs.

A small number of public libraries also contract with their local hospital and/or prison to offer library service to those who are prevented by institutional living from visiting the library personally. These services usually offer a regular visit and exchange of books, ward visits where appropriate, and provision of specific items in response to client requests.

Standards

LIANZA publishes guidelines recommending minimum standards of public library service. These standards address the issues of management, finance, staffing, library resources, users, library operations and buildings, information literacy, reference and local history service, mobile libraries and technology. They discuss services to disabled users, Māori communities, and to people with languages other than English or Māori. They recommend levels of staffing, collection size, services, space requirements, lighting, heating and other building requirements in relation to the size and nature of the community served. The standards also outline model performance measures for libraries.

The [latest edition of the standards](#) was published in 2004 and is available through LIANZA (Best, 2004), along with other policies relating to public library services. It is now ten years since the Standards were revised. Although they do not take account of the changes in technology in the last decade they remain a useful guide for provision of services and buildings.

Services to Māori

In the mid 1990s the library profession began to develop a stronger focus on the bicultural nature of New Zealand and how libraries needed to respond to this dynamic. The first of the Te Ara Tika reports (MacDonald, 1993) provided an overview of biculturalism in the profession and found that 54% of public libraries were delivering limited or no services to Māori. The second Te Ara Tika report (Szekely, 1997) focused on Māori opinions about libraries. Although the report aimed at an overview of the entire library and information profession and the delivery of services and resources, several themes emerged from the research that had implications for public libraries, including the need for more Māori librarians, availability and accessibility of Māori resources in appropriate formats, and providing services that enabled Māori clients to undertake research and be able to effectively access and utilise technology in the library.

In the intervening years libraries have responded in various ways and to varying degrees in providing services and collections for Māori. The report *A Bicultural Evaluation of New Zealand Public Library Websites* (Lilley, 2013) assessed how well public libraries promoted their services and content through their website. Using a 9 factor assessment tool, Lilley assessed 62 public library websites. He found that libraries with high ratings had dedicated staff responsible for web services development, specialist Māori staff that deliver Māori services, and well established collections of Māori resources. The role of Māori specialist as the champion for Māori in their library should not be underestimated. They are responsible for connecting the communities they serve with the Māori resources and services they have available and would view a web presence as an important delivery and publicity tool.

Collections

Public library collections cover all subjects and formats, reflecting the range in ages, interests, educational levels, ethnic origins, and literacy of their users. They also reflect the nature and special interests of the community, whether it be a multicultural city, a farming centre or an area with a large number of universities and polytechnics. The more responsive a public library can be to its community, the more its collections and services will reflect that diversity.

A public library tends to buy material that is general or introductory, rather than specialised. The role of the public library is not to duplicate the very specialised collections of institutions such as universities and scientific bodies, but to supplement them by providing material for general public use. The larger the library, however, the more specialised the collections on particular subjects will be.

Digital content

The Internet is fundamentally changing the nature of library collections and content supply. The supply of digital collections and eContent has burgeoned since the turn of the century and public libraries now subscribe to electronic databases and eBook and eMagazine subscriptions on behalf of their users. Digital content is not limited to text. Audio books, music and video are also supplied in a digital format, sometimes streamed direct to the user and sometimes downloaded to the user's own device. All digital content requires the users to have a device to access the material: a mobile phone or other mobile device, an eReader or a personal computer and access to the Internet via wifi or a 3G or 4G data plan. As well as purchasing access to digital content for their users libraries have been creating content primarily through the digitisation of unique material from their collections.

Local history and community created content

Public libraries collect material about their local area both published material and archival or other documentary heritage materials that tell the story of an area. The depth and range of material varies from library to library and may include oral history and personal papers of local identities. In the last decade there has been an increase in community created content using a digital repository such as [Kete](#) or [Recollect](#) as used by Upper Hutt City Libraries.

Staff Roles, Responsibilities and Skills

The work in public libraries can be extremely varied. In smaller library services the librarian may be expected to perform a wide range of customer facing tasks as well as undertaking support functions ranging from acquisition and cataloguing materials to basic IT and system functions. The larger the library the more likely there is to be some specialisation or delineation of roles. In the last twenty years there have been new skills and new roles required in public libraries. As libraries have moved their services online staff have needed to become familiar with web applications, social media channels, mobile devices and chat and other interactive media. Traditional cataloguing and the use of MARC formats is giving way to metadata tagging and RDA. Knowing how to do simple programming and use HTML are skills that the modern public librarian would find very useful.

As libraries have looked for efficiencies, some tasks have been outsourced such as the supply of shelf ready materials, fully catalogued by an external vendor. The librarian becomes the manager and monitor of the contract rather than doing the work themselves. Libraries are moving the transactional side of the business to the customer, in order to get the best value from their staff resources. Self-issue and self-return of materials has been made simpler with the use of RFID technologies which also enables customers to make payments without the need to interact with a staff member. Staff are then able to spend more time on supporting customers with their research needs and putting time into programming.

A positive, customer focused 'can-do' attitude is vital in effective public library work. The variety of customer needs, ages and ethnicity is such that a public librarian needs to be flexible and open to diversity. Excellent problem solving skills are essential.

Public libraries must attract a young and diverse demographic to their staff. It is also vital that the public library sector has librarians who are prepared to take on leadership roles and for managers and leaders to develop leadership potential in their people. Increasingly the ability to operate in the political environment, to be able to articulate the value that public libraries add to society, and to develop strategy and be business savvy are vital for today's public library leaders.

Current and Future Issues/Trends

The future of public libraries is being hotly debated around the western world. The argument is that as books and information are now online and available ubiquitously there is no need for a place to store and lend scarce print resources, and therefore there is no need for the public library any longer. Richard Watson, who predicted the demise of the public library in his 2009 [extinction timeline](#), has subsequently changed his mind. His view is that "Public libraries are about more than mere information or 'content'. Public libraries are places where local people

and ideas come together. They are gathering places where people exchange knowledge, wisdom, insight and, most importantly of all, human dignity” (Watson, 2014).

Public libraries have responded in varying ways to this challenge to their future. A number of countries have undertaken economic benefit assessments to try and determine the added value that public libraries deliver to communities. While there is yet no New Zealand based study, it is fair to assume that the return on investment of between \$2.50 and \$5.00 for every dollar spent would be similar in New Zealand. Telling this story in a positive way to funders is one of the challenges for today’s public library.

Other challenges include the rapidly changing technology environment and the difficulty for libraries to keep up and remain current when there is limited ability to invest in technology infrastructure; the competition with other parts of local government for council IT time and resources; the supply of eBook and related materials when New Zealand is dependent on decisions taken in other parts of the world as to what we will be supplied with, or not, as the case may be; and the changing demographics of New Zealand which will require a diversity of content, programmes and staffing if libraries are to remain relevant to their communities.

Conclusion

The digital world provides real opportunities for public libraries to work across the barriers of distance and time. This requires collaboration and partnership which can be difficult where political and other policy barriers get in the way. The challenge for New Zealand public libraries over the next decade will be how they can maximise the benefits, share services, and provide seamless access to public library services

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University Libraries

By John Redmayne

What is a university library?

The eight New Zealand university libraries serve the teaching and research needs of 10,650 academic staff, and the learning needs of some 181,589 students. Approximately 4.3% of the New Zealand population is enrolled in a university programme.

The Libraries hold 11.75 million physical volumes, extensive electronic (digital) collections, and spend some \$63 million on the collections each year. The total university library [budget](#) in 2012 was \$123.7 million. Unlike other countries, including Australia, New Zealand does not have any private universities. All universities are publicly funded, although external research funding and commercial applications are becoming an increasing component of the wider university budget.

In a small nation such as New Zealand, university libraries are important for the wider community, often because their collections, in an area such as veterinary science, medicine, or engineering, may well be the main collection in the country. University libraries are therefore a key resource for the nation, and are major suppliers to the national interlibrary loan scheme.

History

From 1870 until 1961, the New Zealand universities were constituent colleges of the University of New Zealand, but from that end date they were re-established as universities in their own right, with their own Acts of Parliament.

The first university in New Zealand was the University of Otago in Dunedin, established in 1869. This was followed by the University of Canterbury in 1873, Lincoln Agricultural College in 1881 (which became Lincoln University in 1990), the University of Auckland in 1883, and Victoria University of Wellington in 1897. Massey Agricultural College in Palmerston North opened in 1928, and became Massey University in 1964. The University of Waikato opened in 1964 (after several years as a branch of the University of Auckland in Hamilton), and Auckland Institute of Technology became the Auckland University of Technology, following a well-established Australian model of universities of technology, in 2000.

The other more recent change has seen a merger of the colleges of education, a well-established type of tertiary institution which trained teachers, with their local university, usually to become a school or division within the university. This took place between 1992 (at the University of Waikato) and 2007 (at the University of Otago). Initially the college of education library remained a separate physical entity, as an education subject library, but there has been a recent trend to merge these libraries and their collections into the main or central library as education pervades such a wide range of discipline areas. Financial constraints have also been a factor with these mergers.

Management of University Libraries

University Librarian

University management structures have changed markedly in recent years with the new managerialism from the 1990s. Vice chancellors have become chief executives and university councils have a governance role and often a more commercial focus. The days when the university librarian (along with all heads of school) reported to the vice chancellor have disappeared. Generally the university librarian reports to an assistant or deputy vice chancellor, and the more successful models are where that person is responsible for academic processes or for research.

The university librarian is usually a member of the most senior committee at the university, which is called the academic board or university senate, and whose membership consists mainly of the professoriate. The university registrar is usually also a member and there are legal and historic reasons for this, as each university act lists the registrar and the librarian as officers of the university. The acts preceded the days of IT directors and e-learning directors, unfortunately, as they would make an equally valuable contribution to the deliberations.

Most universities also have a university library committee with advisory powers, and this is chaired by a senior academic staff member. Membership includes academic staff, student representatives and the university librarian. Such committees are usually a sub-committee of the academic board or senate.

Library structure

There has been a trend in recent years for a flatter management structure, with a deputy university librarian position rapidly disappearing. Instead, there is a small senior management team of associate university librarians reporting to the university librarian, and their responsibilities are divided in quite a variety of ways, but typically with groupings around public services, collections, and electronic services.

Complexities can occur, depending on the number of subject or branch libraries which make up the university library. In 2014, only Lincoln existed as a single physical building, whereas Auckland, the largest, had 15 physical entities. There has been some reduction in branch libraries in recent years as libraries have been merged. Nonetheless, the usual pattern is between 3 and 4 libraries. Most are on the same campus, which makes integration and rationalisation in terms of the library structure a little easier, but in the case of Otago and Massey, their structures include libraries which are not even in the same city. A library's organisational and managerial structure, then, needs to reflect the specific institutional needs. No one model fits all.

Place of information technology in universities

The growth of information technology has led to some interesting developments. There have been attempts, common in Britain and Australia, to integrate the university library with information technology services, often with a joint director to whom both the university librarian and the IT director report, but these have not been particularly successful. A better and more pragmatic way to reflect the synergies between some joint areas of interest may be simply developing a good working relationship between the two services. An example of this can be seen in the information commons developments, where there is often a joint library/IT help service.

Place of information technology in the library

Generally, a university library will have a number of IT staff within the library, made up of both librarians and IT technicians. They will also have strong links with the university's computer centre, which will provide infrastructure and host servers and provide other services on the library's behalf. At times, university libraries work together on IT projects. An interesting example is the [LCONZ consortium](#) (Libraries Consortium of New Zealand) of AUT, Waikato, Victoria and Otago university libraries, where the hosting of their integrated library system has been outsourced to a commercial organisation, although, this may well change in the near future.

Within the library, the traditional information technology (systems) department or section has expanded its role beyond mere support for the [integrated library system](#). The old systems department is likely to have a new title such as "Digital Services", and its role will include, besides support for the integrated library system, management of the library's web presence and homepage, support for the electronic collections, and will be actively involved with digitisation projects (both heritage collections and digital theses), and the development of institutional repositories. Library staff with specific skills such as metadata have often been transferred from other library departments to this newly expanded section.

Funding

University library budgets are not based on a July-June year like public libraries or the National Library, but on a calendar year, because this reflects the university's income from the government and from student fees, and the pattern of the academic year which begins in late February each year.

For university libraries, a budget bid is usually placed in June each year for the following year, and this budget is generally known just before Christmas. The bid will be based on historical expenditure, with a request to cover inflation and any currency movements, as typically 95% of the collections expenditure in university libraries is made in foreign currencies. Usually, the budget will be in three parts: Staffing (salaries), and Running costs and equipment (e.g. stationery, travel, telecommunications), which are both treated as operational expenditure; and Books and journals for the collections, which are treated as capital expenditure, because they are regarded in accounting terms as capital assets. Electronic journals and books did cause some initial problems, being treated as operational expenditure, but are now generally treated as capital assets as long as there are perpetual access rights associated with their purchase. This was an important argument to win, as generally capital funding is easier to obtain (and increase) than operational expenditure, and because capital assets improve the overall university balance sheet.

The budget bid, beyond its historical basis, may also include requests for "new money" for projects, such as a digitalisation project, or for a new service, such as an online reference service.

In 2012, total university library budgets varied by institution between \$3.6m and \$36m, with a median of \$14.5m. Although the budgets reflect the individual needs of each university (e.g. the number of students and staff; the number of branch libraries which affects staffing requirements; the range of disciplines taught, with the high cost of medicine or engineering needing higher collection allocations), a general rule of thumb is that library expenditure should be at least 5% of the university's income. In 2012, the tight economic climate meant that only half of the university libraries were funded at 5% or a higher level. Further comments about the budget in regard to collections can be seen below.

Collections

The collections of the New Zealand university libraries are a considerable resource and, by and large, the de facto national collections in science (supplemented by those of the Crown Research Institutes), and for specialist areas such as medicine (Auckland and Otago), engineering (Canterbury and Auckland) and veterinary science (Massey). The collections at Auckland, AUT, Waikato, Victoria, Canterbury and Otago also provide in-depth research collections for law.

Development of the collections

However, the beginnings of the collections were much more modest. In 1911 the New Zealand University Reform Association (2011) noted that "at none of our colleges have we a university library in the proper meaning of the term" (p.62). Books collections at this time increased by only about 150 volumes a year. The [Munn-Barr](#) report of 1934 stated that "the book collections are much too small to support effective undergraduate instruction, and they offer little or nothing to advanced students and faculty members" (p.35). Although the Carnegie Corporation offered grants in 1931 to improve the collections, by the time of the report a number of the College Libraries had not yet met the conditions to accept the grants. It noted that the collections of a number of the metropolitan public libraries exceeded the size of the collection of the university library in the same city. The Osborn report in 1960, also under the auspices of the Carnegie Corporation, still characterised the university libraries with the telling phrase "long-standing weakness..." (p.23).

However by this time the expansion of the universities had begun to take place, in part a result of the post-war baby boom, as these students were now starting to reach university entrance age. The Parry Report (1960) was very critical of the state of the New Zealand universities overall. Parry noted that academic staff needed overseas study leave to be able to access research library collections, as there were none in New Zealand. At this time, the total New Zealand university library collection was only 593,200 volumes, with an annual expenditure of £52,500. Parry recommended higher annual library grants and special non-recurring grants to improve undergraduate access to reference works. These recommendations led to improvements within the universities for library expenditure.

The McEldowney reports of 1973 and 1982 provided careful analyses of strengths and weaknesses in the university library collections. However, as McEldowney noted in his second report, progress made after his first report was not long lived and by the time of the second report, the first oil shock of the 1970s and its economic impact was also seen in reduced funding, yet again, for the university libraries.

Fluctuating exchange rates through the 1980s and 1990s continued to have a roller coaster impact, in part because university library collection expenditure is largely overseas-sourced in US dollars and pounds sterling. This resulted in several serial cancellation rounds, which reduced the holdings of libraries as they cut serials titles they could no longer afford.

The 2000s were kinder, as some savings were made by the move from print to electronic subscriptions, but more importantly by a generally appreciating New Zealand dollar, especially against the US dollar, pound sterling and the euro. The improved exchange rate meant that even static library budgets had greater buying power, and could expand in particular their offerings of electronic serials and e-books.

Impact of electronic collections

Despite the challenges, the 1980s and 1990s also saw a new major opportunity and advance for university collections. This was the move to electronic collections, away from the traditional print collections. Suddenly there were new possibilities for developing research level collections. The new technology was first seen with indexes and limited full text appearing on CDROM in the late 1980s. CDROMs proved to only be a transitory media, but the impact really began to be felt with the internet and the emergence of e-journals, e-books, and e-packages, all available over the web from publisher and vendor servers. This development has greatly enhanced the range of material available, and its ease of usability enabled both academic staff and students to search for information in minutes which would have taken days in the old print environment. The university libraries made the transition quickly, and by 2013 a university might spend 93% or more of its serials expenditure on the electronic collections.

One example of this change can be seen in the number of current serial titles held by the university libraries. In 1990 the average across the libraries was 8,212 print titles, with the largest holding (University of Auckland) of 15,149 current print titles. In 2012, the average number of serial titles had risen to 101,000 titles. This increase is not because of greatly expanded library budgets, it is because the serials are now available electronically, often in aggregations and in publisher packages, where a small increase in expenditure can often offer access to all titles in the publisher's serial publication portfolio. Most libraries now prefer e-serials when a new serial title is purchased.

More recently, there have been similar changes with e-books, which are becoming more readily available. In 2012 some 2,161,000 e-books were held by the university libraries, with 729,000 (33%) obtained by subscription, 110,400 (5%) through patron-driven request, and the remainder through purchase either of individual titles or of publisher subject collections. Some libraries are already e-book preferred, and the others are likely to follow. It is expected that within 5 years, at least 60% of book acquisitions will be for digital editions. The main constraints are the range of academic titles available, and some caution from publishers about losing "traditional" business. Textbooks, for instance, are only rarely available to libraries in a digital format.

Current situation

Whilst book collections are important in university libraries, and will continue to be so, university libraries place priority on the serials collections, as serials are vital for the scholarly process of academic and postgraduate research. Unlike the public library sector, where books are a priority for their readers, the traditional split for the university libraries has been one of 70% serials, and 30% books. In recent years, book expenditure has been decreased further to allow more expenditure on serials. The average split in 2012 was 80% serials and 20% books.

The following table provided details of current collection size and expenditure, and is taken from the CONZUL (Committee of New Zealand University Libraries) statistics for 2012. These figures are reported annually, and a web link is provided in the bibliography at the end of this chapter for further and future information. Since 2010, New Zealand statistics have been reported solely with the Australian university statistics. This part of the website is public and has no restrictions.

The figures in Table 1 are for 2012, which were reported in 2013 (Council of Australian University Librarians, 2014).

Table 1 Current collection size and expenditure 2012

	Auckland	AUT	Waikato	Massey	Victoria	Canterbury	Lincoln	Otago	TOTAL
Book vols	2,295,457	272,696	876,959	998,304	1,132,356	1,649,049	119,911	2,585,417	9,930,149
Print serial vols	409,261	CP	188,973	168,307	CP	326,380	CP	544,236	1,819,592*
Exp books \$	3,624,700	2,001,000	876,153	1,926,209	1,087,045	1,139,773	336,500	1,835,889	12,827,094
Exp serials \$	14,652,877	3,338,432	3,912,902	5,889,468	5,912,684	5,565,808	1,293,408	9,468,309	50,033,888
TOTAL Exp \$	18,277,577	5,339,432	4,789,055	7,815,677	6,999,729	6,705,581	1,629,908	11,304,198	62,860,982

Table notes:

- Note that total for print serials volumes is compromised by three libraries with "CP" (cannot provide). There are an additional 182,435 serial vols in the joint CONZUL store
- Book volumes and print serials are still the standard reporting mechanism, but have slowed as electronic collections have been developed.
- Compared with 2005, total book expenditure has reduced by \$2.53m and total serial expenditure has increased by \$13.4m.

For New Zealand university libraries, collection expenditure is 51% of the total library budget, which includes salaries and operational costs. This compares well with Australia, where it is 36-37%, and the United States (in the Association of Research Libraries ([ARL](#))) where it is 40%. The reasons may reflect the lower funding base of New Zealand university libraries, the vulnerability to exchange rates, and the need to save in salary and operational areas to maximise expenditure on the collections, and probably lower salaries. However, a chemistry researcher in New Zealand needs exactly the same resources as their Australian or American colleague and the prices of the journals are set on an international market, which makes no allowance for the New Zealand dollar's purchasing power.

Expenditure on e-resources (e-serials, e-serial backfiles, e-books, and databases) represents an average of 80% of all collections expenditure, with individual libraries ranging from 74%-95%.

Selection for the collection

The bulk of selection for book collections is undertaken by academic staff, who recommend items to the library for purchase. Selection by academic staff is the traditional British model of collection building. Each library sets allocations (usually calculated with a formula which includes student and staff numbers, average prices serial/book ratio, publishing output figures, etc), and these allocations or funds are usually divided by schools or academic departments. Some general selection is also undertaken by senior library staff. However, there is beginning to be a trend for more active selection by library staff (the North American model). The most advanced example of this is at Massey University where the bulk of the selection is undertaken by library staff as part of their job description, and where the book funds are based on the conspectus subject divisions rather than departmental allocations. A number of the other university libraries are moving to more active selection by library staff. Often this results in more consistent selection for the collection, and is not reliant on the enthusiasm (or otherwise) of an academic staff member, nor on their own workload pressures. Selection by library staff is often based on subject profiles from academic book suppliers, who alert the library to new publications, and is supported by a range of selection journals, especially [Choice](#).

The move to e-books is likely to have a profound effect over the next 5 years, when even the most conservative estimates expect 60% of book purchase to be in the e-book format. This could well have an effect on interlibrary loan, as most current e-book licences do not allow for sharing beyond the institution. For student reserve, there will also be an effect as publishers are reluctant to allow libraries to purchase electronic textbooks, although these are increasingly available for individual student purchase.

Serials selection, on the other hand, is strongly influenced by the research needs of academic staff, with long-established ongoing serial subscriptions. In times of budgetary restraint, it may be necessary to cancel an existing subscription in order to subscribe to a new journal. With the move to electronic journals and packages, there is a general trend for more active involvement by library staff in serial selection decisions, albeit with strong consultation with academic staff. The difficulty with cancellation in the new electronic age is that serials are often subscribed to as a publisher package rather than as individual titles. This can make any cancellation quite complicated and the withdrawal from a publisher package, and a subsequent purchase of subscriptions to only some of those titles, may not necessarily reflect great savings. Publisher licences may also mean that, on cancellation, earlier years of that title are no longer accessible even if they had been paid for at the time.

The New Zealand university library collections strongly reflect their primary purpose to support the teaching, learning, and research needs of the academic staff and students. There is duplication, as similar courses are taught at a number of universities and the teaching programmes need to be supported with appropriate collections. There have been attempts in the past to rationalise and collection share, but while the principle is fine, in practice it has proved much more difficult. Surveys of the Te Puna National Bibliographic database have revealed an unexpectedly low duplication of individual titles, even though the same discipline may be taught at several universities. Although this may seem surprising, this result is consistent with similar surveys in Australia, the United States and Great Britain.

Community access

All university libraries are members of the New Zealand interloan scheme, and readily lend copies of books and provide photocopies of journal articles to make their collections accessible to the wider community. In most cases, members of the public can also visit a university library for reading only purposes, even though they cannot borrow directly. The move to electronic resources has reduced some access, especially to serials, because of vendor licensing restrictions. However, most licences do allow occasional public walk-in access and most university libraries have set up public access computers in their libraries for in-house use of these electronic resources.

Special collections

One of the other contributions the university libraries make is in their special collections, which they have developed and managed over many years. Many of these hold primary material which is essential for research purposes. These collections are generally available to any bona fide researcher.

These collections include the personal libraries and manuscripts of New Zealand literary, artistic and prominent personalities; trade union records; political papers of members of parliament, cabinet ministers and Prime Ministers; maps; UN and European Union documents; and thematic collections such as detective fiction, science fiction, and children's books.

Some specific examples of special collections are:

- New Zealand and Pacific Collections. The Hocken Collection at Otago is the pre-eminent university collection, with books, serials, music, photographs and both historic and contemporary works of art. The Macmillan Brown collections at Canterbury, the Beaglehole Collection at Victoria and to a lesser extent the Bagnall Collection at Massey are also of significance. The New Zealand and Pacific Collection at Auckland is particularly strong in Pacific material. In addition, Auckland holds the Western Pacific Archives.
- Rare Books. The pre-eminent collection again is at Otago with the de Beer Collection of some 6,000 items, including John Locke and European travel and guide books. The other university libraries have smaller rare book collections, although it is interesting to note that it is the public libraries in Dunedin and Auckland, rather than the universities, which originally held the major rare book collections in New Zealand, with the W.H. Reed and Grey collections.

Fuller details on special collections are available on the web sites of the individual university libraries. These are given at the end of the article.

Role of University Libraries Supporting Teaching and Learning

The vast majority (84.5 %) of New Zealand university students are undergraduate, and since the early 1990s this sector have grown exponentially. Whereas the New Zealand population has increased by 35% between 1975 and 2013, student numbers have increased by 331%, from 42,132 in 1975 to 181,589 in 2012.

The students of today are very different to the students of the 1970s. They are no longer just the students from the “A” stream at secondary school. Nor are they all school leavers, as many are mature students who have returned to study from the workplace or from domestic responsibilities. This means for university libraries, that they need to support students with a much wider range of abilities and backgrounds than in the past, many who need to be reintroduced to study skills, not all of whom are computer literate, and many who are part-time with work or family commitments, meaning that time is very precious to them. Financial pressures mean that a large proportion engage in part-time work while studying. Extramural and flexible learning options can be very attractive to these students. Strong support from librarians has become even more essential if the library is to help them manage their time well, and for their study to have a successful outcome.

This is why librarians are increasingly offering information literacy classes, whilst at the same time making the library space less rarefied and intimidating. This is seen with initiatives such as a relaxation of food policies (in some places there is a café in, or adjacent to, the library). Group study areas and rooms reflect the change in pedagogies, so that a the library has a greater emphasis as a student learning space, with both noise tolerant and quiet zones, rather than just being a place where the collection is held on long rows of shelving. There has been a rapid development of information commons, which have banks of computers where students can search the catalogue and databases, find articles from journals or a relevant chapter in an e-book whilst also having the word processing and spread sheeting software on the same computer so they can complete their assignments. Adjacent to the information commons is often an information or help desk shared by both library and IT staff. Students place high demand on reserve material of recommended readings, and most libraries offer e-reserve

collections. Like all other library electronic services, these items can be accessed remotely from home over the computer network with appropriate authentication. Students can bring their own laptops and portable devices into the library and connect these to the university network, typically through wireless connections.

The profile of the undergraduate student is also changing, reflecting changes in New Zealand's population as a whole. Both Maori and Pasifika students are seen in increasing numbers as participation rates have improved. Maori participation rates have risen by 4% from 2009 to 2012 but are still 7% below the general participation rate. A number of libraries have developed special Maori and Pasifika librarian positions and services to assist these students. The percentage of students who are Asian has increased both for domestic students and international students. During the early 1990s there were 20% annual increases of the numbers of full-fee paying international students from Asia enrolled in New Zealand universities, which saw university libraries developing their support services to meet the needs of these students. As a group international students are still significant, and these students are usually highly motivated and highly successful.

Role of University Libraries Supporting Research

The government definition of a university is that it is research led and that its teaching is research informed. All academic staff are expected to be research active, and postgraduate students engage with research through their dissertation or thesis at masters or PhD level. The postgraduate students are often the heaviest users of library collections and services. Postgraduate student numbers have increased considerably over the past 40 years, and whereas there were 3893 postgraduate students in 1975 (9.2% of the total student population), this had risen to 28,238 in 2012 (15.5% of the total student population). Only changes in government policy towards postgraduate student loans have depressed what would otherwise have been an even larger increase.

Research needs put pressure on library collections, on requirements for specialist monographs, and on the requirement for indexing and citation tools, as well as for a wide range of serial subscriptions.

Library users doing in-depth research also require sophisticated reference and information assistance, and put pressure on interloan and document delivery services for material not held in the collections. Often this material needs to be obtained from overseas.

In a number of cases, libraries have developed what are called college liaison or faculty or subject librarian positions. These librarians focus directly on the information needs of postgraduate students and academic staff, offering research consultations and personalised assistance.

From the university's point of view, as government funding through student fees subsidies has declined as a proportion of the university income, revenue from research has increased. The Ministry of Research Science and Technology in 2006 noted that the University sector had contributed to 42% of the increase in the growth of research and development expenditure in New Zealand between 1994 and 2004, with an annual increase each year of 10%. The University sector's share of New Zealand research and development expenditure was about 33% in 2012, and represented an expenditure of over \$836 million (Statistics New Zealand,

2013). So the universities are very significant players, and their expectation is that the university library will support the information needs of these researchers.

The other aspect of research is the Performance Based Research Fund (PBRF), which is a growing portion of the funding to the universities from the government, and is based on assessment of research performance of individual academic staff at each university. This performance was first measured in 2003, there was a partial round in 2006, and then another full round in 2011. Because of its effect on funding and on reputation, the universities take the results of these reviews very seriously. and the library's focus on the information needs of researchers is again a reflection of this. International rankings schema such as Times Higher Education rankings and the Shanghai Jiao Tong rankings are also very influential on reputation and on attracting students (including post-graduate students) from overseas.

Government Policy

Government policy has a major effect on the shaping of the university system, and consequently has implications for the libraries of these institutions. In 2002, a new series of statements were issued by the Government (Ministry of Education, 2004; New Zealand Performance-Based Research Fund Working Group, Ministry of Education & Transition Tertiary Education Commission, 2002). These set six strategic priorities:

1. Strengthen system capability and quality
2. Contribute to the achievement of Maori development aspirations
3. Raise foundation skills so that all people can participate in our knowledge society
4. Develop the generic and specialist skills New Zealanders need for our knowledge society
5. Educate for Pacific peoples' inclusion and development
6. Strengthen research, knowledge, creation and uptake in our knowledge society

The university libraries responded by commissioning Helen Renwick to write a report (which became colloquially known as The Big Picture) (Renwick, 2002), concerning how the libraries could respond to these new government directions.

Renwick's report made 33 recommendations, grouped around the areas of consortium, the sharing of a library management system, and joint collection development. The LCONZ Consortium which purchased the Voyager library management system for AUT, Waikato, Victoria and Otago university libraries was one outcome. Another was the ULANZ (University Library Aotearoa New Zealand) scheme for face-to-face reciprocal borrowing between seven of the university libraries (Auckland has stayed outside this scheme). A joint tender for the purchase of monographs was yet another outcome. Other recommendations, including a National Store for low-use research material, have developed into a distributed model, albeit with one centralised database of holdings. Renwick's report was very influential and has set the agenda for several years to come. The Tertiary Education Commission's report Collaborating for Efficiency: Report of the Library Services Sub-Group in April 2003 also drew very heavily on Renwick's report.

As this chapter is being written, further tertiary reforms are under way. Many of these relate to funding (with more predictable triennial (three-year) budget cycles), and with greater government involvement in the programmes and courses offered in the tertiary sector to reduce duplication and to identify priorities for new developments. There will be greater

differentiation of types of institutions within the tertiary sector (universities, polytechnics and private providers), with the university role in research and advanced degrees having an even stronger emphasis. All of these will have an impact of the collections of the university libraries and the services they offer.

The government announcement from the TEC, the Tertiary Education Strategy 2014- 2019 (Ministry of Education, 2014b) reveals an emphasis with a strong priority for ICT, engineering, science and agriculture, and tertiary institutions' programmes having a strong focus on the labour market.

The government has set six priorities:

1. Delivery of skills for industry
2. Getting at risk young people into a career
3. Boosting achievement of Maori and Pasifika (Ministry of Education, 2013; 2014a)
4. Improving adult literacy and numeracy
5. Strengthening research-based institutions
6. Growing international linkages.

The TEC wants more collaboration between the universities, which are to be “strong, internationally respected and competitive”, and for universities to increase their links with “international research organizations”. These will all have implications and challenges for university libraries.

Trends and Developments

A number of the trends, including the move to electronic collections, changes in library management structures, and the growth of information literacy teaching to embed information skills for student assignments, have already been described. This section touches only briefly on the current “hot topics”. It is important to keep up to date by looking at the [CONZUL website](#) (and its strategic plan), and the websites of the university libraries for the latest developments.

Digitisation

All university libraries have taken responsibility for digitising their own university PhD theses, and this has been done retrospectively. Several have also completed their master's theses. In many cases this also involved changing university regulations (through the academic board or senate) so that deposits of theses include both print and electronic versions.

The theses are made available publicly through an institutional repository available over the web. Most university libraries are using D-Space software, but E-prints is also being used. As at 2012, there were 27,916 items in the university institutional repositories, of which the bulk were theses, but some report paper series and pre-prints of articles and conference presentations individual academic staff were also included. There is work being undertaken at present to link library repositories with the database of academic staff publications held by university research offices. This has the potential to greatly expand the content of the library institutional repositories. One of the roles of universities is to make their research publicly available as a public good, unless there is a commercial contract for that research. There is clearly a need to share this research output: in 2012, there were over 3.8 million hits on the institutional repositories of New Zealand universities.

A number of the university libraries are embarking on other major digitisation projects, for which the University of Auckland Library is leading the way. One of these projects was to digitise early New Zealand imprints, which are no longer covered by copyright (although look and see who owns the electronic copyright). Some [300 volumes](#) have now been digitised. For rare and fragile items, this is an excellent way to make such books available and it demonstrates in a very practical way the great benefits of digitisation.

Some university libraries have also established e-reserve to supplement or replace the traditional print closed reserve. There are copyright issues involved, and the issues can be quite complex. It is also worth noting that there are plans to review the New Zealand Copyright Act 1994, with a view to making it more responsive to the new digital environment.

Quality assessment

How do the university libraries know whether they are doing a good job? There are periodic surveys of students at most campuses, and the Academic Audit Unit of the NZVCC does include some library aspects in its cycles of audits. Often the library is commended by the Audit Office.

However, there is a feeling that the university librarians wanted something more specific. Most of the university libraries have now completed the Insync survey of customer satisfaction, and the advantage of this survey, from a commercial firm, is that it enables libraries to benchmark their services with colleagues and also with similar libraries in New Zealand and Australia. An alternative, LibQual, from the Association of Research Libraries (ARL) has also appeared, and at least two New Zealand university libraries have tried this alternative.

CONZUL has also developed a set of KPIs (key performance indicators) and reports on these annually. They are not publicly available from the CONZUL website after 2010, but include such data as expenditure on collections by EFT student, and expenditure on the library as a percentage of total university expenditure.

Storage

As libraries move to electronic collections, and as space pressures increase, there has been a need to rationalise use of space in libraries for collections. This has been compounded by the need to free up space in libraries for students to learn and study in different ways (sometimes called 'learning commons'). CONZUL has been very successful in firstly rationalising print indexes and then print serials. Print indexes, where an electronic version is also held, have been rationalised, with one print copy being kept for the country, with each university library taking responsibility for specific titles. The National Library has also been included in this exercise. The experience since has shown that the print indexes are very rarely used and currently CONZUL is looking at deaccessioning the remaining print index copy. Meanwhile the space saving in individual libraries for such long runs of print indexes as Biological Abstracts and Chemical Abstracts, has been significant.

The second step has been to rationalise print serials collections where the electronic version is held. This work has been very much led by Helen Renwick of the University of Auckland Library and has been very significant for space savings. Whereas serials rationalisation attempts have often foundered overseas, in New Zealand, maybe in part because of its small size, this has worked well. There is one database of the last print copy ("CONZUL storage" on Te Puna), and copies are held by distributed storage across New Zealand through a commercial supplier. All costs are shared across the eight university libraries, as all benefit from the space savings. Titles transferred to CONZUL Storage are continuing to grow, with

some 182,435 volumes held already - these no longer need to be held by individual libraries. All libraries have contributed volumes to individual titles to make the holdings of that title as complete as possible.

CONZUL has also looked at a similar scheme for books. However, there is a mix of opinion about this, as title checking would be intense and the shelf savings less obvious (one volume as compared to the whole run of a serial). In addition, whereas the feeling is that print serials may be held only for a period before there is confidence in electronic holdings as a long term solution (with [Portico](#) and [CLOCKSS](#) as back up if a publisher were to fail), book storage would probably need to be for the long term.

Changes in scholarly communication

The electronic information revolution has also brought other consequences. One has been the open access movement's challenge to traditional academic publishers, who have been viewed as costly and expensive. With OAI ([Open Archives Initiative](#)) compliance, it is possible to publish locally or in an alternative digital form, and to share the result of research. SPARC ([Scholarly Publishing and Academic Resources Coalition](#)), a world-wide initiative, has established rival journals to try and challenge some of the very expensive journals. CONZUL is a member of SPARC. SPARC has been largely successful, although only on a modest scale. Organic Letters, a new journal which SPARC promoted through the American Chemical Society, was one-third the price of its commercial rival and within two years received a higher citation ranking.

One of the other challenges to the traditional publishers has been the rise of institutional repositories, where each university hosts its scholarly output locally, but it is searchable remotely. Google also harvests these sites which increases their visibility.

The other change in scholarly communication is the discussion about e-research, with powerful grids connecting data on supercomputers and exploiting the capabilities of the new generation of internet. While this may seem at one remove from libraries, it will undoubtedly have consequences for the way scholars will conduct their research in the future. There is also a clear role for the library, as part of a partnership with the research office and the information technology services of their university. Library expertise derives from its strong relationship with academic staff and postgraduate students, and in the areas of teaching good data management practices, and the use of metadata for access and retrieval (another name for cataloguing skills!).

Alliances

The key relationship for the New Zealand universities and CONZUL is with the Australian universities through CAUL ([Council of Australian University Librarians](#)). Electronic resources are purchased through the CEIRC ([Council of Australian University Librarians Electronic Information Resources Committee](#)) consortium. There are eight universities in New Zealand and combined with the forty in Australia, this arrangement greatly enhances buying power and ability to strike favourable deals with vendors. This trans-Tasman relationship can only grow in value.

[ULANZ](#) is a reciprocal scheme agreed to by CONZUL and CAUL which allows Australian and New Zealand students living in each other's countries to have face-to-face borrowing and

access rights to any local university library. The University of Auckland is not a member of this scheme.

The New Zealand university librarians attend the twice yearly meetings of CAUL (as non-voting members but with full speaking rights), and contribute as members to most of the CAUL working groups, except copyright, as Australian copyright differs from New Zealand copyright legislation.

There are links with IATUL ([International Association of Technological University Libraries](#)) which has a strong Australasian membership component, and with IFLA. There is much looser (but welcoming) connection with CARL ([Canadian Association of Research Libraries](#)) and SCONUL ([Society of College, National and University Libraries](#) (UK)).

Working in a University Library

University libraries offer librarians a wide range of job opportunities and some of these roles have been touched on under the section "Management of university libraries". The scale of operations in a university library allows specialisation and expertise in many professional roles, as well as the more generalist experience, in a branch or subject library. The basic criterion is a library qualification, and a degree in a subject other than library studies is a distinct advantage. Staff can be involved in leading edge digital initiatives or with the traditional print collections, which are still highly valued. Training and support are available in-house, with a commitment to the ongoing professional development of the staff. University libraries are an exciting and fulfilling place to work.

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Websites of the New Zealand university libraries

[University of Auckland Libraries and Learning Services](#)

[AUT University Library](#)

[University of Waikato Library](#)

[Massey University Library](#)

[Victoria University of Wellington Library](#)

[University of Canterbury Library](#)

[Lincoln University Library Teaching and Learning](#)

[University of Otago Library](#)

Note that all New Zealand university library statistics quoted in this chapter can be found on the CAUL ([Council of Australian University Librarians](#)) website. At the time of writing, the 2012 statistics were the most recent publicly available, which is why they have been used. Prior to 2010, they can also be found on the [University Library Statistics](#) page of the Universities New Zealand website. References to these sources have been kept to a minimum for ease of reading.

Institute of Technology and Polytechnic Libraries

By Jane Arlidge

What is an ITP and What Role, Purpose and Aims Do the Libraries Have?

To understand ITP libraries, it is necessary to understand the institutions in which they exist. The Education Act 1989 states that a polytechnic:

is characterised by a wide diversity of continuing education, including vocational training, that contributes to the maintenance, advancement, and dissemination of knowledge and expertise and promotes community learning, and by research, particularly applied and technological research, that aids development. (S 162(4)b)

The Tertiary Education Commission (2012) describes institutes of technology and polytechnics (ITPs) as key providers of vocational education in New Zealand. The Government expects ITPs to enable students (including students with low literacy, language and numeracy skills) to complete relevant qualifications that meet industry needs and/or lead to higher levels of learning. Core roles and expectations of ITPs are outlined in Table 2 (Tertiary Education Commission, 2012 p.36):

Table 2: Core roles and expectations of ITPs

Core roles	Government expectations
Deliver vocational education that provides skills for employment	Enable a wide range of students to complete industry-relevant certificate, diploma and applied degree qualifications
Undertake applied research that supports vocational learning and technology transfer	Enable local access to appropriate tertiary education
Assist progression to higher levels of learning or work through foundation education	Support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning
	Work with industry to ensure that vocational learning meets industry needs

There are 18 institutes of technology and polytechnics (ITPs) in New Zealand spread from Invercargill to Whangarei (they are listed [here](#)). The ITPs are diverse in terms of their size of operation, location and the breadth of their educational expertise. ITPs focus on delivering vocational education and undertaking applied research to support vocational learning. They deliver programmes across the range of the New Zealand Qualifications Framework from certificates and diplomas to degrees and postgraduate study, including masters degrees and PhDs. ITPs are also involved in intensive literacy and numeracy provision, adult and community education, Youth Guarantee, Trades Academies, and the performance based research fund (PBRF). While many ITPs provide programmes and resources online, the Open Polytechnic is a specialist provider of distance education.

ITP libraries also vary hugely in their staffing and the services they provide. All libraries provide collections (both physical and online), web-based services, information literacy, lending services, ICT support, and equipment loan. Some libraries are also delivering integrated student learning support, and embedded librarians.

The [ITP library managers](#) have maintained a very strong community of practice, and work collaboratively where they can to provide a range of library and learning services to meet the needs of their students and staff.

You can read more detailed case studies of three ITP libraries in Appendix 1:

Bay of Plenty Polytechnic Library, Tauranga

The Bill Robertson Library, Dunedin

NorthTec Library, Whangarei.

History

Formal technical education has been offered in New Zealand since the 1880s, initially as night classes. Then day or evening classes became possible with the introduction of technical high schools, which concentrated on technical education in four main areas – industrial, commercial, agricultural and domestic. In the 1950s, when Department of Education policy changed, the decision was made to transfer technical education from schools to the tertiary sector. The first technical institute offering technical training at tertiary level was opened in 1960.

After 1974 technical libraries were also financed directly by the Department of Education. A report to the department in 1975 was 'highly critical of the inadequate supply of books and periodicals in the libraries'. Six Technical institutes, often short of resources themselves, had failed to provide the money libraries required to purchase basic initial stock for new courses, and, even though the Department of Education set minimum standards for library stock in 1974, years of underfunding could not be redressed easily.

The 1960s to 1980s were a period of rapid expansion in student numbers and growth in technical education institutions – which called themselves technical institutes, community colleges, or polytechnics. After 1987 a majority decided to adopt the term polytechnic, although in the 1990s a number changed in favour of institute of technology.

In 1987 the government undertook a major review of the tertiary sector, led by Professor Gary Hawke. The government adopted a number of the recommendations in his report, through its policies of Learning for Life and Learning for Life 2 and in the Education Act 1989. The new Act reduced the Department of Education's very tight control over the operation of polytechnics.

The sector has undergone significant change since the establishment of a Tertiary Education Advisory Commission in 2000. It was created to respond to the government's desire to rebuild New Zealand's tertiary education system to meet the needs of the knowledge society. The resulting vision of a more cooperative and collaborative tertiary education sector has seen the number of ITPs reduce from 25 in 1999, to 18 in 2014 as a result of closures, mergers, and a change to university status for Auckland Institute of Technology.

Strategic alliances have been popular in the sector since the early 2000s and the Tertiary Accord of New Zealand ([TANZ](#)) and the [Metro Group](#) are two important alliances that are currently active. TANZ was launched in 2000 and now has seven member institutions. The Metro Group includes the six large metropolitan ITPs.

Governance

Polytechnics are independent institutions funded largely by the Tertiary Education Commission, and governed by councils of 8 members, with 4 members appointed by the Tertiary Education Skills and Employment Minister and 4 members appointed by the council in accordance with its statutes. ITPs are guided by the Tertiary Education Strategy which outlines the government's direction for tertiary education during a 4 year period. The TES 2015-2019 is based on a move to an investment approach to create a world-leading tertiary education system that is characterised by:

- an increased proportion of the population with a tertiary qualification
- higher-quality and more relevant research
- more responsiveness to the needs of employers and learners.

Funding

ITPs are funded by TEC through a number of mechanisms and through student fees. Libraries are usually treated as a cost centre, and not required to make a contribution to the income of the organisation. Additional income is achieved within ITPs through research grants, community partnerships, and international student fees. Libraries may also achieve income through contracts for service with external partners (e.g. private training establishments (PTEs) or wānanga) and membership fees.

In the last few years funding to the ITP sector has reduced, and as a result, library resource and staffing budgets have either remained static, or declined. Exceptions to this situation occur when ITPs are able to achieve high level of international student fee income.

ITP libraries negotiate budgets as part of the organisation's annual budget process. Usually budgets are split into operating, staffing and capital expenditure. There is significant variation in the way libraries manage their collection spend, with some libraries distributing costs to programme areas, and some covering all resourcing from a central budget. The polytechnic libraries with the largest budgets, collections and staff are usually those in institutions with the most students. Christchurch, The Open Polytechnic, Manukau, Otago, Unitec and Waikato have annual budgets of over \$1 million. Funding for ITP libraries is unfortunately reducing due to changing funding models within the sector, and collections of print resources are being reduced and replaced by online journal and book resources. There is an increasing emphasis within the sector on cost-savings, and efficiencies through a TEC led benchmarking programme. Evidence-based decision making and an ability to demonstrate return on investment, i.e. what value does the library add to student achievement and outcomes, is increasingly asked of libraries within the sector.

Standards and quality assurance

The New Zealand Qualifications Authority (NZQA) is responsible for setting and monitoring standards for ITPs. This includes approving courses of study and training, approving degree courses and for accrediting institutions to provide those courses. The degree approval and accreditation has had a major influence on polytechnic libraries, as one of the criteria for granting an institution approval to offer a higher level qualification is the ability of the institution's library to support the programme. ITP libraries provide information about information resource requirements for the development of the programme approval documentation, and are often involved in accreditation panel site visits to demonstrate the way library services and collections are able to support the teaching and learning needs of the programme.

NZQA also leads the quality assurance process for ITPs. This process requires ITPs to engage in an organisational self-assessment process with an external evaluation and review (EER) every four years. Libraries can be reviewed during this evaluation as one of the key focus areas. The EER process generates a report which makes quality judgments about the organisation's capability in educational performance and their capability in self-assessment. Libraries at [Manukau Institute of Technology](#) and [Whitireia](#) were focus areas in their EER process in 2010.

A library's role within the wider organisation

The library manager is usually responsible to a senior member of the institution's management team. A polytechnic's financial year runs from January to December, so annual business plans and budgets are usually prepared around August and submitted to the appropriate funding committee in the institution.

Many library managers are on their institution's academic board and research committee or other committees connected with the academic functions of the institution. As well as being responsible for managing library services, a library manager may be expected to advise the institution on other areas in which they have expertise, including copyright, information and knowledge management and records management.

A number of library managers are now involved in managing a broader suite of student support services, which strengthens the connection between library services and academic and learning processes. There is also a convergence of services offered from library buildings.

In the past 10 years a number of ITPs have built or extended library buildings with many now encompassing spaces for cafes, learning and teaching, student support services, information commons, wi-fi, computing and other technologies and ICT support for users. Unitec completed a joint library with Waitakere City Council in 2006, showing that collaboration can work across sectors, and provide improved facilities to a broader audience than just students and staff of ITPs. WINTEC radically redesigned their [City Campus Library](#) in 2007 and now occupy a much smaller collections space, with a large information learning commons and social learning spaces in the award-winning Gallagher Hub.

UCOL completed a [learning hub](#) in 2000 shown below which includes computer stations and wireless internet access to aid students in their learning. Students can relax and study between classes in an open lounge-style environment.

[Bay of Plenty Polytechnic](#) underwent a major upgrade to the library facilities in 2012 and now has a completely new integrated learning service model.

Users/Clients

ITP Libraries offer services to all staff and students within their organisations and often provide access through membership to members of the wider community.

Polytechnics and Institutes of Technology deliver courses from NZQA level 2 through to degree and postgraduate study programmes. This means that libraries are required to support a range of students from 16 year old students undertaking youth guarantees funded programmes through to adults studying at all levels.

Academic staff are also important users of the libraries and their services and are supported with research, curriculum development, information requests and information literacy and training.

Overview of Services

ITP libraries provide a range of library, technology, and integrated student services. These include book and equipment lending, distance library services, printing, reserves, interlibrary loan, information assistance and instruction, online resources, e-books, access to computers and other technologies.

Traditional services of issuing and returning physical information resources and technical equipment, and providing study space, remain a large component of a library's service. In the past five years, libraries have seen increasing use of unmediated online journal and e-book resources which has resulted in a reduction in issues the number of people visiting and using library print collections. Web-based services include a range of online services via the library's catalogue, webpages or the organisation's virtual learning environment. These services include online requests, renewals, access to full-text subscription journal databases, open education resources via the web, and web-based information support, i.e. online information services, video tutorials and skype, txt or email request services. As a result, users can access almost all the library services they need in a variety of ways - online, by phone, email or in-person.

Teaching information, academic and digital literacies, is increasingly regarded as an important part of a library's service, in addition to the traditional and technical help desk services of many libraries. Library staff teach classes and tutorials in information skills, and may teach within other programmes, as well as dealing with a steady demand from students seeking assistance with using online resources and technology.

Libraries are working hard to integrate library services and resources into teaching and learning spaces, particularly as a component of web-based learning management systems. Librarians may curate resources for inclusion within the course materials online, and participate in discussion forums and blogs in these learning spaces.

Library websites and virtual learning environments are increasing in importance as access points for library services independent of time and place. This is essential to support changing patterns of study, in which many of a library's users do not ever visit the physical library building. Libraries are also exploring virtual reference services, which enable library users to chat with a librarian in real time to assist them with searching for and locating resources online.

Services to Māori

Services to Māori are managed in different ways across the libraries in the sector. NorthTec has a Māori Services librarian whose role is to manage the Māori collection, and to enhance services to Māori students and staff through liaison activity and programmes.

ITPs provide support to Māori students in a range of ways with units to support Māori students e.g. Te Whare Awhina at WELTEC which operates on the principles of Manaakitanga and

Awhina to guide it and offers: study groups, advice, Tamaiti Whangai mentoring support, academic assistance, and cultural and personal development and support.

Libraries work closely with Māori academic staff and support units to connect with and provide the services required to ensure Māori student success. Some libraries maintain a separate Māori collection to demonstrate they are committed to the principles of the Treaty of Waitangi and recognise that information is a taonga.

Collections

Libraries provide access to a range of resources including items that are owned (books, print journals, some e-books, DVDs, etc) and many items that are accessible via either subscription or online short term loan. ITP libraries also have specialist collections which may be digital or print, including high-demand resources, exam papers.

Many ITP libraries now have integrated collections which include books, DVDs and sound recordings, journals and other resources rather than separating resources by format.

Books

The proportion of owned items is changing the nature of library collections. For many ITP libraries the nature of resource provision has changed significantly in the last few years. Libraries are providing access to a huge number (thousands) of e-book titles via a patron-driven acquisition model where titles are only purchased after selection by students or staff. This means that the number of print/e-book titles purchased and owned by a library is reducing. This is an extremely cost-effective method of providing access to a broad range of titles which reduces the risk of purchasing items that are not used.

Journals

ITP Libraries continue to hold a small collection of print journals, but for most these collections are continuing to decrease in size as more and more journals and articles are available online through subscriptions or as open resources on the web.

Most libraries now provide most journal content through online services. These journals include full-text titles in large aggregated databases such as those provided through ProQuest, EBSCO, Gale and Elsevier, and individual e-journals. As [open educational resources](#) gain popularity libraries are able to access a significant proportion of resources freely on the web.

Equipment

Most ITP Libraries lend a range of computer equipment including iPads and other tablets, laptops, and e-readers.

Staff Roles, Responsibilities and Skills

ITP Libraries have been through a round of reviews, restructures and service redesign in the recent past. Library staff numbers have reduced in the previous 5 years and there is no sign that this trend will change in the near future. Major reviews of library staffing, structures and services have occurred recently at Eastern Institute of Technology to align services better as part of a merger with Tairāwhiti in 2011, Bay of Plenty Polytechnic aligned and integrated library and student learning services in 2011, and Unitec is currently in the process of

consulting on a review of library staff roles as the first stage in a reconceptualising student services initiative aiming for changes to be in place by 2017.

Convergence of student services is already underway in many ITPs and this has led to the development of multi-skilled teams of staff working within libraries, with the role being to support the needs of learners in the areas of information, technology, learning, careers, financial, disability and social issues. All staff working in this environment need high level technical skills to enable them to work effectively with computer hardware and software, mobile devices, virtual learning environments and an increasing range of online resources and tools.

In some ITPs, library staff have been working very closely with flexible and online learning units to support the development and curation of resources for online and flexible learning. This requires skills in working with new technologies for teaching and learning including web-based conferencing and online communication tools, a range of mobile apps, blogs, wikis, video creation and editing tools, and virtual learning environments. Those who are recruiting staff tend to look for strong customer service experience, evidence of study at a tertiary level, and strong technical skills, critical thinking and problem solving skills and an understanding of the needs of students.

Not all staff recruited for positions within the ITP library sector are expected to have library qualifications, however, professional positions usually need a degree and library experience.

See Appendix 2 for a discussion of the use of student rovers to provide peer support to students in the Unitec Library in Auckland. This is the text of a presentation given at a conference (Van Leeuwen & Skilton, 2013).

Current and Future Issues/Trends

Self-assessment and evaluation

There is an ongoing trend in the tertiary education sector for whole of organisation self-assessment and evaluation as the foundation of our quality assurance processes. This includes the need for the evidence based decision making. Libraries are driven to prove the value of library services/ resources for students and stakeholders. Libraries are more interested in being able to prove a return on investment to show the value of the library service in enhancing student outcomes. Libraries undertake to gather regular feedback from library users, to set service standards for clients, service agreements with suppliers, and to measure performance against identified standards and NZQAs key evaluation questions.

Online learning spaces

ITP Libraries are increasingly active in online learning spaces, and in some organisations are close collaborators on development of curriculum and learning activities to support this activity.

Convergence of services

Convergence of student focused services in ITPs is happening throughout the sector, although there are still some libraries which operate as a separate service. Libraries are no longer just places to study, collections of information resources, and computer facilities. A comprehensive student services is now offered from many ITP libraries. These services include but are not limited to:

- learning and pastoral support,
- computing and technical support,
- equipment loans (laptops, tablets, e-readers).

UCOL has a Student Experience Team which provides guidance and support to UCOL students across a number of learning services including the academic support and library functions within the Learning Hub. The intent of this activity is to assist students to improve their chances of success in UCOL programmes.

Collaboration

Collaboration across the ITP sector, and within the library managers' community of practice is likely to increase as funding reduces and efficiencies are required. A number of the collaborative initiatives across the polytechnic sector support the more vulnerable organisations in service and resource provision. These initiatives range from shared resources and services, combined training and best practice operations. It is hoped that the benefits of collaboration - reduction of competition, duplication of effort and resources, implementation of best practice at high level, seamless access across systems, financial benefits through greater negotiating ability – are recognised and developed to the benefit of all institutions involved.

Innovation

It will be interesting to see how the ITP libraries continue in their innovative ways to remain integral to the support of teaching and learning for students in this new wave of reforms in the tertiary sector. It seems likely that collaboration with other Tertiary Education Organisations will continue to support the provision of excellent library and information services relevant to students and staff of ITPs. A key strategy for ITP libraries in the future will be to seek opportunities to work in partnership with other Tertiary Education libraries, flexible and e-learning teams, community organisations and Local Government. ITP libraries continue to play an important role in supporting students to succeed in their learning.

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Wānanga Libraries

By Mereana Coleman and Greg Marshall

Introduction

Ngā mihi o te wā ki a koutou katoa. Mā te Atua tātou katoa e tiaki ē manaaki I ngā rā e tū mai nei. Tēnā koutou katoa.

The increased participation of Māori studying at a tertiary level in Aotearoa New Zealand can be attributed to the establishment of wānanga. Wānanga are tertiary education institutions established out of a desire to improve education outcomes for Māori people. They are publicly funded institutions and meet a need within the national education system for progression from kohanga reo, kura kaupapa Māori, and wharekura through to a tertiary level. Library resources and services to support programmes delivered at wānanga are a requirement of the New Zealand Qualifications Authority (NZQA) accreditation process. The wānanga library managers are responsible for advising the accreditation panel on how the library collections and services will provide the necessary resources to assist students in their educational endeavours, and to ensure that lecturers have the necessary resources to deliver their programmes.

Wānanga libraries provide a different approach to library resources and services, an approach based on a kaupapa Māori framework that provides improved access to Māori information and increased responsiveness to Māori users. Library users are not faced with the sorts of barriers experienced sometimes in mainstream libraries that have been documented in the report *Te Ara Tika: Guiding Voices: Māori Opinion on Libraries and Information Needs* (Szekely, 1997). Barriers noted in this report include: inappropriate subject headings; a lack of Māori staff; a lack of Māori resources; a lack of librarians who can converse in te reo Māori; a lack of librarians knowledgeable about Māori resources contained within their collections; a lack of knowledge by non-Māori librarians of the cultural needs of Māori; cultural isolation and unwelcoming buildings. These barriers are not issues within wānanga libraries.

Many librarians and information professionals have not had the opportunity to experience wānanga libraries so it is envisaged that this chapter provide an overview of the services and activities of wānanga libraries.

What is a Wānanga?

There are three institutions designated as wānanga under the Education Amendment Act 1989: [Te Wānanga o Raukawa](#), [Te Wānanga o Aotearoa](#) and [Te Whare Wānanga o Awanuiārangi](#). Te Wānanga o Raukawa and Te Whare Wānanga o Awanuiārangi are iwi based wānanga, while Te Wānanga o Aotearoa has a main campus in Te Awamutu and smaller campuses throughout New Zealand.

Wānanga share many of the functions and requirements of other tertiary institutions such as polytechnics and universities, but in addition they have unique features as stated in the Education Amendment Act 1990, 162 (4) (b) (iv):

A wānanga is characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding ahuatanga Māori (Maori tradition) according to tikanga Māori (Māori custom).

All three wānanga exemplify āhuatanga Māori and tikanga Māori, which refers to the way the Wānanga presents itself, the way services are provided, the look and the feel of the Wānanga environment, the way staff conduct themselves, and the learning environment provided for students, which is demonstrated by the commitment of wānanga to Māori education, to Māori people and to Māori culture (Mead, 2006).

Te Wānanga o Raukawa in Otaki was established by the three iwi, Ngati Raukawa, Ngati Toa and Te Ati Awa, commonly referred to as the ART Confederation. It initiated from a 25 year tribal development plan, Whakatupuranga Rua Mano: Generation 2000, in which an emphasis was placed on the need to close the gaps in educational accomplishments amongst the three iwi. The Raukawa Trustees, the body representing the ART Confederation established Te Wānanga o Raukawa in 1981. It was not until 1993 that it was officially recognised as a wānanga under the Act.

Te Wānanga o Aotearoa is headquartered in Te Awamutu. It has a long history of struggle in its endeavour to become a tertiary education institute. It was established in 1984, but it was not until 1993 that it was officially recognised and granted wānanga status by the Crown. One of the key strategies of Te Wānanga o Aotearoa is to facilitate whanau transformation through education. It provides access to tertiary education in six regions and from 144 sites throughout New Zealand to encourage students to study without leaving their tribal areas or places of residence. Te Wānanga o Aotearoa experienced growth from 2000 to 2004 and became the largest of the three wānanga offering Certificate to Masters programme offerings. It is the second largest tertiary provider in Aotearoa.

Te Whare Wānanga o Awanuiārangi is a 'house of higher learning' situated in Whakatane, Bay of Plenty. It was established by Ngāti Awa in 1992 and officially confirmed as a Wānanga in 1997. The name Awanuiārangi derives from a tupuna and is linked to the ancestral canoe Mataatua, which links all iwi and hapū within the Mataatua area. Tribal groups include Ngāti Awa, Te Whānau-ā-Apanui, Whakatōhea, Tūhoe, Ngāti Manawa, Ngāti Whare and Ngāi Te Rangi. Te Whare Wānanga o Awanuiārangi has regional campuses in Tāmaki Makaurau (Auckland), Te Tai Tokerau (Northland) and Rotorua.

The three wānanga chief executive officers regularly meet under the umbrella of Te Tauihu o Ngā Wānanga which is the co-ordinating structure for the wānanga sector, to ensure a cohesive approach within the sector. The challenge of wānanga is maintaining the unique characteristics of wānanga as they appropriately collaborate with other like-minded tertiary institutions.

History of Wānanga Libraries

[Te Whare Wānanga o Awanuiārangi Library](#) began in 1992 with a budget of \$10,000 and several boxes of donated books. It was not until 1995 that the commissioning of a new building, the extensive purchase of books began and a full-time librarian was employed. Te Whare Wānanga o Awanuiārangi has a main campus Library based in Whakatane which serves all students enrolled on a programme of study. There is a small library collection housed at the

Tāmaki Makaurau campus that is serviced by reception staff and a regional librarian based in Whakatane regularly visits both Tāmaki Makaurau and the Northland campuses. In December 2012 Te Whare Wānanga o Awanuiārangi opened their new Whakatane campus facilities. The purpose built spaces include a noho centre, information commons, lecture theatres, a high-tech media centre and a state-of-the-art Library. The combined information commons and Library enriches the total study experience through a high quality learning environment that supports the academic mission of Te Whare Wānanga o Awanuiārangi. Māori art works throughout the building in the form of whakairo (carvings), contemporary art pieces and photography provide a visually attractive learning and teaching environment.

[Te Wānanga o Raukawa](#) has a main campus library based in Otaki. In 1989 Whatarangi Winiata, CEO of Te Wānanga o Raukawa, approached the National Library for professional assistance to establish a library. The National Library responded by providing advisory and some financial assistance, and a substantial collection of books purchased from auction. A Library Committee was established in 1990 to setup a library and to develop a seeding collection. The Committee included Dylan Owen from the National Library, Hillary Wooding, the Kapiti Coast District Libraries Manager, Norma McCallum, a retired librarian, Kahukura Kemp, Turoa Royal, Whatarangi Winiata, Huia Winiata and Piripi Walker. Advisory assistance was also received from Horowhenua Libraries, Whitireia Polytechnic Library, and Kapiti Coast District Libraries. Although Te Wānanga o Raukawa was established in 1981, it was not until 1991 that a functioning library was established and a position for a librarian created. Academic programmes were not NZQA approved and accredited until 1993, so library responsibilities prior to this were shared amongst the administrative staff. Students utilised the public libraries, the National Library, the Alexander Turnbull Library, and resources within their homes, and they also received substantial assistance from kaumātua and pakeke as oral sources of information.

Library services and resources at [Te Wānanga o Aotearoa](#) were outsourced to The Open Polytechnic of New Zealand from 2000 to 2004. The Open Polytechnic provided library services for the two degree programmes offered at the wānanga, the Bachelor of Maori Performing Arts and the Bachelor of Tertiary Teaching. Staff and students were given access to the Open Polytechnic Library collections and services at the same level as The Open Polytechnic's own staff and students. Services included access to reference services, lending and borrowing, user education sessions, pre-paid postage for returns, email, fax and free phone services. The online databases were not available, due to the unavailability of remote access.

In 2001 at Te Wānanga o Aotearoa's request, library services were extended to other wānanga programmes. The library service provided for non-degree programmes was slightly different to that provided for degree programmes. The service was to supply staff and students with library resources on request, selected from extensive reading lists. Reference services were not available, but were not absolutely denied. Over the four year period the Open Polytechnic purchased extensively to support the wānanga programmes, and at the conclusion of the contract The Open Polytechnic gifted many of the books to Te Wānanga o Aotearoa to assist in the development of its own library collection. Development of a library at Te Wānanga o Aotearoa began in late 2002. In May 2003, library staff appointments were made at regional campuses and in subject areas. On 14 December 2004, Te Wānanga o Aotearoa officially opened its library in Glenview, Hamilton. In addition to its main campus library, Te Wānanga o Aotearoa has Northern, Waikato, Bay of Plenty, Central and Southern campus libraries each managed by a full-time librarian.

Teaching and Learning

Wānanga provide educational programs tailored specifically to meet the needs of Māori and delivered in a Māori environment that is comfortable and welcoming, where te reo Māori and tikanga Māori are incorporated in the learning experience. The use of indigenous epistemology and indigenous pedagogies creates a nurturing and holistic educational experience for our educational communities.

The breadth of learning provision provided by wānanga is expansive to ensure the needs of communities of interests are catered to. Programmes range from community-based to graduate programmes at Masters and Doctoral levels. Guided by Māori values the aim is to provide a holistic approach to education opportunities by overcoming barriers to learning and nurturing inclusive learning opportunities. While the programmes offered at wānanga may look similar to programmes offered by other tertiary institutions, there are major differences in content and delivery.

Programme content is underpinned by mātauranga Māori (Māori knowledge) through research that draws from Māori perceptions of knowledge. Programmes are delivered in both English and te reo Māori with progression towards total immersion in te reo Māori for selected programmes. This expectation also flows into selected masters and doctoral programmes.

In addition to the traditional mode of teaching kanohi ki te kanohi, or face to face, other teaching methods have been introduced at wānanga. Te Whare Wānanga o Awanuiārangi has high-tech facilities that offer the latest multi-media conferencing capabilities. This technology provides advanced tools for effective teaching and learning with classes been simultaneous taught across regional campuses. It also allows the capability to engage in international teaching with student cohorts in Hawaii, Alaska, Canada and Arizona.

Te Whare Wānanga o Awanuiārangi offers Marae Community Education programmes to iwi and hapū that provides an opportunity to strengthen iwi/hapū distinctive cultural heritage. Te Wānanga o Raukawa offer marae-based studies programmes, in which selected programmes from certificate to Masters level are delivered on the marae. Te Wānanga o Raukawa provides core library resources to marae that are undertaking marae-based studies. Noho marae are a component of delivery at all three wānanga, where students come together at designated times throughout the study year to engage in teaching and learning.

Te Pātaka Māramatanga services approximately 33,500 students and staff in over 100 programmes delivered by Te Wānanga o Aotearoa. Personal relationships, kanohi ki te kanohi and indigenous friendly spaces are an important part of our services in all six regions are important to our students. Mixed mode is utilised for full and part time programme delivery. The majority of our programmes including the masters programme is delivered via noho marae. Our goal to empower students and staff is reflected not only in the service ethic but in the range of print and electronic resources, virtual library services, social media, and the ongoing development of mātauranga Māori and indigenous resources. We want to provide contextualised educational spaces that support our indigenous demographic, articulated by the institutional strategic direction of 'whanau transformation through education'.

Library Users

Wānanga are Māori initiated institutions that provide tertiary education to anyone regardless of ethnicity. Wānanga are open to all students – Māori and non-Māori, however there is a target audience within iwi and hapū communities. Māori are the predominant group of people attending wānanga with Te Wānanga o Raukawa, Te Whare Wānanga o Awanuiārangi and Te Wānanga o Aotearoa continuing to report annually that 90+ percent of students identify as Māori (or indigenous). The student body in past years have represented mature adults, second chance learners, many whom left school with no formal qualification. The focus is now shifting to cater to all ages with a dual focus on reinforcing intergenerational learning and increasing the numbers of rangatahi (youth) attending wānanga.

First and foremost, wānanga libraries serve the academic community they represent. Entitled membership is given to staff, enrolled students and members of the governing body or Council of each wānanga. Access is provided to other libraries through the New Zealand Interloan System in accordance with inter-lending policies. Access is also available via reciprocal arrangements or memorandums of understanding with other institutions. Members of the public are welcome to use wānanga libraries for reference purposes. Te Whare Wānanga o Awanuiārangi have opened their library to approved members of the public who pay an annual membership fee for borrowing rights. Many of these users are past-students or students who are studying at other tertiary institutions, including wānanga, whom live locally.

While there are users who are well versed with using Library systems, there are many who require regular assistance and guidance. Librarians must be sensitive and respectful to user difficulties that may be displayed, such as information and computer illiteracy.

Māori Librarianship

Many of the accomplishments and achievements of wānanga libraries can be accredited to the dedication and enthusiasm of its librarians. Māori librarianship includes the provision of library resources and services by Māori, to Māori, with the primary goal of improving access to, and protection of, Māori knowledge and taonga. Staff profiles of those working in wānanga libraries is unique in that 100 percent of staff identify themselves as Māori and can speak te reo Māori to various degrees. Te reo Māori is the preferred language to be spoken on campuses. Library staff have a responsibility to encourage students to converse in Māori during library visits, and to conduct library orientation presentations in both English and te reo Maori.

Te Wānanga o Aotearoa Library have specialised library positions within its library structure, including the National Manager, Acquisitions / Librarian, Circulation Librarian, Interloans Librarian, Library Reference / Liaison Librarian, Serials Librarian, Technical Services Team Leader and Cataloguers, Electronic/ITSystems / IT Specialist and an Administrator. Subject and liaison portfolios are shared across all qualified staff. At Te Whare Wānanga o Awanuiārangi and Te Wānanga o Raukawa, limited staffing does not allow for specialised librarian positions. Staff are multi-skilled and work across all functions within the library, under the leadership and guidance of the Library Manager. This adds diversity to their work and builds their capacity within the library and information management profession. It also facilitates a smoother flow of information from point of acquisition to library user.

The Library Managers at the three wānanga upline is to Directors who report to the Chief Executive Officer. The title of 'Library Manager' is often interchangeable with the title of 'Librarian' because the role and responsibilities of the library manager covers all aspects of library and information management, from providing a basic library provision to the managerial responsibility at an institutional level. Other members of the library report directly to the library manager. There is no middle management structure within each Library with the exception at Te Wānanga o Aotearoa. Library managers hold a formal library qualification as do the librarians. Library assistants are actively completing studies towards a library and information management qualification.

Wānanga libraries are institutional members of the Library and Information Association of New Zealand Aotearoa (LIANZA) and library staff (who are eligible) are members of Te Rōpū Whakahau, the leading national body that represents Māori engaged in the Libraries and Information sector of Aotearoa New Zealand. Attendance at Te Rōpū Whakahau and LIANZA conferences contribute to the professional development of library staff.

Māori Collection Development

As in other tertiary institutions, the underlying philosophy of the collection development policies of wānanga libraries is to acquire resources that support the curriculum taught at each wānanga. There is also a special emphases and priority to acquire resources; that pertain to the tribal areas of each wānanga; which pertain to Māori people and Māori culture; and that are published in te reo Māori. One of the problems that wānanga libraries have encountered when building their collections is the availability of material, most of which is no longer in print. Personal copies donated from members of staff and the community and developing relationships with rare and second hand booksellers, to acquire out of print publications, have helped to overcome this problem. It is evident from the number of reprints and reproductions currently available, that publishers are also adhering to the demands of access to Māori material, by re-publishing out-of-print texts. Digitalisation projects have also helped to make this information once more available.

[The New Zealand Electronic Text Centre](#) offers a number of electronic texts pertaining to Māori, and the [University of Waikato Digital Library Project](#) offers [Niupepa Māori Newspapers](#), a collection of historic newspapers published in the Māori language. The University of Auckland offers the Journal of the Polynesian Society and the National Library of New Zealand has digitalised the [Te Ao Hou magazine](#) and the Appendices to the House of Representatives Journal. More recently is the availability of the Sir Donald McLean papers which contains over 100,000 digitised pages from the Alexander Turnbull Library's collections. These examples of electronic resources contribute to the Māori resource base available and are actively promoted within Wānanga libraries. Wānanga are also promoting other universities research repositories for digital full-text access to theses and dissertations. Digital repositories of Wānanga theses are not yet available but wānanga are progressing towards achieving this.

Electronic databases are available in wānanga libraries however the reality is that students are not accustomed to material in this format and they find online searching difficult. Many students also live in very rural locations where internet is not readily available. Content is also limited when searching for information on Māori topics. Orientation is provided on online database searching but they tend to be used only by the advanced library researcher.

A Screenrights Licence facilitates the collection development of television, radio broadcasts and cable programmes, for educational purposes. This is a lecturer resource that is substantially increasing the amount of indigenous and Māori resources available within wānanga library collections. eTV access is also available at each wānanga.

As each library develops its collections a conscious effort is made to select materials and formats that best suit and reflect the community that it serves. The selection of library resources is a joint responsibility of library and academic staff. Collection development policies and selection criteria are reviewed annually.

Funding and Financial Management

The main source of funding for each wānanga is government funding, as allocated through the Student Achievement Component (SAC) which subsidises the cost to students for tertiary education. The fund is measured on equivalent full-time students (EFTS) enrolled in approved courses. Students also pay set programme fees. There are no library fees as access to the library is part and parcel of tertiary study.

Te Whare Wānanga o Awanuiārangi and Te Wānanga o Aotearoa Library Managers submit an annual business plan for the Library which supports the Library's budget submission by setting out the Library's strategic directions and specific objectives for the year. In order to fulfil the mission of strengthening and enhancing teaching and research at the Wānanga, ambitious plans, goals and performance activities are developed that challenges the Library to be creative, innovative and responsive to its users' needs. The Library Manager is responsible for the capital and operational expenditure and has on-going management of the Library budget throughout the year, and works to agreed targets for expenditure levels at given times of the year.

Book purchases come from the capital expenditure allocation. There is no allocation set aside for each programme. The selection of library resources is a joint responsibility of library and academic staff. Selection is necessary to ensure a well-balanced collection that gives value for money. Suggestions are also accepted from Library users however the final decision as to whether the item is acquired remains with the Library Manager. An allocation is given to support the establishment costs of new programmes where current library holdings are inadequate.

Te Whare Wānanga o Awanuiārangi Library generates a small amount of income through membership fees and the sale of books. No fines are generated for overdue books but replacement costs are sought for non-return or lost books.

Library Services

Typical library services available within wānanga libraries include scanning, binding, laminating, photocopying facilities, stationary and book purchasing. Technology includes internet access and computer suites. Wānanga libraries must provide for various modes of delivery if they are to meet the requirements of NZQA. Technology is used favourably to facilitate access to library services and resources through wānanga library websites that allow students to access the OPAC and request items online. Links to other library documentation

to assist students and staff to locate resources and access to e-resources and online databases are also accessible via the library websites.

Other library services are similar to what you will find in other tertiary libraries, the potential difference, is in the delivery of those services. Wānanga libraries seek accomplishment over adversity through the strengthening of cultural responsiveness and accountability not only in the context of libraries and information services but for the progression of indigenous knowing and being by encouraging student engagement in Te Ao Māori, or Māori worldview, in wānanga as indigenous tertiary institutions. Tuakana Nepe articulated Maori worldview as the 'conceptualisation of Māori knowledge that has been developed through oral tradition. It is the process, by which the Māori mind receives, internalises, differentiates and formulates ideas and knowledge'.

Wānanga libraries provide a research and learning environment that embrace Māori values such as aroha, whanaungatanga, manaakitanga, kaitiakitanga, kotahitanga, whakapapa, te reo Māori, and ture. Collectively these values underpin library services, library policies and library practices.

Manaakitanga is the behaviour that acknowledges the mana (prestige) of others, through the expression of aroha, hospitality, generosity and mutual respect. Whanaungatanga is the practice that bonds and strengthens the kinship ties of a whānau. Wānanga librarians face greater challenges than just serving the informational needs of Māori users because some often require more than just typical library services. In the process of sourcing material for assignments, librarians are often asked to offer their interpretation of the assignment task. This is sometimes followed up with proof reading the first draft of an assignment followed by checking of bibliographies and reference lists to ensure they adhere to referencing standards. This is an example that exhibits expressions of manaakitanga and whanaungatanga.

There are no library charges or no fines generated for late returns because the economics of the community must be considered. At Te Whare Wānanga o Awanuiārangi Library a loan period of 1 month is given on the condition that the Library purchases multiple copies of required texts. The right of 2 consecutive renewals is available unless a borrower reserves the item. The concept of ture prevails here.

Library services maintain a 'kanohi ki te kanohi' philosophy of interaction regardless of location. Orientation is available throughout the year and where necessary Librarians travel to conduct Library orientation sessions at wānanga campuses and during noho marae. This allows for face to face contact and interaction with teaching staff and distance students. The concepts of kotahitanga and whanaungatanga are expressed.

Despite the increase of Māori material available in its various formats, frustration still exists amongst library users at the perceived lack of resources available. This could be attributed to the problematic issue of accessing Māori material because of the way in which it has been classified and described within a framework that is inappropriate, this framework being the Library of Congress Subject Headings. Wānanga libraries are committed to improving access to Māori material by assigning [Māori Subject Headings](#) when cataloguing material that fits within the criteria for which Māori Subject Headings can be applied. The concepts of Te reo Māori and whakapapa are exhibited.

Collections

Manuscript collections are being developed within wānanga libraries primarily as a result of Māori researchers and academics offering original research papers. Archives collections are also being developed with the primary goal of recording the development and history of wānanga. While the Archives collections are not a comprehensive records retention facility, a variety of records are sought and collected as being of permanent historical value.

Te Wānanga o Raukawa Library was gifted the Miria Simpson Collection, the Brian Lacey Collection and the Jonathan Dennis Collection which incorporates Māori focused material. It also holds the Bruce Carran Collection which includes the Appendices of the Journals of the House of Representatives and Halbury's Laws of England. Te Wānanga o Raukawa has the Father Fuohy Collection on permanent loan to the Library.

Wānanga libraries are successfully completing their holdings of Māori periodical titles as issues become available (particularly from libraries who are weeding periodical collections). Magazines include [Te Ao Hou](#), Tu Tangata Magazine, Pipiwharauoa, Pu Kaea, [Journal of the Polynesian Society](#) and other Māori tribal newspapers which are no longer in print. Māori land information resources are available in wānanga libraries and are a rich source of whakapapa. The Māori Land Court Minute Books, the Raupatu Document Bank, iwi tribal histories, whanau reunion books and Waitangi Tribunal reports to name a few.

Wānanga libraries are recognising the valuable resource in kaumātua and kuia (elders) as repositories of mātauranga Māori. Te Wānanga o Raukawa Library has recently been presented with recordings and documents from the Waitohu Oral History Project that includes interviews with local kaumātua from the Waitohu River area.

Te Whare Wānanga o Awanuiārangi has acquired the Evelyn Stokes Indigenous Book Collection, the Neil Grove Māori Book Collection, Sir Harawira Gardiner Collection, Lady June and Sir Hirini Mead Collection. All these collections are substantial containing a wealth of information pertaining to Māori and indigenous peoples of the world.

Wānanga libraries hold reports and other documentation that supports Waitangi Tribunal claims including the submissions and evidence of the Wānanga Capital Establishment claim. Te Whare Wānanga o Awanuiārangi holds a complete collection of documentation pertaining to the Fisheries claim and Te Wānanga o Raukawa has the complete set of the Freshwater Fisheries claim. These collections were gifted from Donna Hall a prominent Māori lawyer who was involved in the claims process. Te Whare Wānanga o Awanuiārangi has acquired additional Waitangi Tribunal reports and unpublished documentation from Charl Hirschfeld a public law specialist. Sir Hirini Mead is another contributor of Waitangi Tribunal papers. It is not a well-known fact but the wealth of information contained in Waitangi Tribunal research papers in the form of submissions, historical accounts and overviews is a valuable resource that is promoted in wānanga libraries, particularly to those studying at post-graduate level. Te Wānanga o Aotearoa has received the Te Arataki Manu Korero archive, a DVD collection of kaumātua sharing oral histories and reflections of Te Ao Maori. It has also been gifted the Cleve Barlow collection and part of the Bruce Biggs collection.

Wānanga library collections are developed to support the teaching, learning, research and creative work of wānanga. The delivery of information services to staff, students and the research community are enhanced by these special library collections that have been gifted to Wānanga.

Future Issues

Libraries have the potential to empower people by the provision of information so they can learn to learn. Wānanga libraries continue to focus on ways in which it can empower its users to become information literate in an increasingly important information and knowledge society. By continual support of teaching, learning and research by assisting library users to discover resources and develop the skills for independent and lifelong learning by engaging with library users through communication strategies, social websites, to make resources and services more visible, more used, and better attuned to user needs.

The face of libraries in general have changed as libraries are more interactive, open, incorporating large community spaces that include areas for teens, holiday programmes for kids, community classes, exhibitions etc. Library spaces need to be flexible to adapt to change, provide for various publication formats, provide access to computers and collaborative learning facilities. Te Wānanga o Raukawa are moving in this direction as they incorporate recreational areas for students in their library. Te Wānanga o Aotearoa is using technological literacy and innovations to support and expand research capacity and graduate employability in service delivery and with other wānanga always seeking to expand the mātauranga Māori, indigenous and e-services.

In the international arena wānanga libraries will ensure continual active participation in support of the International Indigenous Librarians Forum and other international forums. Participation is to encourage the inclusion of indigenous values and concepts in the decision-making consciousness of libraries and librarians around the world. Wānanga libraries are making a contribution to the realisation of this aim by providing a model of which other indigenous peoples can adapt and strive to achieve within their organisations.

Conclusion

In conclusion, the emergence of wānanga libraries provides opportunities for positive change in the library profession as it provides a different model of library provision grounded in Māori approaches to information. Wānanga libraries have taken advantage of the opportunities to contribute to initiatives and activities to achieve long and short term goals that relate to Māori in libraries and information management. Some of those goals that have been realised are: the provision of library services based on a kaupapa Māori framework; increased usage of Māori using libraries; improved management of Māori taonga and mātauranga Māori; collaboration, partnerships and relationships developed between libraries and Māori communities; increased accessibility to information on te ao Māori. Looking ahead we need to carry on, to continue to build repositories of information, to improve and build on successes whilst continuing to move forward. Library managers at each wānanga will continue to meet regularly and maintain a working relationship providing advice and support to each other. Collectively, they will ensure a library service is maintained that recognises and endorses mātauranga Māori, te reo Māori and tikanga Māori.

Glossary

Ahuatanga Maori = Māori Tradition

Aroha = Love

Hapū = Sub-tribe

Iwi = Tribe
Kaitiakitanga = Guardianship
Kaumatua = Elders
Kaupapa Māori = Māori Framework
Kotahitanga = Unity
Kuia = Elders
Mana = Prestige
Manaakitanga = Caring/Custodianship
Mātauranga Māori = Māori Knowledge
Pakeke = Elders
Pukengatanga = Scholarship
Rangatiratanga = Sovereignty
Taonga = Treasured Possessions
Tikanga Māori = Māori Custom
Tupuna = Ancestor
Ture = Law
Ukaipōtanga = Nurturing
Wānanga = School of Learning
Whakairo = Carvings
Whakapapa = Genealogy
Whakapono = Truth/Beliefs
Whānau = Family
Whanaungatanga = Relationships

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The National Library of New Zealand Te Puna Mātauranga o Aotearoa

By Wendy Macaskill

What is the National Library of New Zealand?

The National Library of New Zealand helps all New Zealanders access and use the collective knowledge of the nation. Its job is to:

- Collect: New Zealand's documentary taonga in words, sounds and pictures are collected, protected and accessible
- Connect: New Zealanders can easily access national and international resources through knowledge networks
- Co-create: New Zealanders working together to tune knowledge into value.

The National Library of New Zealand is open to one and all. You can find out more about the role of the library as defined in the [National Library of New Zealand \(Te Puna Mātauranga o Aotearoa\) Act \(2003\)](#).

There is a [video](#) which gives an overview of the National Library of New Zealand.

Alexander Turnbull Library

The [Alexander Turnbull Library](#) is a unique division of the National Library, responsible for collecting, managing, preserving and making available a national collection of documentary materials. This 'library within a library' is the focus of a number of specialist services. The Chief Librarian, Alexander Turnbull Library, is a member of the National Library Leadership Team. The Alexander Turnbull Library is based on the personal collections of Alexander Horsburgh Turnbull, a wealthy Wellington merchant who died in 1918. On his death, the Library was left to the Crown and, opening in 1920, became the nucleus of a national collection for New Zealand. The Library was housed in Turnbull's home in Bowen Street until 1972.

History

The first National Library Service was formed in 1945 by combining the Country Library Service and the School Library Service augmented by a core group of central services.

The National Library Act, passed in 1965, merged the National Library Services with the Alexander Turnbull Library collections and the General Assembly Library (now called the Parliamentary Library). Originally, the National Library was administered through the Department of Education. The General Assembly Library passed to the control of the Parliamentary Service Commission in 1985, but the National Library retained its legal deposit functions. In 1987 the National Library moved into its own specially designed building in Molesworth Street in Wellington. The Library also provides services to schools from several additional locations around the country including collection centres in Auckland, Palmerston North and Christchurch.

The National Library of New Zealand (Te Puna Mātauranga o Aotearoa) Act (2003) replaced the National Library Act of 1965, and confirmed the Crown's undertakings to preserve, protect, develop and make accessible the collections of the Alexander Turnbull Library forever.

In 2011 the National Library was integrated into the Department of Internal Affairs alongside Archives New Zealand. A [timeline](#) of the National Library's history is available on its website.

Governance

The National Library is part of the Information and Knowledge Services branch of the [Department of Internal Affairs](#).

As part of a government department, the Library is accountable to Parliament, and is under the responsibility of the minister responsible for the Department of Internal Affairs. Most of the funding for the Library is provided by Parliament through Vote Internal Affairs although a relatively small amount (around 10%) is obtained from user charges for services provided by the Library, such as Te Puna searching and cataloguing.

Two advisory bodies were established under the National Library Act 2003 to advise the National Librarian and the Minister with Responsibility for the National Library

LIAC

The Library and Information Advisory Commission Ngā Kaiwhakamarama i ngā Kohikohinga Kōrero ([LIAC](#)) provides advice to the Minister responsible for the National Library on:

- library and information issues in New Zealand, including mātauranga Māori (Māori knowledge), and access to library and information services
- the role of library and information services, including mātauranga Māori, in the culture and economic life of New Zealand
- any other matters requested by the Minister.

Guardians Kaitiaki

The [Guardians Kaitiaki](#) of the Alexander Turnbull Library provide assurance to the people of New Zealand that the Turnbull collections are held in perpetuity, that they are provided with suitable and separate accommodation, preserved, protected, developed and made accessible, and that the services of the Alexander Turnbull Library as a research library are maintained.

Users/Clients and Services

The National Library of New Zealand is a library for all New Zealanders. Five identified major user groups are identified on the website: librarians, researchers, publishers and authors, schools and businesses.

Services for librarians

The services for [librarians](#) include:

Te Puna services: This is a [collection of online tools and services](#) created with the help of New Zealand librarians to support daily tasks of searching, cataloguing, sharing resources and managing collections. These services are built around the National Union Catalogue (NUC) , a collaboration between New Zealand libraries and the National Library.

- Te Puna Search, enables users to search a wide range of national and international databases
- Te Puna Cataloguing, provides tools and information for describing items in a library's collection or updating existing bibliographic or holdings records in the NUC
- Te Puna Interloan provides tools and information for sharing items between libraries.
-

APNK: The Aotearoa People's Network ([APNK](#)) provides through public libraries free and facilitated access for New Zealanders to the internet, digital tools and services, and the ability to be able to deposit content into community and digital archives.

EPIC: [EPIC](#) (Electronic Purchasing in Collaboration) is the national e-licensing initiative that makes a package of electronic resources available through libraries who are consortium members.

Kotui: The National Library provides New Zealand based support and administrative functions for [Kotui](#). Kotui is a shared service that provides New Zealand public libraries with an affordable, efficient option to help them manage their collections, and includes leading edge functionality for library users that would otherwise have been unaffordable to many councils.

Services for Researchers

The services for [researchers](#) include physical access and a number of access tools:

Physical access: Researchers who can visit the National Library in Wellington can use the General Collections in the General Reading Room and the Alexander Turnbull collections in the Katherine Mansfield Reading Room. Subject experts and research specialists are there to answer questions on how to look for resources and how to use them.

Material in the general collections is available to the public through inter-library loan from the user's local library. These materials are also available on-site for reference-only use.

The material in the heritage collections can generally be used only on-site. The collections are not available for borrowing, but heritage material can be used in Katherine Mansfield Reading Room. Copies of some items, such as microform copies of serials, newspapers, books, manuscripts, some oral history interviews and other unpublished sound recordings, may be available through inter-library lending.

Help for researchers unable to visit the Wellington building is provided through email and an 0800 number.

A number of [Research Guides](#) are available through the website.

The National Library of New Zealand Catalogue: The [National Library of New Zealand Catalogue](#) gives bibliographic access to the Library's collections of published material, both heritage and current use.

Index New Zealand (INNZ): [Index New Zealand](#) is a searchable database that contains abstracts and descriptions of articles from about 1000 journals and selected newspapers of New Zealand. Around 3000 records are added monthly from 460 current titles. Where possible a link to the full text of the article is provided. Where there is no online access to articles, most of the journals and newspapers indexed can be either seen at other libraries around the

country, or the National Library. School students or teachers can request articles from the Library.

TAPUHI: TAPUHI provides bibliographic access to the unpublished collections of the Alexander Turnbull Library. This database contains descriptions of materials in the Manuscripts and Archives Collection, pictorial collections and Oral History Centre. Researchers have to visit the National Library in Wellington to use the original material. [Rev. ed. note: [TAPUHI ceased in 2015.](#)]

Papers Past: [Papers Past](#) contains digital, searchable full-text images from New Zealand newspapers and periodicals published between 1839 and 1945. It covers 90 titles from throughout New Zealand, with more being added as time goes on.

Services for publishers and authors

Services for [publishers and authors](#) include:

ISBNs, ISSN and ISMNs: Publishers and authors can request a unique [international identification number](#) (ISBNs for books, ISSN for serials, and ISMNs for music) for their publication through the National Library. International Standard numbers are worldwide identifiers for many kinds of publications that help publishers, suppliers, and libraries locate, order, and track published material.

CIP records: New Zealand publishers can apply for a CiP ([Cataloguing in Publication](#)) record to be prepared by National Library from information they supply. The library adds the record to Publications New Zealand, the New Zealand national bibliography, where it can alert libraries and booksellers to the publication's forthcoming release.

Legal Deposit: All publishers in New Zealand are required to [deposit](#) their publications with the National Librarian. Print publications are posted or brought to National Library with the required paperwork. Electronic publications are submitted through email or the Web Deposit Tool.

Services to Schools

The [Services for Schools](#) website is an access and delivery channel for the National Library's services to this sector. Services to Schools offers a range of services that support literacy, learning and school libraries in New Zealand schools. Its services to educators include [Curriculum Services](#), which lend over 1.5 million resources to support teaching programmes and Advisory Services which offer advice on all aspects of school library development and management. It also delivers professional development and targeted programmes supporting literacy and learning.

Services to Business

The National Library supports business development and operation in New Zealand through a range of [electronic resources](#).

Public Programmes and Exhibitions

National Library offers a national programme of public activities, events, exhibitions, education workshops, seminars, displays, promotions and book launches. Wellington programmes are based in [Te Ahumairangi](#), the ground floor of National Library's Molesworth Street Building.

In the Te Ahumairangi space visitors can use the Lifelines table, a massive touchscreen to search through collection items from the Turnbull Library and our partners using names, dates and places that matter to you and create a lifeline to email to yourself. net.work is a space within Te Ahumairangi where visitors can use wifi, computers and scanners to browse, work and create.

Information about current events and programmes can be found on the [Events](#) page of the website.

Located within the General Reading Room there is also a small gallery space. The purpose of the Turnbull Gallery is to have shows that focus primarily on original collection items. The shows are intended to be relatively short (12 weeks), a brief glimpse of the “real thing”. The gallery provides the opportunity to physically enter the Turnbull Library and personally engage with original collection items. The shows are selected to reflect the diverse range of Turnbull collection material and formats. They are also mindful of opportunities and possible synergies with national events and promotions

Digital New Zealand

[Digital New Zealand](#) develops services that provide digital access to New Zealand's heritage, and presents the National Library's web face. Digital New Zealand works to:

enable the discovery, access, creation and reuse of digital content and knowledge
increase the amount of New Zealand digital content available for use
develop new online services and service delivery tools
provide information and interfaces for National Library services on the web.

The Digital New Zealand website enables users to search across more than 27 million digital items including aerial photos, posters and newspaper clippings. Items are contributed from partners including Te Papa, the Alexander Turnbull Library, Auckland Art Gallery, Te Ara and more.

Staff Roles and Responsibilities

The National Library employs just over 300 staff divided into six areas:

- Alexander Turnbull Library
- Content Services
- Literacy, Learning and Public Programmes
- DigitalNZ
- Planning and Development
- Services to Public Libraries

The managers of these areas make up the Leadership Team and report to the National Librarian. The National Librarian is a member of the senior leadership team of the Information and Knowledge Services branch (IKS) of the Department of Internal Affairs.

The National Library employs librarians, archivists and curators, with many of these in a number of very specialist roles. Roles include Digitisation Advisor, Digital Preservation Technical Specialist, New Media Specialist, E-Publications Librarian and Digital Archivists.

The National Library, like all libraries, is operating in an environment of change with technology a key driver in this. Globally in libraries, technology is a supporting tool, delivery channel and customer interaction point. This means that emerging roles are becoming an exciting blend of the traditional and the cutting edge.

Collections

A complete [description](#) of the collections is available on the website.

The National Library obtains resources for its collections through purchase, donation, and through the legal deposit provisions of the National Library Act (2003), [Section 31](#) that obliges publishers to provide copies of publicly available publications to the National Librarian. Two copies of printed publications and two copies of publications produced in a physical format, e.g. CD, DVD, video, etc, must be delivered to the Legal Deposit Office, National Library of New Zealand at the publisher's expense. Publishers are also required to assist the National Library to make a copy of their Internet publications, upon request.

National Library materials can be divided into two major collection groups:

- Current Use Collections.
- Heritage Collections

Heritage Collections

The Heritage Collections are collections of resources that have cultural and historical value. The Alexander Turnbull Library Collections are owned by the Crown in perpetuity. The Dorothy Neal White Collection and the Susan Price Collection are also owned by the Crown.

Alexander Turnbull Library Collections

New Zealand's national documentary collections, including both published and unpublished items are held in the [Alexander Turnbull Library](#). The Turnbull collections are based on Alexander Turnbull's personal collection of books, manuscripts, photographs, maps, drawings, paintings and prints.

The Alexander Turnbull Library holds significant resources for Māori including the largest known collection of publications in the Māori language, and other items such as letters and diaries written in nineteenth-century Māori.

The original collection of Alexander Turnbull focused on the history and literature of New Zealand and the Pacific, John Milton and his times, English literature, voyages of discovery and explorations, early printed books, and the arts and crafts of the book. Since 1918 these strengths of the original collection have been built upon, but the collecting policy is now much wider, seeking to build a collection that will support all aspects of New Zealand and Pacific studies.

Alexander Turnbull Library collections include:

- The **New Zealand and the Pacific Collection** which includes New Zealand reference material and New Zealand and Pacific books covering all subjects.
- The **Special Printed Collections** which reflect the diversity of Alexander Turnbull's own collecting interests, from the extensive collection of Pacific voyages of discovery and books published before 1801 (including the fine Milton collection) to the bibliography and fine printing collections, with supporting works on the history of printing and the arts of the book.
- The **Manuscripts Collection** which is the major collection of non-Government archives and manuscripts in New Zealand. The collection comprises the records of individuals and organisations who have played a significant part in our history, as well as the papers of those less well known but whose records have recorded significant New Zealand experience.
- The **Archive of New Zealand Music**, which contains unpublished music scores and recordings, correspondence and manuscripts relating to New Zealand music, its musicians, composers and organisations.
- The **Oral History and Sound Collection** which contains interviews with people from throughout New Zealand and the Pacific, of various ethnicities, iwi and hapū, occupations, affiliations and interests. Recorded interviews with the people of New Zealand, from all walks of life. These recordings are kept in various sound-recording formats, and include video. The Oral History Centre holds collections of Māori oral history recordings.
- The **Photographic Archive** which holds images of New Zealand and the Pacific for the 1850s to the present. It includes around 5 million prints, negatives, transparencies and other photographic formats. The Archive holds photographs taken by professional photographers as well as the work of ordinary New Zealanders who have documented their lives families and communities.
- The **Drawings, Paintings and Prints Collection** which holds paintings, drawings, prints, cartoons and architectural plans relating to New Zealand and the Pacific from 1642 to the present. This collection contains the New Zealand Cartoon Archive.
- The **Cartographic Collection** which includes over 60,000 charts, maps and atlases plus map-related DVDs, CDs, books and serials. It concentrates on New Zealand, the Pacific and Antarctica. It contains many manuscripts and early maps of New Zealand that were privately published. Formats range from facsimiles and reproductions to modern satellite imagery.
- The **Printed Ephemera Collection** which contains more than 190,000 items including posters, musical and theatrical programmes, advertising, menus, pamphlets, catalogues (including art, horticulture and building catalogues), circulars and handouts. Particular strengths are in art, music and performance, politics, the environment and protest movements. Items date from 1840 to the present.

Dorothy Neal White Collection

The [Dorothy Neal White Collection](#) is a research collection of about 8,000 pre-1940 children's books, mainly in the English language from the United Kingdom and United States. The collection illustrates the development of children's literature and reflects the New Zealand child's reading experience during this period. Many of the books and magazines were donated by their original owners.

Susan Price Collection

The [Susan Price Collection](#) is a private collection gifted to the Library in 1991. Susan Price continues to add to the collection her choice of the world's best children's books written in English since 1930. The collection has books on fiction for nine to 18 year olds, with a particular focus on historical fiction, Puffin Story Books and Puffin Picture Books.

Current Use Collections

The current use collections support delivery of the National Library's services.

General collections

The General Collections consist of lending and reference collections and are built across all subject areas for the current use of New Zealanders nationwide and to support the reference services provided to individuals, libraries and to schools. It has a strong New Zealand and Pacific focus. The second copy of legal deposit material is added to this collection.

Print Disabilities collection

The Print Disabilities collection provides audio books for people with print disabilities. The collection includes fiction and non-fiction titles for people with print disabilities.

Schools collection

The Schools Collection contains over 50,000 fiction and non-fiction books and DVDs. Resources are in English, Māori and Pacific languages. The collection is developed to support delivery of the school curriculum and reflect classroom programmes and is the largest collection of curriculum support material held nationally. School teachers, trainee teachers and home educators have access to the collection which is held at the Auckland, Palmerston North and Christchurch service centres.

Services to Māori

The National Library (Te Puna Mātauranga o Aotearoa) Act 2003 Act requires its collections to be protected, preserved, developed and made accessible in accordance with their status as documentary heritage and taonga. To deliver on this, the National Library is supported by a Māori Advisory Committee, called [Te Komiti Māori](#).

The Library also has a number of Māori specialist positions primarily in the Alexander Turnbull Library, but also in other divisions. There are now seven Māori specialist staff working across the Turnbull library, including for the first time a Curator Māori. This capacity will enable the library to better manage and make available Māori resources.

Between 2009 and 2015, the Library's activities relating to services to Māori include increasing accessibility of Māori material, enhancing staff capability and iwi engagement.

Current and Future Issues

Digital citizenship

In July 2013, the government announced [Better Public Services – Results for New Zealanders](#). This was based on 10 result areas, of which Results 9 and 10 are digitally focused. Result

area 10 is that New Zealanders can complete their transactions with the Government easily in a digital environment and the lead agency in this is the Department of Internal Affairs (DIA). As part of the DIA the National Library is contributing to the development of this area both with its own services but also in helping people to access these services through the Aotearoa People's Network Kaharoa ([APNK](#)).

The role of libraries as places where people can digitally connect and participate in society is a growing part of their role into the future.

Collaboration

Over many years the National Library has taken a leadership role in joint collaborative projects. Two examples of this are the National Library facilitated [EPIC](#) (Electronic Purchasing In Collaboration) - a shared initiative in which New Zealand public, education, research and special libraries have joined together to buy collective access to tens of thousands of electronic resources that can be used by people from all parts of the country. The Library also facilitated the development of Matapihi which provides a single search access across the digital collections of many GLAM sector institutions. [Note: Matapihi has been replaced by [Digital NZ](#)]

In a time of increasing financial pressure on institutions and a push by government for shared services as a way of driving efficiencies this collaboration is more important than ever in enabling libraries to develop new and interesting services and to grow.

Digital Skills

The National Library, like all libraries, is operating in an environment increasing need for digital skills. Staff digital confidence and capability will be a major contributing factor to the success of libraries in the future.

Conclusion

This chapter is by no means a complete picture of the collections, services and projects that form the National Library's work; further details are available on their [website](#).

Many librarians in a wide range of settings have worked at the National Library at some stage in their careers. Therefore the influence of the National Library extends far beyond its physical collections and services.

The author would like to acknowledge help from Corin Haines, Manager Services to Public Libraries, and Rachel Esson, Associate Chief Librarian Research Collection, in writing this chapter.

Parliamentary Library

By Ruth Graham, Peter Quin and Katherine Close

What is the Parliamentary Library?

The main functions of the New Zealand Parliament can be briefly summarised as passing laws, holding the government to account and providing representation for the people (Office of the Clerk of the House of Representatives, 2014). The Parliamentary Library exists to support these functions. It does this by providing members of Parliament and parliamentary staff with information, research and reference services which are relevant, accurate, impartial, timely and confidential.

Many parliaments around the world have their own library services, based on the principle that access to quality information is an essential element of the democratic process. Parliaments need quality information to fulfil their required function of holding the Government to account and to scrutinise and approve legislation, taxation and public spending. The New Zealand Parliamentary Library is part of a proud tradition that it shares with libraries such as the [Library of Congress](#) in the United States, the [House of Commons Library](#) in the United Kingdom and the parliamentary libraries in [Australia](#) and [Canada](#).



Figure 1: Parliamentary Library, Wellington

History of the Parliamentary Library

The New Zealand Parliament recognised the importance of library services very early in its existence and the library was founded in 1858, just four years after the first session of the House of Representatives. It was known as the General Assembly Library until 1986 when the Constitution Act changed its name to the Parliamentary Library. The library was administered by the Legislative Department until 1966 when the National Library Act 1965 brought it under National Library administration. With the passing of the Parliamentary Service Act in 1985 it became part of the Parliamentary Service.

The Parliamentary Librarian reports to the General Manager, Parliamentary Service and is part of the senior management team of the Parliamentary Service. For many years the library performed the activities characteristic of a national library, but since 1985 it has increasingly

focused on its role as information provider to members of Parliament and has shed the remnants of its national library roles (Martin, 2008).

Information, Research and Reference Services

The Parliamentary Library answers information requests from clients by supplying relevant, accurate, impartial information within the client's deadline. The Parliamentary Library is a very dynamic environment, with staff meeting tight deadlines on a daily basis. The Library answers approximately 1,100 requests per month with 40% of enquiries having a deadline of two hours or less. Increasingly however enquiries require in-depth work that can take days. A high degree of confidentiality and impartiality are required at all times. The library is open until 8pm Tuesday and Wednesdays and 6.30 pm Thursdays when the House is sitting, so some staff are rostered to work evening shifts. The Library maintains normal business hours at other times.

The clients of the Parliamentary Library are defined in the [Parliamentary Service Act 2000](#) as members of Parliament, officers of the House of Representatives, officers of Parliament, staff of the Parliamentary Service or of any office of Parliament, persons employed within Parliament Buildings and any other person or class of person approved from time to time by the Speaker.

Research inquiries range from requests for brief facts such as a quotation or a date, to extensive compilations or analysis on any subject, including international comparisons of aspects of law or policy.

The Library also anticipates members' needs by publishing research papers and statistical series. The library provides a wide range of electronic research tools directly to the clients' desktop to assist them with their own research and keep them up-to-date with issues in the media.

Information on client requests is collected and analysed to identify trends and seek the most effective and efficient ways of working. A client insight programme involves individual interviews with members of Parliament or their staff about their work. This information contributes to improving the services offered by the library.

Library publications include:

- [Bills Digests](#) – which are a brief, impartial analysis of legislation before the House, available to MPs in time for the first reading of a bill. They include a summary of the intent of the legislation and comment on sections of the bill. They also identify how the bill fits with or contradicts existing legislation.
- [Research papers](#) - which provide impartial, concise reports on areas relevant to Parliament's business.
- [Electorate Profiles](#) - which draw together statistical and demographic information about a specific electorate and are updated before and after each election.

Bills Digests, Electorate Profiles and some research papers are available to the public on Parliament's website www.parliament.govt.nz

Library Staff

There are approximately 56 staff members in the Parliamentary Library. Many hold tertiary qualifications in librarianship or other relevant disciplines while the twelve research analysts generally have advanced degrees in areas such as economics, statistics, law political or social science.



Figure 2: Parliamentary Library Staff 2013

The library is organised into five teams; Economics, Society and Infrastructure (ESI), Parliament Law and People (PLP), Research Client Services (RCS), Research Resources (RR), and Information Management (IM). All teams provide services directly to clients, which helps foster a strong culture of client service.

The two subject teams, ESI and PLP include research analysts, senior research librarians and research librarians. The advantage of working within a subject team environment is that it enables staff to develop a depth of knowledge and expertise in their subject area.

The Research Resources team focuses on developing and organising the collections, and interloans. The Information Management team is responsible for the Parliamentary Service's internal information management. The Research Client Services Team is responsible for reference desk and does media searches and reference type enquires. It also encompasses the Parliamentary Information Service, which provides service to the public on all aspects of parliament.

Library Research Collection

The Parliamentary Library maintains a working collection of specialised material to support research and reference services for Parliament. It makes extensive use of numerous full-text databases and electronic publications, from New Zealand and overseas.

Access to current media sources has always been important to parliamentarians. The library receives all current national, regional newspapers, and the vast majority of community papers, which are retained for varying lengths of time. From the 1920s to 1989 a card file newspaper index was maintained, and from 1990 to 2002 this was succeeded by an electronic database that is available to the public on the Knowledge Basket website. Full-text newspaper databases and media monitoring services are now made available on the desktop of MPs and parliamentary staff.

The Library's contracted media monitoring service provides access and alerting services to print and broadcasting media, including selected current affairs, news and documentary programmes where a member of Parliament is mentioned. Under the provisions of the Copyright Act the library may supply a copy of a programme to support an MP's parliamentary work.

The library's collection of New Zealand material focuses on fields that are likely to be the subject of legislation and is strong in political science, economics, law, public administration, statistics, social sciences, history and political biography. There is also a focus on collecting publications from special interest groups, representing the views of a wide range of New Zealanders.

The library subscribes to specialist statistical, legal and political full-text databases. These electronic information resources, chosen for their high interest to Parliament, provide clients with access to information 24 hours a day. Most of these resources are delivered to clients' desktops via Parliament's Intranet.



Figure 3: Parliamentary Library, Members reading room

The Library Building

The Parliamentary Library building was completed in 1899 and is arguably one of the loveliest historic buildings in New Zealand. It was designed by Thomas Turnbull in Victorian Gothic style and features striking woodcarving, stained glass, tile work and gilding. Public tours of the parliamentary complex include the library foyer and reading room. There is information about the [history of Parliament here](#). After extensive strengthening, restoration, refurbishment and extension in the early 1990s, the building was reopened in January 1996. Although the building is historic the working conditions for staff are modern. Throughout the lifetime of the building it has continued to house the Parliamentary Library, the purpose for which it was designed.

The Parliamentary Information Service for the Public

The Parliamentary Information Service was established in 2002. This service responds to information requests from the public about all aspects of Parliament (it can be accessed via [email](#)). Much information is now on Parliament's [website](#) but help is still available. Where appropriate, the public can visit the library to view materials and undertake research.

Library staff work to increase public awareness and understanding of Parliament, to aid participation in New Zealand's democracy. This involves collaborating with and contributing to many public-facing activities such as Parliament's website and social media presence, Open Days, Youth Parliaments, tours and educational activities and events.

Outreach Services

The New Zealand Parliament is active in supporting the Parliaments of Pacific Island nations. The library plays its part by keeping in contact with colleagues in the Pacific and supporting their library and research services in whatever way they can. A number of visits by MPs and staff of other Parliaments occur each year, providing opportunities for networking and training. Library staff are active in LIANZA, the International Federation of Library Associations and Institutions (IFLA) [Section of Library and Research Services for Parliaments](#), regional associations of parliamentary libraries of Australasia ([APLA](#)) and Asia and the Pacific ([APLAP](#)) and other professional groups in NZ and internationally.

Conclusion

The Parliamentary Library provides relevant, impartial and timely information and research for members of Parliament and Parliamentary staff. To fulfil this role the challenge is to be responsive to the information needs of its clients who are focused, busy, and on the move. Staff regularly assess the library's services to keep up with, and be ahead of, clients changing information needs. Internationally libraries associated with parliaments have many similarities but within New Zealand, the Parliamentary Library is unique in terms of its history, role and services. The work is stimulating and challenging and plays an important part in supporting the work of our elected representatives.

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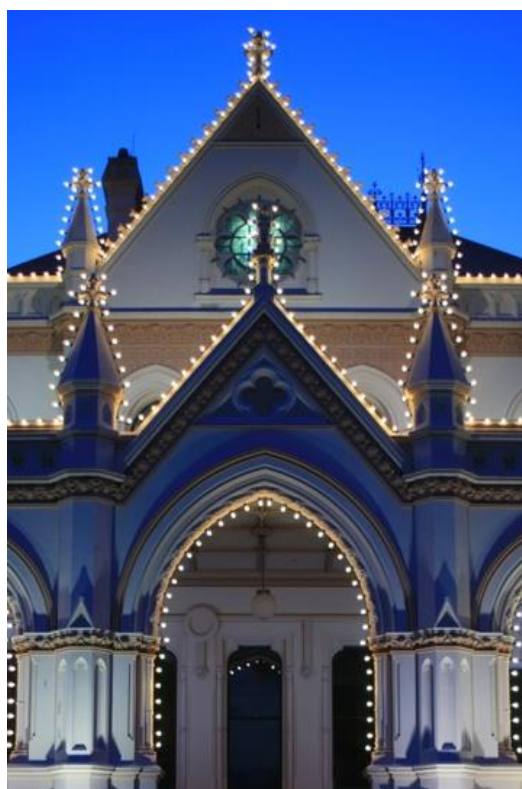


Figure 4: Parliamentary Library, September 2008

This chapter updates and draws on the following text:

- Graham, R. (2007). Parliamentary Library. In A. Fields & R. Young (Eds.). *Informing New Zealand: Libraries, archives and Records – He puna whakamōhio mā Aotearoa: Whare pukapuka, pūranga kōrero, whare taonga*. (5th ed., pp.133-139). Lower Hutt, New Zealand: The Open Polytechnic of New Zealand.

Special Libraries

By Charlotte Clements

What is a Special Library?

What makes a library a special library? Defining special libraries as a group is difficult because of the diverse subject matter, size and scope of libraries in this category. Internationally, special libraries are classified as 'special' to distinguish them from other libraries (public, academic and national or state libraries), at the same time creating a category which identifies these libraries as similar. The similarities between special libraries are as numerous as the features that distinguish them from each other – i.e. libraries in the 'special' sector may perform similar functions but the aims, responsibilities, and position in the organisation may differ greatly between organisations.

Like all libraries, special libraries exist within a wider context and aim to support the business goals and interests of the parent organisations, clients or members of that organisation and of other stakeholders. Special libraries within commercial organisations are not always visible outside of the organisation and their activities are often, understandably, kept private, and so information about special libraries relies to some extent on informal knowledge.

Law and medical libraries and the Parliamentary Library are all types of special libraries. They are described in more detail in separate chapters. The aim of this chapter is to introduce the special library sector and to provide an overview of the role of libraries that are classed as 'special'.

The most in-depth recent investigation of special libraries in New Zealand was a piece of research done by Gillian Ralph and Julie Sibthorpe in 2009. They used the 2000 and 2006 directories, *Contacts in New Zealand Libraries*, to calculate that the number of special libraries in New Zealand as being around 290. These include government, law, medical, research, corporate and a range of non-government organisation (NGO) libraries. 28% of these libraries are in government or not-for-profit organisations

Special libraries usually have a small number of staff and are integral to their parent organisations, rather than operating as organisations in their own right. Broader information services, such as document management, data management, intranet management and research services are often included in the libraries' responsibilities. An organisation may rely on its library/information service for a full range of information management and research services or for only one or two services. Roles and responsibilities are outlined further later in this chapter.

History

It is likely that special libraries have been around in some form for as long as people have been organising their information. In 1909 the American Special Libraries Association (SLA) was established, with a membership that included 118 libraries (Dana, 1914). There is little data available on the history of special libraries in New Zealand and the diverse and widely distributed character of the sector continues to work against knowledge of the sector being

gathered and shared. There is, however, a special interest group (SIG) affiliated with LIANZA and staff in special libraries are active in organising and attending professional events.

Governance

Special libraries are usually a part of the corporate services in an organisation and are managed through the management structure of the organisation. Funding is provided from their organisations' operational budgets, with some exceptions where the library is a branch of a larger library, for example the Otago University medical libraries. The money will normally be allocated as a corporate overhead, which means it is seen in accounting terms as part of the cost of keeping the organisation running, in the same way as the cost of having a chief executive or running a computer network. The library manager is accountable for the financial and professional management of the service and will often report directly to a senior manager in the corporate team.

Other sources of income include charges for the use of services, document supply charges, sponsorship for special projects, and contribution of records to indexes. Copyright payments made to the organisation may also be added to the library's budget. A special library service that experiences heavy demand (such as document supply) may use a charge-back mechanism to make sure that use is prioritised. However, library managers remain aware that user charges should not act as a barrier to the appropriate use of library services and charging policies should be tested to ensure staff and clients are receiving adequate service.

Special libraries are not governed by specific legislation although libraries do need to be knowledgeable about the [Public Records Act 2005](#) and [copyright law](#). Competencies and standards are based on international standards and benchmarking can be done with like libraries.

Users/Clients

Who is it that uses special libraries? In some special libraries it will be the clients or customers of their parent organisation. Member association libraries such as the IHC and the New Zealand Institute of Chartered Accountants libraries fall into this category, as do the libraries housed in museums. More often, though, library users will be the staff members of the organisation itself. Special libraries seldom make services or resources available outside of the organisation except through the interloan system.

The information needs of users are as varied as the range of content and subject matter the library provides. However, it is useful to group users into three categories: managers, knowledge workers, and operational staff.

Knowledge workers' jobs involve using existing information to create new information or solve problems. Lawyers, accountants, policy analysts and advisors, researchers and management consultants are all knowledge workers. These people are information hungry, as the work they do relies on having the right facts. They will also rely on knowing that they have comprehensively searched all the right sources before delivering a legal opinion, project report or a policy paper.

The majority of special libraries have a focus on the major staff or client group, e.g. the researchers in a research organisation, ministers of the crown and their staff, or the members of a professional association, however the managers and staff of the organisation are also an important client group, as are the library staff. Managers and operational staff are likely to require information that relates to their organisation's operating environment and the business of management itself. Managers are busy people and will appreciate summarised information that pulls out key facts and trends. Smart special librarians will provide targeted information to this group. Keeping key decision makers informed is a good way of making sure that the library's efforts have maximum impact on organisational goals. Managers also make or influence decisions on library resourcing so providing targeted services to them will speak as loudly as a lengthy cost benefit analysis accompanying a budget bid.

Librarians need to have an understanding of the way in which their clients work. Self-directed information searching is highly valued by many knowledge workers, but the availability of resources must be apparent and easy to use (Wang, Dervos & Zhang, 2006). There are some groups that require a greater degree of filtering and collating of sources and library staff should work with the knowledge workers to ensure the format and timeliness of the service matches the needs of the group.

Overview of Services

An effective special library will have a well-defined suite of services. These will have been developed with the aim of effectively delivering information within the library's particular context, so the mix, the emphasis and the way they are delivered will differ from library to library. Most special libraries will provide a catalogue, reference and research, document supply, electronic information retrieval tools, and user training. They may also include media monitoring and current awareness, corporate information or records management, and knowledge management. Each of those services is outlined below.

Reference and research

Reference and research services are provided in response to user queries and through user guides. The depth and speed of response provided to queries is guided by library policy; in some libraries speed of response is critical, in others a thorough search resulting in a bibliography of readings, a summary or a literature review is delivered after an agreed period of time. For many libraries, a balance between library staff providing information directly and providing assistance to knowledge workers to seek and assess information themselves, is necessary. In many special libraries, extensive subject knowledge and good search skills are required to provide a specific piece of information (for example, the subsidy the Chinese Government give their fishing industry) to those that require the provision of a comprehensive range of information on the topic (for example, all New Zealand legal cases where the judge cited Part One, section four of the Defamation Act 1992, or all scholarly articles on the impact of domestic violence on children under three years of age).

Library staff should be careful to follow good reference interview practice in order to provide relevant and timely responses. Even with a great deal of subject and organisational knowledge, it is easy to assume what the requestor wants and to initially answer only half the query.

Education and advice on appropriate and accurate referencing and managing of information is also provided by library staff, who may also advise on copyright rules relating to publishing and the use of published and unpublished material.

Document supply and interlibrary loan

Document supply and interlibrary loan services are often a core part of a special library's business. Document supply refers to providing material from the library collection or from a purchasing service. For prescribed libraries, interlibrary loan is also used to provide known items, such as books and journal or newspaper articles, borrowed from other libraries. Special libraries usually endeavour to supply requested items directly to the requestor's desktop or to deliver it to their office.

Electronic retrieval tools

User guides and information retrieval tools provide invaluable assistance to knowledge workers for easy access to the diverse information sources. The library should aim to reduce barriers to accessing information (Wang, Dervos & Zhang, 2006) and to provide multiple access points to various sources. Frequent highlighting of resources also helps maintain familiarity of resources in the knowledge workers' minds.

Building databases and subject guides for intranets that help users locate information is a way of providing content and access to content. The library catalogue is an example of this type of tool. Electronic journals and websites require organisation too, and an intranet site providing links and description of content is invaluable whether it is a subscribed service such as EBSCO A-Z or a list maintained by library staff.

In addition to understanding information needs and content, the librarian involved in developing electronic tools will need to have a good knowledge of metadata and indexing, how information should be structured in databases, and a working knowledge of web technologies, software and IT networks. One of the key skills here is communicating and working effectively with IT staff.

User testing of these tools is important, to find out whether they work as intended. It is also important to think about long-term maintenance and future development and use, and to document these issues and processes.

User education

Providing training to users is arguably one of the most important services a library can offer. In some organisations, a large percentage of library users seldom make direct requests from the library and many are unaware of the range of services available to them via their organisation's library resources. Library users and clients are often skilled at sourcing information independently but may be missing important sources because they are unaware of their existence, or spending time repeating searches and re-accessing information because of a lack of knowledge of the tools available to assist in information retrieval and management. The range of resources and diversity of access and use of resources can also be baffling and the library's intervention can make a lasting contribution to the organisation (Wang, Dervos & Zhang, 2006).

User education takes many forms including online guides, introductory tours and visits, one-one training, workshops, seminars, news items and printed material. An effective library service will provide as many of these learning opportunities as possible so that all user learning needs and styles are met. User education is seldom requested, however, and the library needs

to proactively offer training workshops and use information requests to provide training. Point-of-need training is very effective and it is worth prioritising staff time to visit users in their place of work, or to use screen-sharing software, so the user can increase their skills while gaining the result they need.

An introduction and welcome to the library for new employees/clients is an excellent start, but new members are overwhelmed with information in their first weeks, and a follow-up call or message around four to six weeks later may be a more productive learning experience.

Effective training will be designed to complement the users' prior knowledge and should be structured for defined learning outcomes. Professional, confident, user-friendly and targeted education will be a lot more effective than a generic "library use" session. The way that training is delivered will communicate more about the library service than just the skills it is designed to impart, and is a good time to market library services and to gain information about user needs.

Current awareness and media monitoring

Current awareness and media monitoring services are another way of providing content. Auto search services and RSS feeds can be set up to gather relevant information for library staff to select and deliver news briefs or items that keep users up-to-date and informed in their area of business interest. Sources might include journals, websites, broadcast media and news feeds. In some special libraries this is a core activity while in others users are assisted to set up their own feeds for their specific area of interest.

Information management and records management

It is not only externally published information that is useful to the clients of special libraries. They also need access to information created within the organisation itself. Because they have skills in information management, library staff are often responsible for organising this information and advising on metadata and systems to make it available. The use and lifecycle of organisational information also involves protected access for sensitive or confidential information, and a disposal plan.

Records or document management is a specialisation within information management. The purpose of records management is to ensure that documents and information that record the transactions and business taking place in an organisation do in fact provide an accurate record. This means ensuring that documents can be linked to the context in which they were created, and can be trusted to be authentic.

Records in government departments and some other government agencies or public organisations are known as public records and their proper management supports transparent and accountable government. This is governed by the [Public Records Act 2005](#), which requires that public records are not disposed of without the authority of the Chief Archivist. The management of records requires familiarity with standards for recordkeeping and a number of other pieces of legislation, including the [Official Information Act 1982](#) and the [Electronic Transactions Act 2002](#).

Knowledge management

Knowledge management differs from information management by concerning itself with more than the way information is captured, organised and accessed. It also looks at the ways in which individuals go about seeking, sharing and using information. This may involve technologies that facilitate knowledge sharing, such as blogs and collaborative software such

as wikis. It is also likely to involve interpersonal methods of knowledge sharing. A special library tasked with developing knowledge management will need to think about the ways in which its user groups are encouraged to share information, the people who hold specialist and valuable knowledge in the organisation, who else needs to know, and the skills and opportunities that individuals have for sharing knowledge. The implementation of a database of specialists and experts, social networking systems within the organisation or the fostering of communities of practice are examples of how knowledge management is implemented (communities of practice are groups formed for a common interest or purpose that meet to share knowledge and discuss ideas with the aim of developing their individual and collective knowledge).

Whatever the initiative or intervention, the aim will be to make sure that the knowledge and experience of staff can be used to the advantage of the organisation.

You can read a case study of a special library service, Deloitte Info Central, in Appendix 3 of this document.

Services to Māori

Library services will be specifically designed to support the organisation's services to Māori depending on the demand for such services. Most special libraries in New Zealand will have material relating to Māori interests relevant to the organisation's business. For example, local government council libraries will have knowledge of local iwi, protected sites, projects, etc. and published material that pertains to the area. Specific services will be available depending on the requirement in the organisation for these, and it is important that special libraries seek out relevant published material, particularly online information sites, and maintain professional awareness of trends and issues in Māori affairs.

Collections

Special library collections vary enormously in type, size and scope. Some libraries maintain extensive collections of the subject areas used by the organisation and others collect only a few specialised resources and obtain material for individual use only as it is requested. Many special libraries have collections dating back to the beginning of the organisation or from a merger of several organisations, or collections that are a combination of both the early organisation and a number of merged organisations.

Most special libraries will be providing online resources as much as possible as it is generally the most efficient way to make resources available. There are also options to provide articles on demand rather than subscribe annually to entire publications, however restrictions on electronic purchases and budget considerations mean that it is difficult to provide solely electronic material. For example, many e-books are only sold for individual use or are only available in a bundle, and so are not suitable for library collections. Use may also be restricted by digital rights management software (DRM) and this kind of barrier makes purchases of such material less desirable. Print material of various types, including legacy collections and subject specific material, particularly New Zealand publications, remain important and often are the basis of many special library collections.

In research organisations, such as government ministries and the Crown Research Institutes (CRIs), resources are similar to those provided in universities and polytechnics: large

electronic collections of scholarly journals published by the provider and a sometimes including journals from a number of other publishers. These are referred to as full-text databases and examples are Science Direct, published by Elsevier, Springer Journals, and Informit A+ Education published by RMIT University. Online abstracts and indexes such as Scopus (Elsevier) and Web of Science (Thomson) may be purchased, and aggregated collections from ProQuest and EBSCO are also widely used. Specialised collections from Oxford, Cambridge and a range of other smaller publishers may also form an important part of the collection.

Similarly, law and medical libraries will provide an extensive collection of online resources, and corporate and private research organisations will have major online resources. The availability of Australian and New Zealand publications in these publisher packages is increasing, making resources such as Factiva (ProQuest and Dow Jones) more useful.

Smaller organisations, or those with a very specific subject area, may contain costs by subscribing to one or two electronic resources and a number of specialised print journals.

Most special libraries' collections will include a wide variety of formats with digital files of various types held on CDROM and DVD as well as information available via the World Wide Web, including open scholarly journals, blogs and wikis. There may be collections of maps, kits, and digital devices such as kindle readers, and microfiche is still available in some libraries. Special libraries may also be responsible for datasets created by the organisation.

Archival material such as rare books, images and the organisations' publications may also form part of the collection, and these require policy to inform the organisation and the library over time of the decisions made regarding the treatment of such material. This material may not be in current use but will be important to the organisation's contribution to New Zealand and should be cared for with a view to the long term.

Who Does What? Special Library Roles and Responsibilities

One of the largest New Zealand special libraries is the Parliamentary Library with 56 staff members in 2014, but it is much larger than most. In 2009, the average staffing numbers for about 80% of special libraries was 1 FTE, the range being between 0.4 FTE and 3 FTEs (Ralph & Sibthorpe, 2009). Typically, therefore, special libraries are operating with few staff and/or less than fulltime hours.

Responsibility for records (or document management), intranet and datasets, or a combination of these may form an information management team reporting to one manager. In New Zealand, special libraries of all types are often led by a qualified and experienced librarian, but it is not unusual for a combined group to operate with team leaders for each function group who report to the CIO, IT manager or another senior, corporate manager.

The challenges of operating in the small and specialised environment of a special library are met with professionalism and flexibility. While most special libraries employ qualified librarians, library assistants can contribute significantly and the range of responsibilities will be very rewarding.

Roles may be assigned by function (cataloguing, subscription management, reference work) and it is common for individual special library staff to be responsible for aspects of the entire

service. This makes working in special libraries a very satisfying career but it can also be difficult to schedule time for leave and for the team to spend time planning or training together.

As mentioned above, the library team may include people with responsibility for functions other than library work, and whose role may or may not also include some library work. The ability to work as a team and share at least some of the routine tasks or to collaborate on projects will create a productive and interesting work environment. The roles and responsibilities noted below are library-specific and may be performed by more than one team member. A high-performing, professional team will take responsibility to ensure the service functions efficiently and effectively by prioritising tasks, maintaining procedure and processes manuals and developing new skills.

The library manager's role is the one role that has specific responsibilities that other team members are not likely to complete, however in a small team it is important that everyone understands the manager's work and the manager may delegate or consult with the team on these responsibilities. The manager is responsible for understanding and working with the organisation's mission and strategic goals and ensuring the library service is aligned to these goals. Translating the strategic goals of the organisation to an operational plan and forming policy to guide how the service functions in the organisation is a critical role for the manager.

A manager's responsibilities include:

- Strategic planning
- Bidding for, setting and managing budgets
- Policy development
- Recruiting, coaching and supervising staff
- Managing service development and projects
- Managing stakeholders, including users and executive management.

Other responsibilities may be assigned to a role or shared across all staff members, including the manager. They are listed here under broad headings, but are not necessarily managed by a matching role. A librarian with responsibility for reference may also select resources or be responsible for part of the budget. The person responsible for cataloguing may also manage interlibrary loans or train users in reference management; it will depend on the skill set and size of the team.

Reference and research

- Searching information sources in response to requests for information
- Providing literature search results or synopses of key facts
- Communication with user groups
- User education development and implementation
- Advice on referencing, reference management
- Copyright advisory for publishing and use of published work.

Collection management

- Cataloguing
- Selection of resources
- Subscription management including payments and linking of electronic journals
- Deselection
- Processing of items for shelving and storage, and collection maintenance

- Circulation of library items.

Systems

- Develop and maintain catalogue including borrower information and other databases or library software
- Maintaining and developing content and applications on the library's intranet or internet site
- Selection and maintenance of tools such as finding aids.

Document supply and interlibrary loan

- Provision of hard copy or electronic articles, papers and reports to library users
- Supply of library material to a requesting library
- Requesting specific items through interlibrary loan.

Of course in some special libraries the manager is also the team. Sometimes there is also less than a fulltime position, so self-service systems and administrative assistance is crucial, and the library service is likely to be restricted to one or two core functions such as maintaining the catalogue and the collection, managing subscriptions and communicating with the organisation.

Current and Future Issues/Trends

Gillian Ralph and Julie Sibthorpe's 2009 report identified a number of issues and trends facing special libraries in New Zealand and some of their conclusions and recommendations are referred to here. The intervening years since the report has seen increased pressure in some issues, while others have begun to be addressed in the special library sector.

Managing more with less

When Ralph and Sibthorpe (2009) counted the special libraries listed in the 2000 and 2006 Contacts Unlimited directories, they found the number had remained consistent over the 6 year period in spite of a number of commercial organisations libraries closing or merging. Since then the Ministry of Business, Innovation and Employment has been created and the libraries from the merged ministries have also been merged. Several government departments have also otherwise merged or decided to cease providing library services due to extensive budget cuts across the public service. It would be interesting to know if there are now fewer special libraries in New Zealand.

The global financial crisis also hit library resource budgets and many libraries had to make difficult decisions about which major subscriptions to discontinue. Continuing rationalisation and mergers have kept the pressure on budgets and libraries frequently also face a reduction in space. The time and effort required to reduce physical holdings represents a significant cost to the organisation but with the rest of the organisation also under pressure, library managers need to carefully weigh the benefits and costs to the organisation when responding to these pressures.

The Google effect

"The skills possessed by special librarians are not seen as relevant any more in a post-Google era. This is partly due to the lack of awareness of the importance of the skills used daily to perform an information professional's tasks. It is also partly due to the low profile and lack of

public education in the marketplace about the value of information professional and their services” (Ralph & Sibthorpe, 2009, p.87).

The perception that all information can be found “on the internet” is pervasive and worth bearing in mind when developing tools and selecting resources. Ease of use is paramount and the challenge is to enhance access to resources while maintaining visibility for the library service. The notion of paying someone to do part of your work for you is losing traction in commercial and non-commercial organisations alike, so special librarians are focussing on ‘making it happen’ rather than providing mediated services. The need for a high level of technological skills is apparent and this leads to continuing professional development for special library staff.

“There is a need to reposition, to obtain new skills and market these back to the organisation...We found evidence of librarians taking on new roles as knowledge managers as well as embracing new technologies that enhanced their skill sets” (Ralph & Sibthorpe, 2009, Executive Summary).

Continuing professional development, networking and support

IT training is essential for working in new areas of opportunity such as records management software systems, database setup, migration and maintenance, and interoperability of systems to provide seamless access and combined search functionality. Ralph and Sibthorpe (2009) also found that librarians are keen to gain more education in business skills, such as project planning, budgeting and preparing business cases however training is difficult to arrange as it often requires time away from work and numbers may be too small to justify a special course. The LIANZA SLIS regional groups provide continuous CPD opportunities, but these may be out of reach for library staff situated outside of the main centres.

Geographical isolation, lack of time to attend training and a lack of relevant education opportunities can leave staff in special libraries ill-prepared for changes in the organisation. Networking, mentoring and a commitment to sharing resources among the group are some of the solutions offered in Ralph and Sibthorpe’s (2009) report. These initiatives require leadership in the profession and special library staff should be open to networking and sharing with local libraries and libraries with similar activities as well as other special libraries.

New opportunities

The perceived need for further education is indicative of the recognition of opportunities in the workplace and for career development. The expansion of the librarian role to information management more generally is not only exciting but logical in a smaller organisation. Besides acquiring new skills, special library staff need to demonstrate the benefits of effective professional information management within the organisation. This is aligned to good marketing practice, and special librarians need to recognise opportunities and make sure they offer their expertise when the opportunity arises so the specialised skill set of the IM profession is seen in action. The rise in interest in managing data sets effectively is an example of where special librarians have the key skill-set to solve this concern.

New opportunities are also developing for both Māori and Pasifika librarians to bring their knowledge to the profession as the recognition of traditional knowledge and addressing of ethnic issues continues to grow in New Zealand.

Conclusion

The special library sector in New Zealand is formed by a wide variety of services in organisations spread throughout the country. Some libraries are tiny services in voluntary organisations and some are long-standing services with premier collections and a team of professional librarians.

Wherever the special library is or whatever type of service it provides, the constant growth of technological solutions to information needs ensures the library/information professional will continue to be a valuable resource in New Zealand organisations. Special librarians require professional support through networks, mentoring, education and research to proactively respond to rapid changes that are affecting the organisations they are working for as well as the constant developments in information technology.

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Medical Libraries

By Lynda Pryor

Introduction

The libraries that provide services to the health sector in New Zealand can be divided into two broad categories.

The first category is special libraries within the health field, although these are not concerned primarily with the care of hospital patients. These are the health sciences libraries which serve organisations with a very specific focus in health services, such as the libraries for [IHC](#), the Accident Rehabilitation and Compensation Insurance Corporation (ARCIC, more commonly called ACC) and the Alcohol Advisory Council (ALAC). Others are libraries attached to organisations working in health science such as the [New Zealand Nurses' Organisation](#) and the Pharmaceutical Society of New Zealand, as well as those with a broader health focus such as the [Ministry of Health library](#). See the chapter on Special Libraries for details about this kind of library.

Medical libraries whose core subject area is medicine make up the second category. They are the focus of this chapter.

What is a Medical Library?

Medical libraries are set up in hospitals to support the work of medical/nursing and allied health professionals employed by that organisation. Their focus is on providing access to the range of information needed for advanced medicine today. They also provide access to the works of previous decades, showing how medical knowledge has evolved and developed.

There are 25 medical libraries based at major hospital sites throughout New Zealand. There are two additional medical/university libraries: the [Philson Library](#) (University of Auckland) and University of Otago Medical Libraries based in [Dunedin](#), [Christchurch](#) and [Wellington](#). While there are health science collections at a number of the polytechnic and university libraries throughout the country, supporting courses in health fields such as nursing, physiotherapy, occupational therapy, social work and psychology, these two university libraries stand apart from those at other educational institutes. They are used primarily as teaching resources for medical, nursing and allied health professional training, but also are attached to and support major teaching hospitals.

In New Zealand, as in other countries, medical libraries vary tremendously in size and scope. Thus they also vary in staff numbers, the size of their budget and scope of the services they are able to provide. The five major medical library collections in the country are at the two medical/university libraries and at the medical libraries based at [Waikato](#), Wellington and Christchurch hospitals, which are also teaching hospitals.

History

Health professionals have, since earliest time, relied on literature to assist with patient care. They have a tradition of recording and sharing their observations and research. It is said that even the ancient Egyptians created medical papyri to jog the limited human memory. The earliest medical records can be traced back 5000 years when diseases and treatment were recorded in pictures on stone tablets. The [Ebers Papyrus](#) (1550 BC) discovered at Thebus in 1862 contains 108 columns listing diseases and their treatment under section headings.

Medical libraries have developed along somewhat different lines to other libraries. Early medical libraries were small personal collections developed by medical staff themselves. As collections grew, the need for management by someone other than the founder became apparent and gradually the role of the specialist medical librarian emerged.

From ancient to medieval times

The first known medical collection is associated with one of the earliest medical schools, established in Alexandria by Alexander the Great in 332 BC. Manuscripts written by medical scholars and scientists were placed under the care of Demetrios of Pahlaron, the first librarian at the University of Alexandria, who wrote to every governor and king on earth to 'send ungrudgingly the books that were within his realm'. Ships which docked in Alexandria were even searched and any scrolls on board were seized. As a result of this draconian acquisitions programme, the library contained more than half a million scrolls. Unfortunately the powers of librarians seem to have diminished since that time and modern day requests for access to organisational knowledge may often go unheeded.

When the dark ages engulfed Europe, the libraries of monasteries became the focus for the acquisition of knowledge. It was in these libraries that the first medical libraries were founded, allowing people to consult literature for the betterment of patient care. As universities developed, they took on the role of preserving and adding to the medical knowledge.

The advent of the printing press meant that students of medicine no longer had to travel great distances to the primary institutions of learning to consult the literature of their profession. In this way, the hospital library had its rudimentary foundations.

From colonial times to the present day

In the colonial era in New Zealand, doctors formed medical societies in a number of towns. They joined together to exchange books and journals, and to provide money for the purchase of suitable texts which to form the basis of medical library collections. These collections were eventually lodged in local hospitals so doctors could have ready access to the literature when they needed it for patient care.

The first record of a medical library in New Zealand was at St John's Hospital, which opened in 1846; its library had 250 texts. In the early 1869 the University of Otago was founded, with medicine as one of its degree subjects. However, it was not until 1916 that a separate medical library attached to the university was opened.

Hospitals gradually took responsibility for medical libraries. These libraries were often based on the collections of medical superintendents and other literature enthusiasts on the staff. By the mid-20th century hospital boards financed most medical libraries.

The role of the medical library changed very little until the 1990s. It was, and still is to a large extent, a repository of medical knowledge used for the care of patients, to diagnose and treat ailments, and for the continuing education of the staff that it serves. In the latter role the emphasis has certainly changed recently, with the information and education needs of nursing and allied health professionals now recognised and catered for to a much greater extent.

Furthermore, the 1990s saw the beginnings of changes to the way that knowledge is stored and accessed – systems that had been static for many centuries. No longer is there such reliance on physical access to the physical resource. By virtue of the electronic age, the smaller library can provide its clients with access to almost as many resources as the larger library can.

There will always be a need to consult historical works, which are at present mostly paper-based. However, as more and more of the information needed for patient care and hospital administration has become available through computer networks and links, the distance of the health professional from the physical resource is becoming less relevant.

As with all library services, however, the need to provide access to an ever-burgeoning pool of resources, must always to be balanced with available financial resources. The budget is, as it has always been, often the determining factor in what resources a library can provide to its users. While electronic resources are now the "way of the world" the medical librarian at times needs to remind users and financiers that provision of access to electronic resources is faster but not cheaper.

Funding

The medical library and its associated costs are seen as an expensive overhead item by many organisations. Like all hospital departments, medical libraries are faced with the reality that the health dollar is finite and that budget allocated to them, it may be argued, may have been better spent on patient care. Medical libraries can, and must, present the case that they provide the resources which improve patient care. Library staff will be asked to justify requests for additional budgets and can be expected to provide well-reasoned arguments to support such requests. Equally, library managers must be prepared to produce annual budgets and regular reports against the budget to support their positions..

Many librarians also develop business plans for the library as part of the organisation's planning activities. These plans can be used to provide an overall direction for the library service, as well as to manage the processes for developing new services and evaluating the outcomes. The business plan also provides an effective tool for measuring the performance of the library services and is a platform for the assessment of staff performance. Some recent Australian research claims that for every \$1 spent on health libraries in that country there is a \$9 return on that investment (Australian Library and Information Association, 2012).

Aims

The primary function of a medical library is to provide access to information in support of a hospital's three main functions: patient care, research and continuing education. As patient care is the major focus for all hospitals, the medical library must provide access to up-to-date, evidence based, peer-reviewed information to ensure that the best possible diagnosis, treatments and levels of care are offered. Networked access to electronic information is

recognised as the best way of providing 24-hour access to the information needed in healthcare.

On-going education and research are also integral. Many staff across the wide range of hospital professions are engaged in research as well as further study. The medical library needs to be able to provide access to the range of current resources, as well as to older literature that researchers often require in order to follow research themes.

Once qualified, most clinical staff, be they nursing, medical or allied health professionals, must keep their skills honed to meet practicing requirements. Whether it is a nurse studying for higher academic achievement or portfolio requirements, or doctors looking to qualify to become specialists in their chosen fields, the resources of the medical library are vital to their studies. Library collections and resources are scrutinised at regular intervals to ascertain that sufficient suitable resources are available for staff in their study and ongoing work.

Exposure to the clinical environment of the hospital is also an essential part of pre-qualification and ongoing allied health professionals training programmes. Most hospitals have students from the range of health professions, physiotherapists, dental therapists, radiology student, speech pathologists pharmacy staff, or dieticians to name a few, undertaking practical training on their campus. For the medical libraries, the students' presence means that their collections must also contain material which is appropriate to the training needs and levels of this wide range of professions.

Most medical libraries, well aware of the need to keep a high profile with the management teams in their organisation, also provide a range of services to these staff. Whilst, of necessity, the focus of their services must be on the provision of access to resources which improve patient care and support education, there is also a need to provide access to management resources in areas such as finance, human resources, information services and facility management, consultants and management staff studying for MBAs.

Collections

Information resources provided by the medical library must be relevant, current and accurate. They must be accessible within appropriate timeframes and to the standards required for hospital quality accreditation. Most libraries have a collection development policy which aids selection of new and replacement of outdated resources. The New Zealand Medical Council also maintains a list of resources which are deemed essential as core content for the Medical Library collection. Resources include the following:

Journal or periodical resources

As information published in reputable journals is current and peer-reviewed, these publications form the major portion of medical library collections. Publication in journals enables research outcomes to be shared more rapidly and to a wider audience than publication in books. Increasingly journal resources are provided in electronic format. Some core titles such as the [British Medical Journal](#) and the [New England Journal of Medicine](#) may also be kept in paper format to maintain a complete collection on the library shelves.

E-journal packages providing direct access to full-text resources have become integral in the provision of medical library services.

Books

Whilst books may not be the main focus of the medical library collection, they are nonetheless an important resource. Medical texts are used extensively as reference works and in the education of the many users who access the library. As more texts become available electronically, libraries are moving more to this means of acquisition. While electronic access may allow more than one user to access the e-book at the same time, allowing the library to satisfy more customers, such purchases are not, as with journal subscriptions, more cost effective. Often a site licence is required in addition to the annual purchase of access to the title and the library may also be required to purchase a paper based copy as well.

Electronic databases

Bibliographical databases such as [MEDLINE](#), CINAHL, and PsychINFO, which index the published healthcare literature, are examples of the core databases essential to medical libraries. The range of databases seen as essential by hospital staff continues to expand with resources such as UpToDate, Clinical Key and Dynamed being considered as indispensable. Some service providers facilitate links via these databases to full-text articles from hospital campus or home at no additional cost. Despite this the cost of providing access to this ever-burgeoning list of resources is a major challenge for all medical libraries. For databases, as with electronic journal and books, pricing may be based on the number of hospital beds or practising physicians, and sometime even the more an electronic resource is accessed the price increases.

Official documents

Access to documents such as laws, statutes and regulations is needed by a wide section of hospital staff. Once again, electronic access to this type of information eases the pressure entailed in providing a resource which needs to be updated continually if it is to be current and therefore useful.

Special collections

Many medical libraries have developed or acquired special collections of resources that reflect special interest in their areas, or are of historic significance. They may deal with one subject area such as Māori health, or collections of rare historic medical texts.

Administration and Management

The medical library is administered in accordance with the institution's objectives and good management practice.

Reporting lines and committees

Medical librarians, in common with librarians in other organisations, may have reporting lines to one of a number of senior managers. The librarian in the hospital may report to the financial manager, corporate services manager, hospital manager or the information technology manager.

These lines of reporting may be uneasy, as some managers may not have a good appreciation of the requirements of the library's main user group. Medical library staff will always face pressure to reduce spending on what is sometimes regarded as a costly overhead. The medical librarian must be able to argue the case for the library and its users, and be prepared to negotiate hard to maintain a viable level of funding. In order to maintain services and access to resources.

A library committee may be in place to support the medical library. To ensure a balance in decision making, a committee may be composed of representatives of all sectors of the organisation that the library serves. Amongst the medical libraries of New Zealand, these committees differ substantially in their composition and perceptions of their roles. For some libraries, they provide a supporting role in management and issues of policy. For others, every item proposed for purchase must pass their rigorous scrutiny.

Regardless of their position in the organisational structure, all medical librarians should be prepared to be challenged on the need for certain services and to think laterally in finding ways to finance access to new resources and technologies.

Staffing

As with many other special libraries (with the exception of the large libraries associated with medical schools), numbers of staff employed to provide these valuable services are low in comparison with other types of libraries. In the medical libraries of New Zealand, the average number of staff is 2.5 full-time equivalent staff per library. The national [Standards for New Zealand Health Libraries](#) spell out the need for qualified as well as support staff, specifying the desirable ratio as 2:1.1.

Medical librarians, who often work in sole charge roles with one or two support staff members, are usually highly qualified and experienced, and remain in their positions for a number of years. Staffing in medical libraries is thus very stable with low staff turnover.

Working in a medical library is stimulating and rarely dull. Librarians have the immense job satisfaction of knowing that the information they provide is always important, often essential and can even be life-saving. It is often requested in dramatic circumstances when a response is needed immediately, if not sooner. Medical librarians continually deal with users with a wide variety of needs and understanding – from consultants to distressed parents of a sick child – and have to tailor their approach accordingly. Medical terminology and the specialised body of literature may seem daunting initially but can be mastered in time, perhaps with the help of specialised training.

Services

A medical library provides information and services appropriate to its organisation's objectives, size and number of people served. Services may be provided through the library's own staff and collections, or by access to other local, national and international resources.

The users of the library include people from all parts of the organisation, health professionals working in the community and recently more frequently, members of the public.

Access to collection resources

Medical libraries provide electronic access to their resources through the library catalogue or website. This may be accessible from the library only or may be networked so that staff can consult them from their place of work. Most medical libraries use the National Library of Medicine classification scheme to organise their books.

Circulation of journals and books

Whilst all medical libraries allow most books to be borrowed from their collection, only a few allow journal issues to be borrowed. With electronic access now available to many of the medical library's journal titles, the need to actually borrow the physical resource is diminishing but the desire to read the "real" thing seems to be a fairly entrenched attitude for many medical professionals.

Interloan

All medical libraries are members of the interlibrary loan scheme, both borrowing and lending items on Interloan. All hospital libraries are members of the free health Interloan scheme HealthLib.

Reference services

The nature of the work of the medical library means that literature searching is a major focus for staff. Subject matter may be complex and highly technical, requiring a good understanding of the subject area to provide satisfactory results. Whilst the number of users conducting their own searches is growing, many still prefer to rely on the expertise of the medical library staff to assist them with their reference searches.

Current awareness

Some libraries offer current awareness services to all staff; others offer them to selected groups who may, because of their physical location, find it difficult to visit the library. This service may be paper-based but increasingly is electronic as these resources become more accessible to medical library staff.

Internet access

DHB policy dictates how much access medical library staff and users can have to the Internet and its array of resources. This varies across the country.

User education

As most medical libraries are involved to some degree in supporting the education of students and staff, teaching users how to access and make best use of the resources they need is another important role for the library.

Some medical libraries actively encourage health professionals in the community to make use of the medical library resources and services, and offer training sessions to these people so they can make the most of the resources that they have access to. Unfortunately staffing levels in some medical libraries make it impossible to provide services to anyone other than their own staff. The medical library must continually market its services to all potential users in the organisation to develop a wide support base of clients.

Increasingly members of the public are seeking health information themselves. They may have obtained information from the internet and are unsure of its veracity or come seeking confirmation of symptoms and diagnoses

Standards

Medical libraries, unlike many other types of libraries, have formalised standards which they are expected to meet and exceed. They are scrutinised by a number of different groups to assess whether their services and resources are of sufficient standard to provide up-to-date information for patient care, to provide continuing education for staff and to support research.

The medical librarian can probably look forward to at least one of these inspections per year. Library inspections are carried out by organisations which include the Medical Council of New Zealand and the Royal Colleges, for example the Royal Colleges of Physicians, Surgeons, Paediatricians, and Radiologists.

The [Standards for New Zealand Health Libraries](#) (2008) discuss planning and development, organisation and administration, resource management and information service provision in health libraries. These standards were developed by the incorporation of the National Minimum Standards for Health Libraries in New Zealand (1995) and Standards for Australian Health Libraries (2000), and are under revision at present.

Affiliations

LIANZA Health SIG

Recognising the importance of the Library and Information Association of New Zealand Aotearoa (LIANZA) to all libraries in the country, health librarians reformed their special interest group, [Health SIG](#), in 2005, after being in recess since 1985. Health SIG provides a forum for health sector library and Information professionals to share ideas and develop shared initiatives. Recognising the isolated and often sole charge nature of many hospital libraries and the difficulties often faced in obtaining funding to attend major library conferences, Health SIG has taken a major role in holding special education days for health librarians.

HealthLib

HealthLib is an alliance of mainly health and medical libraries, set up for the free exchange of Interloans. The scope of this alliance has widened to include polytechnics who have nursing and allied health faculties

The Future

All libraries are facing challenges to the traditional ways that they have provided services, access to resources and, indeed, the resources that their clients wish to consult. In any field, the librarians have adapted quickly to new technologies and have acquired the skills necessary to use and manage these resources.

The medical library is no different. The following are some of the many challenges for all health libraries now and in future:

Amalgamation

A positive note for staff and users of medical libraries is that it appears at this point that the future of medical libraries is fairly secure. In a world where amalgamation happens and libraries are being closed, medical libraries have maintained a good showing. Management efforts to achieve savings over regions or nationally will no doubt continue. While medical libraries maintain the vocal support of their users the future is pinkish if not overtly rosy.

Budgetary concerns

The medical librarian must be fiscally responsible and always seeking innovative ways to provide access to new resources and services. This has provided the impetus for the development of consortial approaches to purchasing and sharing of resources amongst health libraries.

Access hours

Medical libraries should ideally be available to users at all hours. Many are open for longer than normal hours, others make provision for special access to certain staff. Problems of security and loss of resources in providing extended access hours will be an ongoing problem for medical library staff.

Electronic access

Electronic resources are ideal for accessing and disseminating information, allowing 24-hour access. Conversely, access to these materials can be costly and out of the reach of some medical libraries. Finding time to develop a user training programme to best utilise new resources may also be a challenge in smaller libraries.

Electronic publishing

This is rapidly becoming the norm, and publishers of open access journals are exploring new ways of delivering information. In recent years some publishers have demanded fees from authors to publish their research articles. Although this means no cost to the reader (or their library), it raises some interesting issues (Strausheim, 2014).

Technology

Medical library staff must have the skills and understanding to investigate and manage the new technologies available to them. The ability to download material in different formats and on different apps are the services that many users of medical libraries are seeking. The use of cloud-based technology to share resources is likely to be a feature of medical library resource sharing in the near future be it within or between organisations.

Consortial approach to purchasing

There are several consortia successfully operating to provide a range of resources to health libraries. At present work is being undertaken at a DHB regional level to explore a process for regional collaboration for purchase of e-resources for medical libraries.

Service evaluation

Medical libraries need to continually examine the services they provide. In doing so, they must evaluate whether those services truly satisfy a demand from user, rather than existing merely because library staff think they are needed. There will also be ongoing assessment from professional groups, such as Royal Societies, who support the continuing education of their members.

Marketing

Medical libraries need to more actively promote their services and skills to their user community. Being involved in projects that are outside the strict scope of library work has proven to be one of the best ways of having the diverse range of skills of a librarian recognised and acknowledged.

Widening the client base

The traditional role of the medical library in New Zealand has been to serve only the staff of the parent organisation. It is likely that medical libraries will be required to provide more support to medical and allied health professionals working in their local community. They must also look more closely at services providing information for health consumers. .

Conclusion

Medical libraries, like many special libraries, are constantly challenged to provide access to a growing range of information resources on limited budgets. As the public health dollar is being spread even more thinly, medical librarians must also battle for their share of the budget, at the same time being aware that any dollars given for library services are taken away from the provision of patient care services. Despite the convenience of e-access to worlds of information the "medical library as a place" is still highly valued.

The medical library is required to give access to current knowledge over a wide range of specialities. It functions to support not only patient care and the work of a wide range of clinical professionals, but also the training needs of an equally diverse range of undergraduate and postgraduate students. The medical library can also look forward to the scrutiny of august professional bodies who monitor their performance and services.

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Law Libraries

By Jane Treadwell, Pat Northey, Amanda Cole and Kirsten McChesney

What is a law library?

A law library is a special library providing access to legal information. A law library will collect primary material such as legislation and case law as well as secondary material providing commentary on the law such as textbooks, government commentary and legal encyclopaedias.

The law library supports the function of the parent organisation. Many different types of organisations may have a law library and each may function slightly differently depending on the needs of the organisation. Organisations that may require a dedicated law library include private law firms, universities, law societies, government departments, businesses or state-owned enterprises with a legal division or need for legal information or an entity such as the Law Commission.

Law libraries tend to be staffed by a mixture of qualified and unqualified staff, depending on the size of the library and the type of organisation to which it is attached. Some law librarians have law degrees as well as qualifications in librarianship. However, many develop their knowledge of the law and sources of legal information by working in the field.

History

The first law libraries in New Zealand emerged in the late 1960s when law collections in New Zealand universities began to separate from the main collections into dedicated law libraries.

In the 1970s, the libraries of the larger district law societies began to employ librarians and develop their collections to support the legal profession's information needs. In 1987, the Auckland District Law Society introduced new services such as document supply, research, database searching and training courses to help familiarise the profession with online legal resources. The district law societies in Wellington and Christchurch followed this direction.

As the larger law firms extended their range of services to an increasingly sophisticated client base and became more specialised, their information needs also expanded. Large law firms began to employ librarians to manage and build their collections from the mid-1970s. This continued during the 1980s as law firms recognised an increasing need for the specialist collection development and management skills of information professionals. In recent years, there has been some attrition of law libraries and law librarians due to the global financial crisis and continued pressure on organisations to constrain budgets and maximise office space.

The law of the United Kingdom, both statute and case law, has always been relevant to New Zealand law. The law of Commonwealth countries such as Australia and Canada also increasingly influenced New Zealand law. In recent years, interest in and relevance of United States law has also grown and has had an impact on New Zealand law. Therefore, law libraries have been expected to provide access to appropriate international material and this has continued to grow.

The services offered by law libraries have changed over time along with changes in the law and in legal publishing. The rise of online legal databases from the mid-1980s provided law librarians with new research tools and resources, and changed the face of legal information provision around the world.

The 1990s and 2000s saw a growth in electronic information (e.g. CD-ROM and online), the immediacy of which allowed library services to include more in-depth research, more targeted and up-to-date current awareness offerings, and an increasing focus on database training for library users. Alongside the development of electronic collections, the maintenance of traditional print collections continued as, until recently, New Zealand courts still permitted only print versions of cases and legislation to be included in 'case books' - the bundles of documents used in court by lawyers involved in a case. However, while print is still important, it is fair to say that desktop research has become the preferred mode for many legal information users. Due to the accessibility of online information, law libraries have also faced increasing pressure to move to digital sources, which do not take up the physical space that hard copy resources require.

The [New Zealand Law Librarians' Association](#) (NZLLA) is the professional association representing legal information professionals in New Zealand. See the chapter on NZLLA for more information on its work, including the history of the Association.

Funding

Sources of funding for law libraries are many and varied, and depend on the purpose of the library.

Law firm libraries are, obviously, funded by their firms in the same way as other administrative departments within an organisation. In many of the larger firms, library staff will charge clients for research (as lawyers do), meaning that the library contributes directly to the organisation's revenue streams. In no cases, however, is the library solely funded by its income from research. Like other types of libraries, law firm libraries face a continual need to justify and constrain their budgets.

University law libraries are funded by their parent institutions, with all the budget pressures and constraints experienced by other academic libraries.

Law libraries within private companies or government departments are usually funded in relation to the size and influence of the in-house legal teams they serve. In many cases the budget available to in-house lawyers for library materials is limited. Very few in-house law libraries of this type have dedicated law librarians.

All of the larger Courts have libraries for the use of their judges. Most of these are part of the Judicial Libraries system of the Ministry of Justice. As such they are funded from within the Ministry's annual budget allocation, and their size and coverage depends on the scope of the Court to which they are attached.

Aims

Law libraries exist to provide legal information, in all its forms, to their users. These user groups can differ greatly. For example, the aims and purpose of a university law library are very different to those of a law firm library or a district law society library. A university law library supports students and staff in their academic endeavours whereas a law firm library must support the specialisms of the lawyers serving clients with particular needs. However, all exist to provide access to sources of print and electronic legal information, and to help their users navigate the vast world of information. A key function of many law libraries and law librarians is to ensure their users also have the skills and knowledge to use the resources available to them.

Materials

Law libraries provide access to a wide variety of materials. The fact that New Zealand law is based on, and still frequently refers to English law, means that most law libraries need to hold some English materials. Some of the larger libraries hold significant collections of English law and the law of other countries.

The types of legal information most commonly found in (or accessed through) a law library are:

Case law

Hard copy volumes and online databases contain significant decisions of New Zealand and overseas courts. Hard copy collections often go back into the nineteenth century and beyond, because older cases are still frequently used for their precedent value. New Zealand's official law report series is the New Zealand Law Reports published by LexisNexis.

Legislation

Until recently, both hard copy and online versions of the New Zealand Statutes and Statutory Regulations were retained by most law libraries. A lot of older legislation is still not available electronically, and in many cases is still needed for historical legal research. However, there is an increasing move away from maintaining hard copy sets of legislation. Some libraries have stopped updating their print collections preferring to direct staff to the many online sources now available. Online sources have the advantage over print in terms of currency as they are updated as change occurs.

Online databases

Databases provide law librarians and their clients with immediate access to (hopefully) up-to-date legal information at their desktops. A significant amount of research is now performed online by the end user without, at times, much input from a law librarian. This is why training has become an essential part of a librarian's role. If a user is not an efficient researcher then the quality and accuracy of their advice may suffer.

Indices and finding aids

Two key New Zealand electronic case law indices are BRIEFCASE (provided by Thomson Reuters) and LINX (produced by the Auckland, Wellington and Canterbury District Law Societies and also sold as LINXPlus with links to full-text cases through LexisNexis). A range of hard copy indices and finding aids are also available and are still used extensively, including the Abridgment of New Zealand case law and the hard copy indices to the New Zealand Law Reports. There are also many finding aids to overseas legal information held by the larger law libraries. Due to the ongoing enhancement of online databases, hard copy indices and finding aids may be less well-used than they were in the past.

Legal encyclopaedias

The Laws of New Zealand, published by LexisNexis in hard copy and online, is the key New Zealand legal encyclopaedia and provides a useful summary of the law on a wide variety of topics. The publication is based on Halsbury's Laws of England, which is also held by many of the larger law libraries.

Texts

In addition to primary legal materials such as case law and legislation, law libraries also hold legal text books providing commentary and references to relevant cases and legislation on particular areas of law. A wide range of New Zealand legal texts are published by the major publishers Thomson Reuters, LexisNexis and CCH. In legal publishing, major texts are often published in loose-leaf format. This allows for more frequent updating than is possible with bound books, but creates significant work for law libraries to maintain and file updates. Hence, some libraries are moving away from loose-leaf materials as the information is often replicated online and requires much less administrative effort.

Journals

Journals are an important category of legal publishing, and much valuable commentary is published in the major New Zealand and overseas legal journals. All law libraries hold subscriptions to some journals, and the larger libraries have an extensive collection of general and specialist titles. Most legal journals are now available online and it is usually possible to subscribe to either print or online or both. In addition to the legal journals, most law libraries will also carry some general and business titles such as *The Economist*, *National Business Review*, *Management magazine* and others.

Users

Law library users differ depending on the type of library. Their information needs vary accordingly. The users of the main types of law library are outlined below:

Law firm libraries

The main users are the firm's lawyers and law clerks. Some larger firms provide some library services direct to their clients e.g. large companies who provide the firm with significant amounts of business. Management staff within the firms also use some library services. Marketing departments may use research and current awareness services, often seeking competitive intelligence on clients, prospective clients and potential markets.

University law libraries

Key users are law students and faculty staff who are provided with services to support their studies and research. Some university law libraries also offer paid memberships to outside organisations such as law firms. Most will also provide interloan services to other libraries.

District law societies

Users tend to be lawyers from small firms without their own libraries or barristers practising on their own (barristers sole). In addition, the large firms use these libraries frequently for supply of cases and other materials the firms do not hold. In most cases, only members of the societies (i.e. practising lawyers) or their staff may use the libraries.

Government entities

These include law libraries within government departments as well as agencies with a legal focus e.g. the judicial libraries operated by the Ministry of Justice, the Law Commission library and Crown Law Office library. All provide services to the legal staff of their organisations.

'In-house' law libraries

The collections maintained within businesses or government entities are for the use of their in-house legal departments. These libraries are used almost exclusively by the teams they support except in cases where the library is a member of the interloan scheme and may provide limited access to other libraries.

Staff Roles and Responsibilities

Law libraries are usually managed by qualified librarians, some of whom have law degrees (especially in university law libraries). The law library manager typically has responsibility for managing the library budget, supervising staff, managing and developing the collection and delivery of the services provided by the library to its users.

Reporting lines vary widely. A law firm library manager may report to a partner in the law firm. In the larger firms, it is common for the library to report either to the IT Manager or directly to the firm's Chief Executive or Managing Partner. A university law librarian will usually report to the university librarian. The manager of a district law society library may report either to an executive manager or to the society's library committee. Government department law library managers report within their own departmental structure.

In addition to the library manager, larger law libraries employ staff at a number of levels from experienced, qualified librarians who deliver research and training, to unqualified library assistants and in some cases part-time student assistants employed for filing and shelving.

In the larger firms and district law societies, the more experienced staff may undertake quite complex legal research for lawyers as well as delivering training in database use and research skills. Research skills and database training is also an important responsibility of university law library staff.

Other areas of responsibility include responding to requests for copies of cases or journal articles, obtaining materials from outside suppliers or through interloan, as well as the tasks common to most libraries such as cataloguing, acquisitions, journal check-in and circulation.

The division of tasks within the law library depends on its size and the number of staff. Many law libraries are sole charge, with the library manager doing everything, sometimes with the help of a part-time assistant. One of the most time-consuming activities within a law library is the filing of updates to loose-leaf texts, and this work is typically undertaken by a junior staff member or student assistant. In some organisations it may also be undertaken by a personal assistant or clerical staff.

Law libraries, like many other types of library, have increasingly taken on responsibility for areas such as intranet or website content. Knowledge management initiatives frequently involve (or are initiated by) library managers and staff. Some law library managers, particularly in law firms, also have responsibility for their organisation's records function - although records

management in law firms is often restricted to managing client files and 'deeds' (legal documents such as leases and trust deeds).

In law firms and some government organisations, library teams are frequently responsible for maintaining and developing collections of opinions (advice to clients) and precedents (good examples of legal documents). These are essential resources for lawyers as they are used as research tools or reference points when undertaking client work ('clients' include the internal clients of government or in-house lawyers). Originally in hard copy, the documents are now often stored electronically and indexed or captured automatically by some form of knowledge management software.

The need for frequent and complex legal and business research in many law libraries means that law librarians must take responsibility for keeping themselves up-to-date with the latest developments in Government, the courts and business. It is considered essential that law librarians regularly read the newspapers (business and general), listen to quality radio bulletins such as Morning Report, and generally take an interest in local and international affairs.

Training in Law Librarianship

Most law librarians have a grounding in general information management and librarianship gained through a mixture of formal training and 'on the job' experience. Victoria University of Wellington used to offer a law librarianship course as an elective within the Masters of Library and Information Studies programme. However, it was discontinued as it was unsustainable and students can now choose to focus on law libraries as part of an elective paper on services to specific user groups. It is possible for students to take introductory law courses as part of the information and library studies qualifications offered by the Open Polytechnic of New Zealand. Papers within the [Legal Executive course](#) run by the New Zealand Law Society may also be useful to those wishing to develop their knowledge without taking on a full law degree.

Overview of Services

Services provided by law libraries to their users fall into several main categories, outlined below:

Legal reference and research

Ranges from quick reference enquiries such as providing a copy of a known case or text through to in-depth legal research which may take several days and involve use of a wide range of electronic and hard copy sources. Law firm and district law society libraries in particular undertake a considerable amount of in-depth research for their users.

Business research

An increasingly significant service, particularly within law firms where understanding of the client's business and wider industry is an important part of building and maintaining the firm's business. These services have led to law libraries having to purchase an increasing range of business resources as well as the more traditional legal ones.

Current awareness

A key service of most types of law libraries, and crucial to assisting users to keep up-to-date with their areas of law and with client and industry activities. Resources used may include email news feeds, intranet or extranet updates, hard copy journal circulation, or targeted

bulletins. Many law libraries compile regular bulletins alerting their users to significant new cases or legislation, business developments and political events. There are numerous commercial current awareness services available including publications such as The Capital Letter, Inside Wellington and alerts published by all the major legal information suppliers.

Training

All law libraries have some responsibility for user training, and for many this is a key part of their role within their parent organisations. Most of the large law firms include research training by the library within their new staff orientation programmes, and some employ dedicated trainers for the purpose. In university law libraries, research and database training is undertaken continuously and, in some cases, it is built in as a compulsory part of the law degree courses. As library users can now access a wide range of database resources from their desktops or mobile devices, it is an essential part of the law library's role to provide them with the skills to use and get the best out of these resources.

Key issue: Urgency

An important issue in law libraries is the urgency of many requests, particularly in law firm and district law society libraries. Busy lawyers will often make requests for urgent research or document supply, and require almost immediate delivery. This is less an issue in some other types of law library, but many law libraries are characterised by the volume of urgent research they undertake. The outcome of the research must be delivered to a high standard too, urgency being no excuse for unprofessional or sketchy presentation. It is also essential that a good record is kept of the research trail, as it is often necessary to replicate a piece of research, or at least report to the lawyer on how results were obtained.

Collections

The size and scope of the law library collection depends on the type of library. University law libraries tend to have large and very broad collections, including materials from a wide range of overseas jurisdictions. With their focus on academic research, they will often hold a large number of historical resources, and can be the only holding library within New Zealand for some of these items.

Law firm library collections vary according to the size and specialisation of the firms. Specialist or 'boutique' firms will often have library collections weighted heavily towards a particular area of law such as intellectual property or insurance law. Large firms tend to have broad collections, including complete coverage of New Zealand case law and legislation complemented by key overseas resources.

The large district law society libraries also have extensive collections of New Zealand and overseas collections, including some quite rare legal texts not held elsewhere. These libraries are, however, mostly reference-only so access to their hard copy resources is only available to those who are able to visit them in person. The exception is where the libraries are able to supply photocopies of cases or chapters from texts, for faxing or emailing to users. The district law societies may also have 'satellite' collections in smaller centres, usually within local court buildings. These collections are usually staffed either part-time or with staff from the main library visiting from time to time.

It should be noted that, as with all libraries, the law library 'collection' is now much more extensive than what is held in hard copy on the shelves. Most major current legal texts are

available electronically, and library users will usually have access to a wide range of online databases. Access may be direct, through desktop links, or through library staff. Some overseas online resources such as Lexis and Westlaw are very expensive for New Zealand libraries and in many cases will be used by library staff who conduct research for their users. The exception to this is the university law libraries, where academic subscriptions make it easier to provide access to their students and faculty staff.

In addition to the electronic resources, another extension of the traditional collection is the wider law library community. Contacts in other New Zealand and overseas law libraries are an essential source of information for New Zealand law libraries, and international networks are highly valued. It is often necessary to obtain materials unavailable in local libraries or through the interloan scheme, and contacting a friendly UK or Australian law library direct with a plea for help can be an invaluable method of quickly locating the items needed.

Conclusion

Law libraries will continue to play a vital role in providing access to legal information in New Zealand for the foreseeable future. The challenge for law librarians is to identify where they can add value to the increasingly accessible range of online information delivered directly to the user.

It is likely that the law library of the future will have a much greater range of services such as research, customised current awareness and training. In addition, if law libraries are willing to do so and position themselves correctly within their parent organisations, they will play an increasing role in the wider information and knowledge management arena. Law librarians must continue to be willing to adapt to the changing nature of legal information and legal publishing. In this way, there is an exciting future ahead for the profession.

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This chapter was last revised in August 2014.

Note about authorship:

Jane Treadwell and Pat Northey wrote the core text of this chapter for the 4th edition of *Informing New Zealand* (2000). It was revised by Amanda Cole for the 5th edition (2007), and brought up to date for the 6th edition (2014) by Kirsten McChesney. At the time each of these authors contributed to this article they were practicing law librarians and officeholders of NZLLA.

Records and Archives: An Introduction

By Sarah Welland

Kia mau koe ki nga kupu o ou tupuna

Hold fast to the words of your ancestors (Maori.org.nz, n.d).

Here in Aotearoa New Zealand, records and archives play a key part in providing evidence of what was, is, and will be done. Often known collectively as 'recordkeeping', the field of records and archives encompasses everything to do with the creation, use and on-going management of information that documents the evidence of day to day business.

While the term 'day to day business' conjures up images of corporate offices and people in suits, it actually covers any activity (for example a decision, a process, or an event) documented by an individual, a group, or an organisation in the course of their life or work. As a result, records are often called "by-products of business activity" because the content in the record is not consciously created "to create a record," but rather, the content just 'happens' as it is captured as part of the activity itself.

Most of us create records – it's just that we may not realise it! For example, if we fill in a form at our doctor's surgery, we are creating a document that becomes a part of that organisation's own records. In this case, our form would probably go on our patient record which, depending on the doctor, would either be part of a collection of other electronic documents about us linked together by our name and other specific details, or else a paper file.

We may also make our own personal records – diaries or journals are a common example. Regardless of whether we create something that is paper or electronic in form, the result is a record that provides evidence of what we thought and what we did at the time we wrote it.

In many ways records are very different from most published material such as books. This is because their content is only meaningful when it is linked to further information on how that content came to be. Or, to put it another way, the form of the record is not nearly as important as the evidence linking to it explaining when the content was created, who created it, for what purpose and so on.

As a result, there are a number of practices when it comes to managing records in a business environment that are very different to what a librarian would do in a library environment. For example, organising records by subject is rarely used because most records refer to a variety of topics. Instead, a classification system called 'function based classification' is often used to create a form of directory to the records. While this approach has its drawbacks, it is still a common solution in many organisations, as it is less affected by organisational change, and it also links record descriptions into a structure that is based on what an organisation does. For example, correspondence about after-hours access to a building may be saved or filed to a record that is found under "Property maintenance: Main building: Access".

However, there are no 'set rules' when it comes to records management in Aotearoa New Zealand, apart from the existence of some good practice standards and guidelines. This is because each individual, group or organisation that creates records is different, and although there are similar 'types' of record (such as financial records or HR records) even these will

reflect the unique content and context of the individual, group or organisation that creates and uses them.

A records manager will, therefore, spend a lot of time working with staff of the organisation that creates the records to develop records management systems that (among other things) ensure:

- justifiable access is provided to the record
- the record is able to be kept for as long as it needs to be
- changes made to the record from its creation to its disposal are documented
- the record meets all administrative, accountability and legislative requirements
- the record has all the relevant information linked to it so that users have a complete understanding of the unique context of its creation, use and purpose.

One of the key international records management standards lists the characteristics a record must have in order to be considered a record that is meaningful to its users. It states that a record should:

- be authentic
- be reliable
- have integrity (that is, be complete and protected against unauthorised alteration)
- be useable (ASA/ISO 15489, 2002, Section 7.2).

Once a record is no longer required for business purposes it is closed, and after an agreed period of time (which can vary considerably depending on the content and original purpose of the record) it will either be destroyed or it will become an archive.

The following two chapters to this introduction provide good insight into archives and their management here in Aotearoa New Zealand. Public Records and Archives New Zealand by Denise Williams covers what happens when the records of government organisations (known as public records) are no longer required by the organisation that created and used them, while Local Authority and Private Archives by Kay Sanderson discusses how non-public records (such as the records of individuals, groups or private businesses) become archives in a collecting archival repository or an in-house archives collection. Reading both chapters will also provide an overview of the different types of archival collection that exist, the history of their development, and the challenges they face today.

Archives are basically records that are no longer needed for day-to-day business requirements, but have some form of 'value' in or about them that makes them worth keeping. This value is usually determined through a review process called appraisal. Appraisal establishes whether records have some form of value when it comes to retaining unique or iconic evidence of a society, government, group or individual. Key values will vary widely depending on the wider context in which the records were created. These can include historical value, evidential value, accountability, or legal value, as well as ethical, cultural or spiritual value: Value therefore does not refer to monetary value, but rather to value in terms of providing evidence of the by-products of relationships (see the chapter in this book by Sanderson). As a result, archives are often talked about as documenting 'the memory' of groups or individuals, either collectively or individually.

Many aspects of archives management, like records management, are very different from library management, although there are some areas of overlap within areas such as reference services, preservation and digitisation. A key difference relates to the fact that archives, like

records, need to be maintained in ways that link the evidence to them which explains when they were created, who by, for what purpose and so on.

In archives management, these practices are guided by two key and overarching principles. The principle of provenance (making sure that each item has evidence linked to it of its original source or creator), and the principle of original order (making sure that groups of items donated or transferred to an archival repository are kept in the same order as the individual, group or organisation that last used them). These principles are covered in some detail in the chapter Local Authority and Private Archives, because these, more than anything else, underline the main difference between libraries and archives collections.

The world of records and archives deals with ensuring that the evidence of what happened is able to be created and maintained. However, how this is done can be a bit of a moveable feast - something you may pick up on further as you read the following chapters. There is a growing variety of things affecting the management of records and archives today, including issues regarding the on-going management of electronic records, and questions relating how to manage records and archives within an environment that includes social media, cloud-based systems, government and legislation changes and digitisation initiatives.

If you ever find yourself with responsibility for records or archives, one of the best places to start (other than doing lots of background reading!) is to join a professional association. Aotearoa New Zealand has two main associations: the Archives and Records Association of New Zealand (ARANZ) and the Records and Information Professionals Australasia (RIMPA). You can find out more about them by following the links above to the Professional Associations section of the Wiki. As well as training provided by the professional associations, both Open Polytechnic and Victoria University of Wellington provide education in mainstream records and archives, and Te Wānanga o Raukawa focuses specifically on managing Māori information sources.

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Types of Records & Archives Organisations

Local Authority and Private Archives

By Kay Sanderson

What are Records and Archives?

People create records in almost every facet of their lives. Typically each of us receives or generates a plethora of documents. Our working lives, finances, homes, health, education, interactions with government, recreational activities and personal relationships are all documented in records. Correspondence with family and friends, diaries and weblogs, photographs, school exercise books, bank statements, invoices, job applications, and payslips are just some examples. All of these are records. They are records because they are created as a by-product of our engaging in relationships – work relationships, personal relationships, and – the case of diaries - that most private of relationships when “the self speaks to the self alone” (Niall, as cited in McKemmish, 1996, p. 44). Records document the transactions which take place in the course of those relationships.

Just as individuals create and accumulate records, so too do government bureaucracies, businesses and organisations of all kinds – for example, sports clubs, churches, and voluntary societies. A very small proportion of these records will be deemed to have continuing value and kept as archives.

The popular perception of archives is that they are old paper things: letters, diaries, books and newspapers. However, neither age nor media form is a defining characteristic of an archive. Archives can be records in any form and of any age. They may be as complex as a digital business system or as simple as a cassette tape or manuscript letter. What distinguishes them from other information types is their bond with information about the circumstances in which they were created (Yeo, 2011). Generated in the course of an activity, they are valued because of their relationship with that activity, and often also because of their relationship with subsequent activities during which they were used. This bond with circumstance is what gives an archive its evidential qualities. So long as it is intact, an archive can cast light on the events surrounding its creation and subsequent use.

Professional record keepers use the word “archive” in three ways:

- an individual record (in any format) that has continuing value
- an accumulation of such records
- the repository that houses these records.

Old books and newspapers are not regarded as archives when their value is seen to lie in the information they contain, rather than in the circumstances of their creation and use.

This discussion looks at the work that archivists do, and at the historical development and current state of New Zealand collections of local government archives and private archives created by businesses, non-government organisations, and individuals. Generally speaking these archives are not kept by Archives New Zealand, the repository for the records of central government, but in collecting archives (repositories which collect records from many different

sources) and in-house archives (repositories which receive records only from the organisation of which they are a part).

What Do Archivists Do?

The archivist's role, like that of a librarian or a museum curator, can be described as building collections, managing those collections, and providing access to them. However, archivists are a distinct professional group. To fully understand the role of the archivist one needs to understand why specialist knowledge is needed to build and manage archive collections, and one needs to understand what that knowledge is.

Because it is important to have confidence in the authenticity and the integrity of the records on which legal judgments are based, or from which an understanding of history develops, archives are not classified by subject and catalogued by author and title in the way that library materials are described and organised. Instead they are arranged and described in accordance with two fundamental principles, which together preserve knowledge of the context within which the archives were created and used prior to their deposit in archival repositories:

- **Provenance.** This principle requires that the archives derived from one source or creator are kept together and not mixed with those from another source.
- **Preservation of original order.** By preserving the original order within which the archives were last used, relationships between individual documents are not disturbed, and both the evidential and the informational value of the archives as a whole are enhanced. Sometimes untrained people working with archives attempt to rearrange the archives according to format or subject. Such rearrangements always detract from the value of the collection. Consider, for example, a photograph which was originally enclosed with a letter describing the occasion when the photograph was taken and perhaps also saying where it was taken and who the people portrayed in it are. The letter may go on to describe the relationships between the people and what they were doing at the time the photograph was taken. If the photograph is separated from the letter, all this information is lost. It becomes simply a photograph taken of some people, some place at some time. It loses the context which gave it informational and evidential value.

Ensuring that archives are not tampered with during use is another important aspect of preserving their evidential value. This is one of the reasons why access to archives is provided only in supervised areas and why most repositories enforce rules which minimise the likelihood of researchers defacing or otherwise altering archives they view.

Because archives are unique, collection management practices must give a high priority to the preservation needs of the collection. Supervised reading rooms and closed stacks help to prevent theft. Another important part of the preservation equation is management of the storage environment. Archivists need to know what the ideal storage conditions are for the items in their care and how best to approximate those conditions given the limitations of their particular circumstances and budgets. Ideal climatic conditions vary according to the medium in which a record exists, and inappropriate storage puts archives at risk. Triacetate film is a good example. If it is maintained at 40°F and 40% relative humidity, it should stay in good

condition for 1000 years. However, at the same relative humidity but with a 30°F increase in temperature, there will be noticeable deterioration after only 50 years (Messier, 1993).

Because archives are subject to ongoing chemical changes, archivists need to be aware of the physical characteristics of different media so that they can make responsible decisions about the care of their collections. Photographic prints, for example, should not be stored with cellulose nitrate film (in use from the late 1880s until the 1950s) because the gases it emits when it begins to deteriorate will accelerate the deterioration of the prints. It is also important to know that these gases are highly flammable (Messier, 1993).

Also, today archivists are increasingly required to have knowledge of strategies for [preserving digital information](#), which is extremely vulnerable as a consequence of rapid technological change and hardware and software obsolescence.

What other knowledge do archivists need? In order to build their collections, archivists need to be able to write collection development policies and put them into effect. To do this they need to understand, and communicate with, their user community. They also need a working knowledge of how to appraise records - that is, how to select the types of records that will have most value in the future. The fundamental collection development questions for an archivist are:

- which organisations and individuals will the archive collect from?
- what types of records (for example, minutes, diaries, correspondence, receipts, cheque butts) warrant retaining as archives?

Collection development can be relatively straightforward for an in-house archive such as a local government entity or church, where the collection is comprised solely of records created by the organisation that maintains the archive. For archivists working in repositories of this nature, appraisal is the primary collection development task. This activity requires a good understanding of the organisation's history and functions, and of statutory requirements relevant to the organisation's records retention. It is also useful to be knowledgeable about the nature of the information associated with different record formats.

For collecting archives (repositories which collect from many sources), deciding what to seek out and what to ignore is much more complex. This is especially so if the archive's resources are limited, and all archives' resources are limited - some very much so. An archive must define its collection development policy carefully. The professional literature has explored this theme in discussions of documentation strategies and more recently macro-appraisal.

[Documentation strategy](#) is a "methodology that guides selection and assures retention of adequate information about a specific geographic area, a topic, a process, or an event that has been dispersed throughout society." [Macro appraisal](#) is a "theory of appraisal that assesses the value of records based on the role of the record creators, placing priority on why the records were created (function), where they were created (structure), and how they were created, rather than content (informational value)" (The Society of American Archivists, 2005). The [Minnesota Method](#) is a pragmatic adaptation of document strategy and macro-appraisal which Crookston (2013) suggests might be a helpful foundation for a nationally co-ordinated digital collecting programme in New Zealand.

In developing their collections archivists need to couple an awareness of these theoretical models with a good understanding of the community that funds them, who their users are and who their users are likely to be in the future.

Archivists also need an overview of legislation as it relates to recordkeeping. They need to be confident that the ways in which they select records to take into custody (and in the process, destroy those they have rejected), and the ways in which they provide access to their collections, protect the record creator's interests in the event of litigation, and are consistent with their own legal responsibilities as record keepers.

Last, but not least, those who are responsible for archives collections need to be publicists. This is particularly true for archivists working in environments without a well-established culture of archives keeping, for example businesses and many public libraries. The growth, and often the very existence, of archives collections is dependent on the goodwill of the organisations which fund them. Those who fund the archive must perceive that the archive has value to the community it serves and is worthy of ongoing investment. This is especially true for private archives because there are no statutory requirements that they be preserved.

History of Archive Keeping

Archives as deliberately created repositories of official records are known to have existed since ancient times. The lineage of official recordkeeping is frequently discussed in archives texts (see, for example, Cunningham, 2005, pp. 26-30). Personal recordkeeping, however, has received less attention. In exploring this past, archives theorists increasingly look beyond the traditional archives paradigm's pre-occupation with the records of Western bureaucracies. This is especially true of theorists who write about the [records continuum model](#). These people argue that the widely assumed distinction between official and personal records is a product of bureaucratic, professional, and custodial practices during the modern era. If one looks more closely at the ways in which societies, cultures, individuals, and organisations interact in time and co-evolve over time, there is a much weaker case for differentiating between the personal, the group (for example, kin groups and organisations), and things such as technologies and behavioural norms which are part of society as a whole. Traces of all these things are left in records, regardless of who has custody of them or how they may be categorised by archivists (Hurley, 2005; McKemmish, 1996; McKemmish & Piggott, 2013; Sanderson, 2010). In writing about the records continuum, archives are linked with the transmission through time of memory, evidence, knowledge, and cultural experience. The concept of record is extended to include all modes of transmission including story-telling, dance, song, rituals, art, music, and physical tokens such as the message sticks once used by indigenous Australians (Cunningham, 2005; Piggott, 2012, pp. 251-270; Upward, 2005, p. 213). Winiata (2005), writing from a Māori perspective, expressed the same sentiment when he claimed all the things that contribute to the memory of a community are "its archives" (p. 13).

The more recent origins of the archives with which we are familiar today are, however, profoundly Western. In them we see differentiation between the transactional records of bureaucracies (predecessors to today's government archives), and books and personal manuscripts, which are the information objects historically associated with libraries. The placement of personal manuscripts may be surprising to some readers who assume them to be "archives". By the end of the nineteenth century most European archivists took the view that personal manuscripts were not archives and belonged in libraries. Today, archivists tend to differentiate less and, as mentioned above, records continuum theorists draw attention to

points of intersection as well as points of difference. Nevertheless, personal archives (also, sometimes still referred to as “manuscripts”) continue to be collected primarily by archival repositories managed by libraries, or, less often, museums.

Development of Collections of Private Archives and Local Authority Archives in New Zealand

New Zealand’s earliest collectors were more often concerned with ethnography than with history. Significant collections of Māori documents were compiled by the Polynesian Society and the Board of Māori Ethnological Research as well as by individuals such as Sir George Grey. Interest in preserving the history of the colony itself and those who settled it began to emerge towards the end of the nineteenth century (Colquhoun, 2005).

Many of New Zealand’s most significant collecting archives are built on the foundations laid by private collectors. [Sir George Grey](#) passed his collection to the people of Auckland in 1882. Dunedin physician [Dr T.M. Hocken](#) gifted his to the University of Otago in 1907. In 1920 the foundation for New Zealand’s national collection was laid when Wellington merchant [Alexander Turnbull](#) bequeathed his collection to the nation. Other private collections gifted to the public were the [McNab and Reid collections](#) (Dunedin Public Library), the [Beaglehole collection](#) (Victoria University of Wellington Library) and the [MacMillan Brown collection](#) (University of Canterbury Library). The archive content in these collections primarily comprised of books was, however, relatively small (Traue, 1991).

Museums also featured amongst the country’s earliest collectors of archives. Canterbury Museum’s collection was formally established in 1909, and it appears likely that Auckland Museum began acquiring archives at much the same time.

In 1950 Keith Sinclair, who was to become one of New Zealand’s major historians, called for a change in the way the country’s histories were being written. Claiming that most published histories were more myth than history, he challenged New Zealand’s professional historians to take more interest in researching the history of their own country and to do so by focusing close attention on analysis of primary source materials. The formation of the National Library in 1955, which brought together the research collections of the General Assembly Library and the Alexander Turnbull Library, was in part a response to this call (Young, 2002). It was not until 1967 that the Alexander Turnbull Library appointed its first full-time manuscripts curator (Retter, 1996).

In the 1970s there was significant expansion in both the number of archives repositories formally established and employing dedicated staff, and in the size of existing collections. This was largely due to growing interest in social history. The experiences of Māori, women, labour movements, and businesses were explored in New Zealand universities, and outside academia there was an exploding interest in genealogy. Collecting archives responded by increasing the breadth of their collecting activities to take in the records of community organisations, sporting groups, unions, civil liberties groups, and so on.

Changes relevant to local authority archives also date from this period. In 1976 the Local Government Act was amended to include provisions for the protection of local government archives, and the Chief Archivist of the National Archives (now Archives New Zealand) was “empowered to promulgate regulations relating to their identification, retention, and destruction” (Retter, 1996, p. 5). Within a decade Dunedin City Council and Auckland City

Council had both appointed full-time archivists. Wellington City Council followed in 1994 (Retter, 1996).

The past 40 years have also seen the coming of age of the archival profession. The Archives and Records Association of New Zealand (ARANZ), established in 1976, disseminated knowledge of archival practices through its publications and training courses, and also lobbied for the inclusion of archives courses and formal qualifications in tertiary education institutions. This lobbying began to bear fruit in the 1990s. Since the end of that decade, courses have been offered to archival science students at Victoria University of Wellington and The Open Polytechnic of New Zealand.

Local Authority and Private Archives in New Zealand Today

Archivists typically distinguish between two different types of archives repositories. Both types are found in New Zealand:

- **in-house archives.** These are established within an organisation to manage that organisation's archives. Examples of in-house archives in the private sector are those run by businesses and churches.
- **collecting archives.** These are archives which acquire their collections from many different sources. Often they document a particular community but they may also have a thematic focus. Collecting archives are generally found in libraries and museums, but are also often set up by local historical societies.

This division is a useful 'rule of thumb' but in practice, the distinction between in-house archives and collecting archives is not always that clear-cut. A business, for example, may augment its collections by including the personal papers of significant employees; and a repository which is primarily a collecting archive may also house the archives of the local authority which administers it.

Archives New Zealand maintains a register of archives repositories in New Zealand on [The Community Archive](#) website. The list of contributors to the website gives insight into the extent and diversity of archives repositories in the country.

Specific Types of Archives

Local authority archives

Local government archives, like the archives of central government, are managed in accordance with statutory provisions relating to their care, accessibility, protection and disposal. [The Public Records Act \(2005\)](#) requires local authorities to create "full and accurate" records and to maintain them "for as long as they are needed". The Act also empowers the Chief Archivist to declare certain local authority records "protected". A [list of protected records for local authorities](#) itemises records of this nature, none of which can be destroyed without the permission of the Chief Archivist.

It is only in the last four decades that local authorities have begun to establish in-house archives repositories. For the most part, these repositories are associated with the councils of the larger cities. Smaller local authorities struggle to provide similar facilities. Some place their

archives in collecting archives managed by their public libraries, while others have yet to make suitable provisions. Six small district councils in the central North Island - Manawatu, Whanganui, Horowhenua, Rangitikei, Tararua, and Ruapehu - have addressed this problem by joining forces with Palmerston North City Council and Horizons Regional Council to establish a joint archives facility known as [Archives Central](#).

Collecting archives

Collecting archives house the greatest proportion of private archives accessible to the public in New Zealand. The largest and best known are those of the [Alexander Turnbull Library](#) (funded by central government) and the [Hocken Library](#) (funded by the University of Otago). However, there are numerous well-established repositories in many public libraries and museums funded by local authorities, and also in the libraries of the [Victoria](#), [Massey](#), [Waikato](#), [Canterbury](#), and [Auckland](#) universities. In fact, a large proportion of public libraries, museums, and historical societies collect archives to some extent. Funding, staffing and professionalism vary enormously in this sector and many smaller archives have no guaranteed budget and an uncertain future.

Some of the collecting archives are particularly good examples that others can follow. The [Alexander Turnbull Library](#) and the [Hocken Library](#) set a professional standard for collection management and have often been regarded as role models for new comers to the field. However, when it comes to community relationships and client services, there is an argument to be made that the scholarly traditions of the older research libraries may not provide the best models. Many public libraries combine their archives, local history, and family history resources to offer more broadly focused, cohesive, heritage services to a diverse clientele. Promotion and outreach are accorded high priority, and websites are used to build community and provide access to digital resources. [Auckland Libraries' Heritage and Research](#) service is an example of what can be achieved in a large well-funded metropolitan area, while the heritage service of the combined [Masterton District Library and Wairarapa Archive](#) demonstrates how much a small community can achieve when it values its heritage.

Religious archives

Outside the public sector, religious archives constitute the largest group of in-house archives. Numerous Catholic orders in New Zealand keep their own archives, notable examples being the [Society of Mary](#) and the [Home of Compassion](#) in Wellington, and the [Sisters of Mercy](#) in Auckland. Both the [Methodist](#) and [Presbyterian](#) churches maintain their own archives, the former in Christchurch and the latter in Dunedin. Other in-house collections include the Archives of the Anglican Diocese of Auckland, the [Salvation Army Archives](#) (Wellington), [New Zealand Jewish Archives](#) (Wellington), and the [Ratana Archives](#) near Wanganui.

Many local parish archives and church archives are held by collecting archives in the same locality. Both the [Alexander Turnbull Library](#) and the [Hocken Library](#) hold significant collections of church archives.

Business archives

There are very few in-house business archives in New Zealand. The best known is the [Fletcher Trust Archive](#), which holds records of Fletcher Holdings Ltd, Challenge Corporation Ltd, and the Tasman Pulp and Paper Company Ltd, the three companies that merged in 1981 to form Fletcher Challenge Ltd. The Fletcher Trust Archive also holds records of predecessors to these companies. The other business archives of note are in banks, namely [Westpac](#), the [ANZ](#), and the BNZ. The latter is associated with the [BNZ Museum](#), which has regular opening

hours. However, the others are smaller operations, providing public access by appointment only.

The small number of in-house business archives is eloquent testimony to the fragility of archive keeping in this sector. Although many collecting archives have included records of local businesses in their collections, such collections are often small, one-off acquisitions which provide little more than a snapshot of a business at one particular time.

Media-specific archives

A small number of archives have been established in New Zealand to deal with records created in formats which require specialised care. The best known of these are the [Sound Archives Ngā Taonga Kōrero](#) and [New Zealand Film Archive Ngā Kaitiaki O Ngā Taonga Whitiāhua](#), which was established as a charitable trust in Wellington in 1981.

Iwi archives

As has been noted above, the activities of many nineteenth century ethnographers and manuscript collectors meant that many Māori documents have come to reside in collecting archives. Māori have articulated two concerns with regard to their archives. Firstly, there is the question of whether Māori material in pakeha institutions is being managed in culturally appropriate ways. Secondly, many Māori are voicing the opinion that archives represent a part of their taonga and should not be housed in pakeha repositories at all. In recent years, a number of iwi have established their own archives trust boards.

Issues for Māori

Custodianship of material taonga (physical heritage items) is not the only archives related issue of concern to Māori. The way in which taonga is cared for and handled, and the conditions under which access is offered to Māori and others are also matters of vital concern. As Tupara (2005) explained, "an archive gathers and holds a lingering essence of those who have gone before. Not the whole person, not the entire culture of a person, but only a part of their essence. Some cultures call this gathering together of things the collecting of their ancestral connection, tikanga, whakapapa, cultural heritage, or even what gives them a wairua, their soul. If the originator, from whom those things are collected, ends up not being the holder of the collection, then they might consider such collections, even their souls, as being stolen.... Most Māori would assert that any archive with an ancestral connection to them is theirs" (pp. 86-87).

Many large institutions have responded to challenges to improve their custodianship of taonga and services to Māori by appointing Māori staff to manage Māori materials and services, providing basic te reo and tikanga training for all staff, identifying and prioritising work on Māori material in their collections, and ensuring that their buildings provide appropriate spaces for ritual and Māori gatherings. Less well funded archives, while not able to provide the same level of services or facilities, are, nevertheless, often staffed by archivists with some knowledge of te reo and tikanga Māori who do what they can to provide culturally sensitive services.

The lack of protection for cultural property rights in Western law is also an issue, with uses of taonga, including commercial uses, not requiring permission from the cultural owners of that taonga. This problem has been exacerbated by digital initiatives built on freedom of information principles which further erode the ability of Māori to protect their cultural heritage

(Brown & Nicholas, 2012). Archivists' attempts to address these issues in their design of systems providing access to digitised materials have, to date, been inadequate. In the few cases where automated messages have asked users of digitised taonga to be respectful of the cultural significance of the images they are about to view, Brown and Nicholas observe that little attention has been paid to explaining what that respect should entail. They contrast this with the lengthy explanations of copyright on the same websites.

The Impact of Information and Communication Technology

Digital preservation

The capture and preservation of born digital records is the major technological challenge confronting the archives sector. Due to the rapid rate at which hardware and software become obsolescent, digital documents tend to be unreadable within 5 to 10 years of creation if they have not been migrated with each software or hardware upgrade. Archivists are exploring several approaches to this problem:

Early identification of records with archival value, and regular migration. This is the approach that was first favoured, although it does not deal with those records that slip through the net. Emulation of the hardware and software environments in which digital formats no longer in use were created.

Maintaining the original hardware and software along with the records. This method has been advocated by digital humanists who argue that the technology used to create a text shapes the text because in various ways it constrains and enables the way an author writes and even the way an author thinks. A small number of repositories with significant literary collections have responded to that call, but it is less common than the other two. (Kirshenbaum et al., 2009).

Whichever way it is approached, the problem of digital preservation is immense, and becomes ever more complex each year as the range of technologies and digital formats expands. There is growing awareness of the need for collaboration both in researching and testing solutions and in the development (and funding) of digital repositories. In New Zealand this has translated into collaboration between archives repositories and libraries. Such collaboration, however, does not come easily because these professions value information objects in different ways and for different purposes, and have evolved practices reflecting those values. Digital humanists argue, and archivists and librarians increasingly recognise, that digital preservation is value-laden. Therefore, the way it is approached is a significant factor in determining how digital objects are captured and the types of research they will be capable of supporting in the future (Manoff, 2006; Sassoon, 1998; Yeo, 2010b).

For all these reasons the complex problem of digital preservation appears to be one which will be solved incrementally over a long period of time. It also appears likely that practice, and theory in the field of archival science (and in other disciplines) will evolve in the process.

Digitisation

The other significant effect of information and communication technologies is the increasing quantity of digitised materials being made available on the World Wide Web. Although only a fraction of the material archive (the physical collection) has been digitised (or is likely to be digitised), the ready availability of this material is opening archives to a much broader cross-section of the community than has ever been the case before.

Archivists often express concern at the decontextualisation that can occur as a consequence of digitisation. The knowledge at stake is much the same as that which is at stake in collaborative digital preservation programmes; and, as is the case with digital preservation, understanding of the risks and potential gains associated with the process is improving with experience.

Descriptive standards

Automated databases, and the opportunity to reduce costs by sharing catalogue records and other resources, have been major incentives for libraries to collaborate and develop shared standards. Archives, however, are unique and every acquisition is a new processing job. Consequently, interest in developing standards developed relatively late, and it was not until the early 1990s that the ICA ([International Council of Archives](#)) began to address the question of developing an international standard. The outcome of that initiative was [ISAD\(G\)](#), the General International Standard for Archives Description. Although international in name, ISAD(G) was severely criticised by Australian archivists, who since the 1960s had been developing a relational model for description which was better able to represent multiple provenance than was the traditional hierarchical model assumed by ISAD(G). Subsequent standards issued by the ICA (the International Standard for Archives Authority Records, the International Standard for Describing Functions, and the International Standard for Describing Institutions with Archival Holdings) moved closer to the Australian model, which was itself evolving and becoming increasingly sophisticated in response to the metadata challenges associated with the creation, capture, and management of born digital records. ISO 23081 Information and Documentation – Records Management Processes – Metadata for Records was significantly influenced by this Australian work. Bunn (2013) argued that, although ISO 23081 has shown more “continued and consistent attention to and focus on archival description” than the ICA standards, there is still no true standard for archives description (pp. 241-243).

With growing interest in linked data and semantic web enabling technologies, the inadequacies of ISAD(G) have become more evident. At its International Congress in 2012, the ICA announced its intention to harmonise all four of its standards. This should move ISAD(G) closer to the Australian model. However, it is far from certain that changes will be extensive enough to bring the ICA’s standards into alignment with ISO 23081 and Australian practice (Yeo, 2012).

In New Zealand, adherence to international standards is minimal, and collaboration in developing national standards for archives description is virtually non-existent. One reason for this is the fact that the archives community here is divided between those who favour the Australian approach to description (primarily government archives) and those who favour traditional approaches (primarily collecting archives). Another hurdle standing in the way of developing national standards for archives description is the fact that many collecting archives are required to use – and adapt their descriptive practices to – the system used by the library or museum in which they are situated.

Conclusion

Local authority archives repositories, collecting archives and private in-house archives are relatively recent arrivals in New Zealand’s information sector. Although they were late starters, local authority archives have undergone considerable development in the past fifteen years when compared with the slower evolution (and sometimes static state) of collecting archives

and private in-house archives. Because many private archives are in private hands, the full extent of New Zealand's collections is uncertain. Those collections about which we know are the ones held in publicly funded institutions with dedicated staff, and those held by a small number of private organisations which see value in preserving their archives and making them publicly accessible. Sadly, most of these archives operate on small budgets which limits their ability to respond to the challenges posed by digital technologies or fully seize the opportunities those technologies offer.

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Public Records and Archives New Zealand

By Denise Williams

What is Archives New Zealand?

[Archives New Zealand Te Rua Mahara o te Kāwanatanga](#) in the Department of Internal Affairs is the lead institution in managing the public record. It regulates, monitors and advises on public recordkeeping practices in public offices and ensures the preservation of public records of long-term value. Archives New Zealand administers the [Public Records Act 2005](#) (the Act) which sets the functions of the Chief Archivist and the powers necessary to carry out these functions.

Information management is fundamental to good business practice. It provides increased efficiency, effectiveness and accountability through ensuring that records of public business are accessible both now and in the future. Transparent government relies on full and accurate records of business transactions being created and well managed to be available when needed.

As part of the Department of Internal Affairs, Archives New Zealand seeks to ensure that the people of New Zealand have a strong and valued national identity, culture and heritage and to enhance trust in government and confidence in the performance of public sector organisations. These goals are supported by other important roles within the Department, notably:

- The Chief Executive's functional leadership of all of government ICT, as the Government Chief Information Officer
- The Government Chief Privacy Officer, and
- The National Library of New Zealand and Government Information Services.

For Archives New Zealand, trust in government is based on the creation and maintenance of full and accurate records by public offices and the transparency of government as a result of access to these records. The statutory agencies that rely on this level of recordkeeping include the Office of the Ombudsmen, the Health and Disability Commissioner, the Office of the Auditor-General and the Office of the Privacy Commissioner. A robust public record keeping system, overseen by a trusted and independent Chief Archivist, is at the heart of trusted government.

Archives New Zealand has a governance role in shaping, and intervening where necessary, in the information management practices of public sector agencies. This includes developing standards for information creation and maintenance, and providing advice and training for staff implementing these standards.

The Chief Archivist has the statutory responsibility to determine what public records are of long term value and are to be transferred to the national archive and what records are not. This disposal function enables the preservation of public archives and facilitates efficient and cost-effective disposal of records by public offices.

Archives New Zealand ensures that public archives are preserved, kept secure and well-managed, discoverable and accessible to the public. The majority of the public archive is held in Archives New Zealand's repositories in Auckland, Wellington, Christchurch and Dunedin. Holdings include the 1835 Declaration of Independence, the 1840 Treaty of Waitangi, the 1893 Women's Suffrage Petition, and government documents, maps, paintings, photographs and moving images.

Ease of access to the public archive is promoted through:

- [Archway](#) – the online finding aid
- customer assistance and support in each of Archives New Zealand's four reading rooms across the country
- remote enquiries service; and
- an increasing online digital presence.

This increase in the availability of information in a digital format ensures that the stories of the nation are readily available, and strengthens New Zealanders' connection with their identity and history.

Archives New Zealand has a responsibility to provide leadership and support for archival activities across New Zealand including the safekeeping of private and community records. Maintaining a presence and working within the wider community, including with Māori, is important to its role and responsibilities. The regional offices provide local communities with access to records of local significance. Together they support government recordkeeping and community organisations, Māori, iwi and hapū with the care and management of archives. The community archives work enhances Archives New Zealand's presence in the community through the provision of practical, hands-on archival support and advice to community groups, iwi, hapū and whānau.

What is the Public Record?

Public records, as defined under the Act, are those records which are created or received by a public office in the conduct of its affairs. Public offices are all the legislative, executive and judicial branches of the New Zealand Government. These include all the government departments, such as the Ministry for Social Development; Crown entities, such as Te Papa; and organisations, such as state owned enterprises, district health boards, universities, schools and courts. Local authorities, including council-controlled organisations, are also covered by the Act, but have slightly different responsibilities to those of central government.

Public records document the interactions between government and the people of New Zealand, including the establishment of their rights and entitlements, the development of policy, and evidence of decision making. The large number of organisations covered by the Act (about 2600), with all their various functions, means that the records provide a wide range of information.

Only those records appraised of being of long-term value are transferred to Archives New Zealand. Those transferred public records become public archives.

Local government archives are not under the control of the Chief Archivist in the same way that public archives are (although the Chief Archivist has control over local authority records declared as protected records), but similarly cover a large variety of functions undertaken in specific localities.

History

Despite the public record beginning in New Zealand in 1840, with the advent of the colonial government, a national archive was not instituted until the mid-twentieth century. In 1927, the Dominion Librarian was given responsibility for the public record, and in 1957 the National Archives of New Zealand was created, and with it the post of the Chief Archivist. The full timeline of major events relating to Archives New Zealand is available on the [website](#).

Governance

Archives New Zealand is a business unit within the Information and Knowledge Services Branch of the Department of Internal Affairs. The branch also includes Government Information Services and the National Library of New Zealand who work together to bring knowledge and information directly and effectively to New Zealanders.

An explanation of the structure of the Department is available on the [website](#). The Minister of Internal Affairs is the responsible minister.

The [Archives Council Te Rua Wānanga](#) is an unincorporated body established under the Act to provide independent advice to the Minister on recordkeeping and archives matters including those for which tikanga Māori is relevant. The Council generally meets four times a year and reports directly to the Minister on its functions during the preceding year. The Minister, as soon as is practicable, presents the report to the House of Representatives.

Users and Clients

Archives New Zealand's users and clients include a wide range of people across New Zealand and worldwide, such as researchers, historians and genealogists. Staff from the government agencies that created the records also access the holdings to find proof of decisions made, actions taken, work done, and so on. Clients include staff across the public sector, especially records and information managers, chief information officers and information technology staff. In addition, Archives New Zealand works with a variety of third party service providers, technology and storage suppliers.

Overview of services

Archives New Zealand serves the public of New Zealand and government by providing advice on the creation of records and identifying records of permanent value, as well as holding, conserving, preserving, restoring and providing appropriate access to these records. A snapshot of its services can be found on the [website](#).

Services to government agencies and local authorities

Archives New Zealand helps to support government agencies and local authorities in fulfilling their recordkeeping requirements set out in the Act. It assists them to develop their own programmes to fulfil business and accountability requirements, and promote good records management so that the most significant records of government are preserved for current and future generations.

Archives New Zealand is committed to improving understanding of current recordkeeping issues within government and building capability. As part of this it runs a regular series of events for those responsible for records called the Records Management Network. Staff may work with external training providers to deliver records and information management training.

Recordkeeping advice is available through the rkadvice@dia.govt.nz service and through the client portfolio managers within the Client Capability directorate. The aim is for pro-active engagement with clients and to foster a collaborative culture of knowledge sharing between customers.

Advice on the physical care of at-risk records is provided by Archives New Zealand conservators when requested.

Archives New Zealand provides up-to-date guidance and standards to support the objectives of the Act including the mandatory [Records Management Standard](#). These standards form the basis of the Public Records Act audits which are designed to:

- provide an independent opinion of an organisation's implementation of the mandatory standards issued under the Act including the level of awareness of recordkeeping responsibilities
- report on the organisation's recordkeeping direction, capability and practices, and
- provide awareness of the significant business risks that an organisation may be exposed to as a result of inadequate recordkeeping practices.

The Act allows for the temporary return of public archives to the controlling public office and the Government Loans Service manages these loans to government agencies.

A list of the services to Public Offices and Local Authorities can be found in the [Advice on Records and Archiving](#) section of the website.

Services to the public

Access to the public archives is promoted through customer assistance and support in each of Archives New Zealand's four reading rooms in Auckland, Wellington, Christchurch and Dunedin, its written inquiry service and online presence.

Online finding aids are provided, including [Archway](#). Archway contains descriptions of more than 5 million records from around 4,000 government agencies and individuals, giving unparalleled access to official information dating back to 1840. More information about Archway is available on the [website](#).

Further information about holdings can be found in Archives New Zealand's [Research guides](#) and in the online [Questions and Answers](#).

Visitors to Archives New Zealand's reading rooms must register as researchers before being able to access the archives. Archivists are available to assist researchers by providing advice and guidance on the use of the finding aids as well as processing access and copying requests. Information on visiting Archives New Zealand offices is available on the [website](#).

The Remote Reference Service assists those researchers intending to visit or unable to visit the repositories, whereby Archives New Zealand staff conduct research in response to specific enquiries and provide the results in writing.

Exhibitions and publicity about Archives New Zealand help to inform potential users of the services and records available. Small exhibitions are provided within local offices but more often the exhibitions are available online. Tours of the repository are offered, and special events held, such as opening the Constitution Room and offering free talks on Waitangi Day. These provide opportunities for New Zealanders to appreciate and enjoy Archives New Zealand's rich resources.

Services to the archives sector

As the national archive, Archives New Zealand has a leadership role, and works to engage with and support the wider archival community. The aim is to strengthen capability for managing archives so that they can remain in communities. In order to do this, Archives New Zealand works closely with the National Library of New Zealand, Te Papa National Services and other heritage institutions.

Archives New Zealand provides and supports [The Community Archive](#) (the National Register of Archives and Manuscripts (NRAM)) to manage and promote community archives, and is complemented by the [Directory of Archives in New Zealand](#) (DANZ), updated in 2009. This resource provides details on the types of archival holdings at repositories throughout New Zealand.

Archives New Zealand provides training and advice to institutions, including libraries, historical societies, archives, museums, community groups, iwi and hapū, on how to care for documentary heritage material such as books, photos, sound recordings and electronic formats.

Supporting Māori Archives

Kai te Rua Mahara o Te Kawanatanga, ngā kohinga kōrero o tēna tipuna, o tēna whatunga kōrero, o tēna pārotanga reo hoki. Tāpiri atu ki tēnei, e takoto mai ana ngā wawata, ngā tumanako, ngā whakaaro, ngā moemoeā o rātou mā, ki tēnei o ngā rua kōhā.

Assembled in this repository of knowledge, are the collections of Māori of earlier times, their literature, their thoughts, their hopes and dreams.

Archives New Zealand has statutory obligations which require it to take into account things Māori – as Treaty partners along with the Crown. [Section 3\(g\) of the Act](#) provides that one of its purposes is to encourage the spirit of partnership and goodwill envisaged by the Treaty of Waitangi (Te Tiriti o Waitangi), as provided for by section 7.

Responsiveness to Māori (RtM) is a strategic priority for Archives New Zealand as a key part of its commitment to Māori as Treaty partners under Te Tiriti o Waitangi. Archives New Zealand is the guardian of many records of value to Māori, iwi, hapū, whānau and researchers of Māori history. Maintaining a presence and working with Māori, iwi and hapū is a significant role and responsibility. RtM is supported by specialist advice to all areas of Archives New Zealand to ensure that Archives New Zealand practices and procedures recognise Māori perspectives. This helps with the appropriate and effective management and care of tāonga that is significant to Māori. Archives New Zealand continues to review current best practice to improve access to records of significance and provide workable models that will benefit both Māori and the wider archival and research community.

Te Pae Whakawairua

Archives New Zealand has a Māori consultative group, Te Pae Whakawairua, which provides the Chief Archivist with independent advice to ensure services meet the needs of Māori now and in the future. It is a non-statutory body and members are appointed by the Chief Archivist. They provide advice, direction, perspective and feedback on:

- the aspirations of Māori, and how Archives New Zealand can contribute to achieving them
- the Responsiveness to Māori programme
- the development of key business and corporate plans and documents
- the provision of services that are relevant and appropriate to Māori
- communication to Māori about Archives New Zealand's services.

Many records and memories of long-term historic value to New Zealanders are held outside the control of the Chief Archivist. These records form a significant part of New Zealand's history and help create a strong sense of national and community identity. Archives New Zealand's Responsiveness to Māori (RtM) outreach work recognises a growing interest from whānau, hapū and iwi groups to establish and manage their own archives, in effect seeking greater autonomy over their intellectual and cultural property. Archives provide leadership, advice and support to Māori, iwi, hapū and whānau in the safekeeping and care of their own archives (taonga, knowledge and information).

Archives New Zealand has been proactively working with iwi to support and implement a number of iwi initiated archival management projects. The target audience for each of the iwi initiatives are the iwi and their descendants. The outcomes of the iwi initiatives are

- strengthened relationships between Archives New Zealand and identified iwi, thus increasing greater confidence, trust and respect for Archives and the work we undertake
- improved access to archival records of significance to iwi and their descendants
- the opportunity to select, develop and customize in partnership with Archives New Zealand, archival records of relevance to respective Iwi
- opportunities for greater learning for all staff regarding the provision of appropriate support for Māori initiatives.

An example of this is an [Archives New Zealand partnership with Taranaki iwi](#).

Collections

The [records](#) held at Archives New Zealand relate to almost every aspect of New Zealand life and to the individual lives of New Zealanders from the beginning of British government rule in 1840 to the present day. They cover a wide range of subjects, a lengthy time period, and a variety of different media.

They are held in four repositories across the country and include 109,900 linear metres of archives, 500,000 maps and plans, 1.8 million photographs and 20,000 motion picture reels. Archives New Zealand also holds video and audio-tapes, drawings, paintings, digital records and a variety of historical objects and artefacts.

Records held by Archives New Zealand come from a wide range of sources, including Parliament, Ministers of the Crown, the courts, commissions of inquiry, and all government departments and agencies. These include personal papers, education and school records, Māori archives, Pacific Island archives, art and literature, government records and military records.

Several important records and collections have been registered on the UNESCO Memory of the World Register. Records of international significance are the Treaty of Waitangi and the Women's Suffrage Petition of 1893 New Zealand, being the first independent country where women won the right to vote. Other key constitutional records held include the 1835 Declaration of Independence and the Letters Patent, or Charter of 1840. In addition, there are two collections in the New Zealand UNESCO register: the [National Film Unit Collection](#), which is the government's main film collection covering much of the 20th century, and the Māori Land Court Minute Books, which record hearings and evidence of the Native Land Court in the 19th century. Archives New Zealand also holds 1300 artworks by official World War One and World War Two war artists.

Staff roles and responsibilities

The functions and duties of the Chief Archivist are set out in the Act. The Chief Archivist, who is also General Manager of Archives New Zealand, leads recordkeeping in public offices and in the management of public archives in New Zealand. Among other duties the Chief Archivist:

- authorises the disposal of public records including their destruction or transfer to Archives New Zealand
- advises and issues guidelines and standards to agencies on a range of recordkeeping issues
- monitors and reports to the Minister on public offices' compliance with the Act
- issues criteria for the independent auditing of public offices
- controls and administers access and preservation of the archival holdings, and
- exercises a leadership role in facilitating and coordinating archival activities in New Zealand.

Regional Archivists manage the regional repositories which provide local communities with access to records of particular significance to that area and a range of services at the local level.

Most staff employed at Archives New Zealand are Archivists/Advisors working within regional offices and two main directorates in Wellington, one focused on building public sector capability and supporting the wider archives sector, the other on developing online channels of archival discovery and access to the holdings. They can be engaged in a wide variety of records and archives management work. The Client Capability directorate the work includes:

- supporting records creation and maintenance
- providing standards and advice for the effective creation and maintenance of records, irrespective of format or eventual archival destination
- auditing against standards
- enabling compliance with the Act
- organising training course content
- writing guidance
- designing systems
- working with agencies to appraise and develop retention and disposal schedules and identify records of ongoing value
- assisting a transferring agency to sentence the records correctly against their disposal authority
- checking the details on transfer lists to ensure that they can be imported into Archway, and
- researching the latest advances in digital preservation.

In the Holdings and Discovery directorate Archivists' work includes:

- providing meaningful arrangement and description of records so as to document and preserve the context of their creation and use, and to make future access and retrieval possible
- helping users find the information they require, helping them to understand Archives New Zealand's control systems and holdings, as well as directing them to other sources of information, such as published sources
- providing the link from a researcher's question to the archive itself, a complex process as archives are not subject-indexed and the Archivist will have to have a variety of reference interview skills to obtain a better understanding of which records they require
- compiling and enhancing guides and indexes to assist researchers
- taking users on tours of the archives
- providing content for displays, publications, talks and presentations to outside groups.

Those with deeper knowledge, experience and leadership ability may be appointed to a Senior Archivist/Advisor role. The work requires a wide skill set often different to those traditionally expected of archivists, such as:

- the ability to research, analyse and evaluate the technical aspects of recordkeeping and preservation
- advising on the specification, development and testing of new systems
- business transformation and business process design
- auditing skills
- business planning, programme and project management
- designing websites and engaging with social media
- quality control
- policy development

- regulatory and risk analysis
- relationship building and management
- customer service leadership
- promotional and communication skills
- analysis of metadata.

Increasingly Archives New Zealand is developing its services online and this requires a further set of technical, workflow design and content creation skills.

Archives New Zealand employs Archives Support Assistants to provide administrative and process orientated activities to support the delivery of its services, such as retrieving and re-shelving archives, updating details of record locations on transfer, processing copying requests, and registering and answering remote reference enquiries.

There are also a number of specialists who work across the business, for example our collection care team. This team is responsible for the preservation of the archival holdings. The work is mostly technical and the roles include Conservator, AV Specialist, Repository Specialist and Preservation Technicians. Conservators are generally trained in materials conservation at university. The specialists and technicians will generally have technical experience and interest in the formats they are working with for example, film or photographs. People interested in this type of work need technical and/ or science based skills; show a degree of manual dexterity and an interest in the cultural aspects of the collections.

Current and Future Issues/Trends

The digital shift

It is important to keep on top of the continually changing business platforms and the digital world. Archives New Zealand is working in an environment that is shifting - rapid developments in IT are changing expectations of how services are delivered and becoming a pressure for change.

Digital recordkeeping is already well established as the normal technology for the public sector, but practices, policies and support for whole-of-life management of digital information are incomplete and in areas immature. Some of the challenges and opportunities are:

- the increased deployment of all-of-government infrastructure and shared systems
- an increased emphasis in government on managing information as an asset
- continued changes in technology platforms and architectures, and
- the need to engage more effectively with records managed in business systems (as contrasted with document or records management systems).

Capability to take digital transfers

Archives New Zealand needs to build its capability to accept born-digital transfers and digital preservation to reduce the risk that records of long term value could be lost due to agencies not being able to manage them appropriately, for example the need to migrate data to new systems, and to ensure that those appraised of having an archival value can be preserved and accessed over time. There is a danger with digital records that file formats can no longer

be accessed, software or hardware to run applications is no longer available, storage media cannot be accessed, or has been damaged or deteriorated.

Trying to align the physical and digital transfer processes seems like a good idea to help transition the organisation comfortably to a digital environment. However, it can be counterproductive as it can prevent people from breaking free of the physical mindset and appreciating the different way that digital information is created and managed.

Digital Preservation and challenges

Any issue that Archives New Zealand faces in the field of digital preservation is likely to be shared globally, if not at present, sometime in the near future. A specific issue at present, for example, is finding the tools to deal with the range of file formats likely to come into archival custody, and the volumes, and sizes of files across those formats that are likely to be encountered in an ever expanding digital landscape.

There is still no single agreed digital preservation strategy across practitioners. Many are choosing migration although there is still some variation in capability and approach across the archives sector. Some archives accept objects in native format only, with the intention of preservation action over time. Some wrap objects in native format together with a version in preservation format, to reduce the risk of not being able to take preservation action for some time. Others only accept objects after they have been normalised to a preservation format, so that they have fewer formats to take preservation action on and a longer period of time before that is necessary.

Archives New Zealand has key tools that can be deploy in a digital preservation context and some of those tools can perform an adequate job on common file formats (Word, Excel, PowerPoint, Open Office, etc.) but the outlier formats, no matter how obscure, once appraised as having archival value are still records, and staff must find ways of measuring, validating, and managing those files equally well moving forward.

Another issue is that there may be a disjoint between management of information before it is transferred to Archives New Zealand and then putting it into a position to be managed as records of archival value. This could be mitigated by providing government organisations the right skills and tools to know what to look for, and how to manage information effectively for a smooth transition.

These challenges are not unique to New Zealand. Key resources to look at to understand the broader digital preservation issues that are being faced as a global community include:

- Library of Congress [The Signal: Digital Preservation Blog](#)
- Open Planets Foundation [Blog](#)

Storage

Depending on the format used the storage of digitised paper and born-digital records can be expensive and incurs an on-going cost.

With digitised material, Archives New Zealand must ask itself whether continues to store both physical and digital formats. In addition, there are theoretical possibilities for storing low-access digital records in an alternative manner. For digitised preservation masters and digital originals with access derivatives, it may be possible to move them to off-line or near-line storage, which could potentially reduce storage and electricity costs.

Despite the advance of digital recordkeeping, physical archives will continue to be a fundamental part of archive work and planning for the future storage of these is an ongoing issue.

Effects of new technologies/social media

The effect of new technologies and social media will eventually be felt across all of Archives New Zealand, with issues such as potential impact on access, and transfer. One of the benefits is that it offers a better ability to communicate globally, to be able to keep up with trends and research. Archives New Zealand staff make use of Twitter and blogging platforms to share research and to make use of the research of others.

On the subject of access, two exceptional interfaces into archival collections from other countries are:

- [Smithsonian Cooper-Hewitt National Design Museum](#)
- [National Archives UK, Discovery](#)

Expectations of users are changing

Public expectations of access to records are increasing and include:

- all records should be online and able to be viewed
- Google-type searching including searching the content of records
- people want to be able to interact with records and other record users on the web (e.g. through contributing more description to records, or submitting stories)
- people want to customise/manipulate their searches and result lists (the way that staff can) and share things they've found with others easily.

Treaty of Waitangi Claim Settlements

Iwi are increasingly seeking access to records/taonga of significance to their iwi, hapū, whānau that are held by Archives New Zealand as part of their cultural redress within the Treaty Settlement process. Archives New Zealand has been participating in Treaty negotiations since 2007/08. To date, agreements have been signed with Te Uru Taumatua (Tūhoe), Taranaki Whānui ki Te Upoko o Te Ika (Port Nicholson Trust), Te Kauwhanganui (Ngāti Hauā).

Conclusion

Archives New Zealand's work in regulating, holding, maintaining and preserving the records of the New Zealand public sector supports accountability and public trust. The archives are a valuable record of the past, and appropriate access to all New Zealanders helps them to realise their rights and entitlements and fosters a sense of national identity.

Museums

By David Butts and Susan Abasa

Introduction

The museum sector in Aotearoa New Zealand includes a diverse range of institutions. The common factor in all these institutions is their involvement in the collection and interpretation of the natural and cultural heritage of the peoples of New Zealand. They are differentiated by their collection and exhibition focus, their organisational structures and their size.

To understand these institutions, one must understand their history, the history of museum theory and practice, and the contemporary context within which they operate. This chapter provides a brief sketch of the history and range of museums operating in New Zealand today. It also provides an introduction to the governance arrangements, missions, and programmes of different types of museum. A range of references is provided in this chapter to *Te Ara – Journal of Museums Aotearoa*. This is the most accessible publication relating to New Zealand Museums.

The International Council of Museums and Museums Aotearoa Te Tari o Ngā Whare Taonga o Te Motu has defined a museum as:

A museum is a non-profitmaking, permanent institution, in the service of society and of its development, and open to the public, which acquires, conserves, researches, communicates and exhibits, for purposes of study, education and enjoyment, the tangible and intangible evidence of people and their environment (ICOM, 2013, p.15; Museums Aotearoa, 2013, p.2).

Most museums are either general museums (that is, dealing with natural and human history) or art museums. In addition, there are a number of specialist types including science centres, transport and technology museums, maritime and military museums.

Museums have never been more popular than they are at the beginning of the twenty-first century (McCauley, 2013). Their popularity has been clearly demonstrated by the public response to the Museum of New Zealand Te Papa Tongarewa, known as Te Papa to most people of New Zealand. However, while Te Papa is developing a world-wide reputation as an innovative museum environment that is both educational and entertaining (Austin, 2003, pp.34-36), there are also those who have challenged the way it has pursued its bicultural agenda (Message, 2005, pp.475-479). Te Papa has set itself the challenge of becoming a bicultural organisation and in doing so has sought to extend the ways in which museums can work collaboratively with iwi (Nesus, 2004, pp.12-15). Some examples of this have been the iwi exhibitions created with Nga Puhī, Tūhoe, the iwi of the Whanganui River and the runuka of Ngai Tahu.

At the regional level, museum relationships with local authorities are continuing to evolve at a time when local bodies have been required by government to demonstrate their contribution to the cultural well-being of their communities. In some communities, such as Christchurch, Nelson, Masterton, Lower Hutt, New Plymouth, Tauranga, and Auckland, local bodies have made significant commitments to building new facilities or redeveloping existing facilities (Catchpole, 2003, pp.35-37; Cobley, 2003, pp.24-27; Jackson, 2004, pp.28-29; Langridge,

2002, p.44; Tyler, 2003, pp.32-33). Considerable support for these projects has also come from central government. However, while new facilities are being developed throughout the country the main concern for many museums is rising operational costs and difficulties in securing financial support that allows them to maximise access to their collections and public programme, and pay staff appropriately (McCauley, 2013). The Canterbury earthquakes 2010-2012 have continuing impacts not only in that region but throughout the country as seismic strengthening of public buildings, including museums, is a priority for local authorities.

In the early 1990s the Museum Liaison Service (no longer operating) identified circa 450 museums throughout New Zealand. In 2006 there were at least 65 museums with two or more full-time professional staff. These included 35 general museums, 20 art museums and 10 combined general and art museums (Butts, 2007). A profile of the people working in the New Zealand museum sector is available [here](#) (ServiceIQ, n.d.).

History and Types of Museums

British settlers arrived in New Zealand with a vision of the type of society they wanted to create. Included in this vision were a range of public institutions seen as necessary to create 'civilised' communities. These institutions included churches, courts, hospitals, schools and libraries – and museums. In Europe during the 18th and early 19th centuries, museum collections were increasingly associated with the systematic scientific understanding of the natural and cultural world and were seen to be an important educational resource. Public art museums also emerged in Europe during this period.

From the beginning of European exploration and settlement in New Zealand, people of scientific persuasion had begun to make systematic collections of the flora, fauna and 'curiosities' of this 'newly discovered territory' (Gill, 2002, pp.4-7). The purpose of their activities was to classify 'newly identified' flora and fauna and to identify natural resources that might have economic potential.

These activities proved to be part of a broader colonising strategy to wrest control of the new territory from the indigenous inhabitants. Renaming the land, flora and fauna is a means of signifying one's perceived ownership or appropriation of a 'newly discovered territory'. Many of these collections were sent to major European institutions where they were classified, catalogued and exhibited, thus providing evidence of the ever-expanding imperial possessions. An increasing number of permanent settlers also made collections and in time some of these formed the foundations of public museums. By 1900 there were at least seven natural history museums and three art museums in New Zealand.

Metropolitan museums

General, or natural history museums, were established in the four metropolitan centres (Auckland, 1852; Wellington, 1865; Dunedin, 1868; and Christchurch, 1870) with the support of either the central or provincial government. See Thompson (1981), for brief historical outlines of most of the major public museums in Aotearoa New Zealand. Also note Park (1998) and Sheets-Pyensen (1988), regarding the Canterbury Museum; and Pishief (1998), regarding the Dominion Museum. By 1920 each of these four institutions had accumulated natural and cultural heritage collections of national importance. Their ability to attract major collections is evidence that they were recognised as centres of scientific research and heritage preservation. They also had important library and archival collections.

Otago Museum in Dunedin and Canterbury Museum in Christchurch became university museums when the provinces were abolished in 1876, and eventually gained independence under their own legislation. These two museums remain the largest institutions in the South Island. Canterbury Museum, located in a category one historic building, was declined resource consent in 2006 for a major revitalisation of its facilities. This presented a major challenge to an institution that has recognised the need to modernise its facilities in order to provide appropriate storage for collections and flexible spaces for exhibitions and public programmes. It sustained minor damage in the 2011 earthquake and was closed for 7 months.

The Colonial Museum in Wellington was renamed the Dominion Museum in 1907, then the National Museum in 1972. In 1992 it was renamed the Museum of New Zealand Te Papa Tongarewa and in 1998 was relocated to a new building (the largest purpose-built museum facility in New Zealand) on the Wellington waterfront. Auckland Museum occupied the purpose-built Auckland War Memorial Museum when it was built in the Auckland Domain in 1929. An addition to this building in 1960 nearly doubled the size of the museum and redevelopments have significantly increased the capacity of the facilities.

Auckland Museum and Te Papa are the largest museums in New Zealand, in terms of the both collection size and number of professional staff. Auckland Museum has a strong regional, national and international focus, whereas Te Papa Tongarewa collects, researches and exhibits natural and cultural heritage primarily in relation to New Zealand.

Regional museums

By 1900, regional general museums had been established in Napier (1865), New Plymouth (1865), Invercargill (1871) and Whanganui (1892) (Brosnahan, 1998; Fea & Pishief, 1996). These museums had their origins in the private collections of local citizens and the collecting activities of mechanics institutes and philosophical societies. Thus when Samuel Drew wanted to sell the collection of natural history specimens and taonga Māori that he had displayed at his business premises in Whanganui, the citizens of the town decided to purchase the collection and establish a public museum. In Napier, the Mechanics Institute and the Hawkes Bay Philosophical Society combined to develop a museum.

Research shows that each regional institution developed in response to both local and national contexts. In Napier, for instance, the first purpose-built museum facility was opened in the wake of the 1931 earthquake. In Invercargill the first such facility was opened in 1942, almost in defiance of the privations caused by World War II. Natural history and taonga Māori were the major focus of collecting in the early development of these collections.

An interest in local history collection developed only slowly. It was not until the 1960s that museums began to develop what today we would call social history collections, the collections that tell the stories of daily life in the histories of these communities. Since the 1960s most regional museums have given a lower priority to their natural history collections and have focused on cultural history. The current exception is the Whanganui Regional Museum which is re-focusing attention on its extensive natural history collections. Most curators in regional museums are historians, anthropologists or art historians. There is evidence that the number of curators across all disciplines is reducing (McCauley, 2013).

Few museums operating today had their beginnings in the period from 1900 to 1950, though a number of existing institutions built new facilities. One important new institution founded in 1908 was the Otago Early Settlers Museum, now administered by Dunedin City Council (Harlow, 2005, pp.20-23). Originally dedicated to early European settlers in Otago, in recent

years the museum, now known as Toitū Otago Settlers Museum, has broadened its mission to collect and interpret the heritage of all peoples in Otago.

Since 1950 a large number of regional and local museums have opened throughout New Zealand. A number of the regional museums established since 1950 have subsequently been amalgamated with art galleries. While regional history museums focus their collecting and exhibitions on the regions they serve, most regional art museums aspire to create collections that represent the best of contemporary art in New Zealand.

[Heritage New Zealand](#) (formerly known as The New Zealand Historic Places Trust) operates a number of house museums throughout New Zealand. The Trust is best known for its management of the missionary period buildings in Northland (Waimate Mission House, Waimate North; Pompallier House, Russell; Kemp House and the Stone Store, Kerikeri, and Mangunu Mission House, Horeke) (Schaeffer, 2003, pp.43-45). However, in recent years the range of managed site museums has been extended to include sites such as Hayes Engineering Works, Oturehua and Clarks Flour Mill, Maheno, both in the Otago region.

Local voluntary history museums are to be found in almost every town and rural settlement in New Zealand. These museums are created by local historical societies and other groups of enthusiasts wanting to preserve social history collections, historic buildings, archives, photographs, newspapers, vehicles and other types of machinery. Some of these museums, such as the Wairoa Museum and South Taranaki Museum, Patea, manage to make the transition from voluntary to professional museums with the appointment of one or two trained staff, while many struggle to maintain their collections and facilities with an aging membership and few younger additions to their ranks (Sampson, 2004, pp.25-27). The possible demise of many of these volunteer museums will be a major challenge for the museum sector over the next twenty years.

Specialist museums

New Zealand has a range of specialist museums: transport and technology museums, science centres, military history museums, a police museum, maritime museums and sports museums.

The Museum of Transport and Technology (MOTAT) in Auckland, founded in 1964, is the largest institution of its type in New Zealand. It accommodates collections of vehicles, aircraft and other machinery of national and international importance on a 15-hectare site. Ferrymead Historic Village in Christchurch is the largest museum of this type in the South Island (Cobley, 2005, pp.24-27).

During the 1980s science centres were established at five centres with substantial government funding. There are three military history museums, the New Zealand Police Museum, and several sports museums (Naicker, 2004, pp.29-31). Voyager National Maritime Museum in Auckland and Museum of Wellington, City and Sea are the major maritime collections in New Zealand.

Art museums

The development of art museums in New Zealand follows the establishment of the early natural history museums. As early as 1900, art museums had already been established in Dunedin, Nelson and Auckland.

A number of regional public art galleries were established in the 1970s, some emerging from well-established local arts societies, others as symbols of the continuing maturity of regional

cities (McCredie, 2005, pp.12-19). During this period the number of travelling art exhibitions increased significantly and galleries began to actively create collections of contemporary New Zealand art. It was also a time of innovative public programmes in the regional art galleries.

During the 1980s at least eight galleries in cities and smaller centres were established. It would appear that most of the local bodies able or willing to support a public art museum are already doing so.

A [directory of New Zealand museums](#) is maintained on the Museums Aotearoa website.

Organisational Structure and Direction

In the discussion above, museums were categorised according to the type of collections they hold (such as art, natural and cultural history, transport and technology or a combination of these). Museums can also be categorised according to their organisational structure.

Governance

Te Papa was established by the Museum of New Zealand Te Papa Tongarewa Act 1992. Funded by the New Zealand government, it is governed by a trust board appointed by the Governor-General on the recommendation of the Minister of Arts, Culture and Heritage.

Otago Museum, Canterbury Museum, Auckland Museum and MOTAT also have their own Acts that determine their purpose and the powers of the trust boards that govern them. Each of these Acts also provides for the funding of these museums from specific local authorities. An innovative feature of the Auckland War Memorial Museum Act 1996 is the establishment of a Māori committee, Taumata-a-Iwi, to advise the museum trust board on Māori issues (Tumahoi, 2002, pp.41-43). The other museum Acts do not provide for such a committee though there is provision made for Māori members to be appointed to the trust boards. Māori representation on these boards is important given the significance of the taonga Māori collections held by each of these institutions and the continuing role of customary kaitiaki in the care of these treasures.

Regional and city museums and galleries are governed either directly by their local authority or by a trust board or incorporated society. Some local bodies have created trust boards to administer their museums and art galleries at arms-length, even though they continue to provide a substantial portion of the funding. Trust board members are elected from the community or appointed by specified organisations within the community to represent their interests. Most small voluntary museums are governed by incorporated societies with trustees elected from the membership.

Gisborne Museum and Arts Centre and Whanganui Regional Museum have governance structures that provide for substantially increased iwi representation on their trust boards. It is intended that these developments will enhance the relationship between these museums and the iwi they serve. Such changes go some way to establishing a partnership between the museum and iwi, thus recognising the right of Māori to manage their own cultural heritage resources (o ratou taonga katoa) as guaranteed in Article Two of the Treaty of Waitangi (Butts, 1993; 2003).

Mission

Every museum should have a mission statement that outlines the purpose and vision of the institution. All museum policy and practice should be consistent with the mission or vision statement. For example, Te Papa's mission which derives from its Act (1992), states that:

The Museum of New Zealand is a forum for the nation to present, explore and preserve the heritage of its cultures and knowledge of the natural environment in order to better understand and treasure the past, enrich the present and meet the challenges of the future (Museum of New Zealand Te Papa Tongarewa, 2006, p.1).

While the natural history component of the museum is clearly identified, the historical and art components of the museum have been woven together in the phrase 'heritage of its cultures'. Acknowledging the needs of present and future generations confirms the institution's commitment to heritage preservation.

Perhaps the major challenge for Te Papa is to fulfil the role of being a 'forum for the nation'. This is a bold claim for a museum and one that should ensure the museum is perceived not only as a storehouse of the nation's heritage, but also as a place for contemporary debate. However, taking such a role may be problematic for an institution that depends on government for its funding. The review of Te Papa's art exhibitions and scholarship, required by the Ministry of Arts, Culture and Heritage in 2000, demonstrates that, even though the museum is governed by its own board, it is not immune from government influence. Maintaining the appropriate balance of accountability and autonomy is a core responsibility of museum governance. Without a significant degree of autonomy museums will not have the freedom to experiment or to challenge the public they serve.

The Suter Art Gallery, Nelson, is the third oldest art gallery in New Zealand, but its vision statement is as innovative as any in the country:

Remember, Experience, Dream
To ensure and enrich
Keeping safe the past and celebrating the present
To inspire and inform
Arousing interest in art and stimulating knowledge
To reflect and renew
Evolving with the community and its aspirations. (The Suter – Te Aratoi o Whakatu, 2003)

Without using the word 'education', this vision statement emphasises strongly exploration, inspiration, innovation and learning. Suter Art Gallery provides a diverse programme of fine arts and crafts exhibitions and is an active partner in the Nelson region's cultural tourism strategy.

The mission statement of the Tairāwhiti Museum, Gisborne, is succinct:

Tairāwhiti Museum is a gateway/waharoa and resource for the art, culture and heritage of our communities. (Tairāwhiti Museum, 2014)

It attempts to encapsulate the focus of the museum on its region and the histories and arts of all the peoples who live there. In this statement, the museum makes a commitment to providing exhibitions, public programmes, learning and research opportunities for the people

in the Tairāwhiti region. The Museum has developed a strategy for taking its education programmes to the many small communities, rather than expecting the people in these communities to come to Gisborne to participate in museum programmes. Like the Suter Art Gallery, Tairāwhiti Museum is an important component of the tourism strategy of its district.

Encapsulated within the mission of each museum is a balance between the preservation of heritage and the public services provided for the communities the museums serve. Traditionally, the heritage preservation responsibilities related to the creation and care of collections. However, this part of the mission has grown to include assisting families and even whole communities to maintain their own heritage and assisting in the maintenance of intangible as well as tangible heritage. An example of this expanded role is the support given by some museums to the maintenance of Te Reo Māori through the provision of bilingual curators and teachers, and the inclusion of Te Reo Māori in museum labels and publications.

Programmes

The range of services offered to communities by museums and the range of projects undertaken in collaboration with communities have increased significantly in the last 40 years. Although general, art and specialist museums have traditionally offered a range of exhibitions, their exhibitions have become more complex and diversified. Dependence on a continuous programme of temporary exhibitions, always a feature of art museums, is increasingly characterising general museums.

Other recent trends contribute to a more complex context for museum exhibitions. Contemporary exhibition concepts, design and technology require professional skills that were not common in museums even 30 years ago. Increasingly, people are coming to museums to research the collections of objects, art works, photographs or archives in storage. Many of these collections are starting to be made accessible through the Internet. Education programmes are designed to meet the needs of particular age, educational, or interest groups and may be offered in-house or as part of an outreach programme. Physical access is increasing for people with disabilities and translation services are increasingly provided for foreign visitors. Artists are able to take control of the exhibition space to create their own exhibition installations and communities are creating exhibitions about their own heritage.

Museum professionals increasingly recognise the need for individuals and communities to speak through exhibitions and other public programmes with their own voice. Museum practice is moving from a position where the museum professional is seen to speak with authority to one where the authority of a range of voices is recognised.

Staff

Museum staff can be divided into 10 functional groups: administration, reception, collection management, curation, conservation, library/archives, exhibition design and installation, education, security and maintenance (Abasa, 1995). While at a general level there is consistency in the use of these terms across the museum sector, each institution has different expectations of its staff depending on the composition of the staff, the size of the institution and the staffing policy of the director. The larger the museum, the more specialised staff functions may become.

Individuals wanting to pursue a museum career should consult with museum professionals to determine the type of qualifications required for particular positions. Most professional positions require a specialist undergraduate or postgraduate tertiary qualification. A postgraduate diploma or master's degree in museum studies will provide an appropriate transition from discipline-based study to employment in the museum sector (Labrum & McCarty, 2005, pp.4-11).

Museum Visitors

Museum visitor research has been undertaken since 1990 on a national scale. Two significant trends are evident. First, over the 1990s the number of museum visitors grew significantly. Secondly, an increasing number of museum visitors must pay for entry to museums or to special exhibitions.

International visitors form a significant percentage of museum visitors. Current surveys conducted for Museums Aotearoa by Victoria University of Wellington (2014) indicate that approximately 42% of museum visitors are international visitors.

There has been only limited research into the socioeconomic status of museum visitors. Most of this research is consistent with the results of similar research overseas. Generally speaking, lower socioeconomic families are underrepresented in the visitor profiles of most museums. There is also some evidence that Māori are underrepresented among museum visitors. Further, research suggests that art galleries tend to have a smaller proportion of visitors of low socioeconomic status than general museums (Statistics New Zealand, 2003).

One must note, however, that these observations relate to people who chose to visit museums in their leisure time. Museum education programmes capture a broad socioeconomic spectrum of young visitors through compulsory school visits. Unfortunately, most museum funding bodies and sponsors are more interested in the total number of visitors than the detail of exactly who is or is not visiting.

Museum Organisations

[Museums Aotearoa](#) is the national organisation which represents the interests of museums and museum practitioners. An elected board determines an annual programme of conferences and other professional development initiatives for members. Museums Aotearoa also initiates research projects designed to provide information about the museums sector for museum practitioners and others.

Some specialist groups within the museum sector have formed their own organisations. Conservators have formed the New Zealand Professional Conservators Group. Full membership of this group is limited to people who have a professional qualification in materials conservation, although there is provision for associate membership. Museum education staff formed the Museum Education Association of New Zealand in 1981.

Such organisations communicate with their membership through a newsletter and websites and provide professional development opportunities through conferences and other meetings. Other museum practitioners, such as directors, curators, and collection managers, meet at a

national or regional level. The four major metropolitan museums and Te Papa are members of the Council of Australasian Museum Directors.

Contemporary Issues

The museum sector is facing a number of contemporary issues that may lead to significant changes in the way museums operate in the 21st century. Comments on three issues will suffice to indicate the significance of such issues in the future development of the sector.

The first issue concerns questions of funding and the role of museums in New Zealand. Te Papa offers a salient example. While it is funded primarily by central government it is also required to fund approximately 45% of operating costs from other sources. All regional and city museums are funded primarily by their local territorial authority. During the 1980s and 1990s, the cost of operating museums grew by more than the increases in funding provided by these primary funding sources. As a result, museum boards had to use a range of revenue-generating strategies to meet increasing proportions of their institutional budgets. Some museums have either imposed or increased entrance charges, while most institutions now charge for 'special' exhibitions. However, there are institutions that have decided it is inappropriate to charge local communities to have access to their own heritage. Exhibition sponsorship is also increasingly important. This need to generate an increasing proportion of museum income from non-public sources has encouraged museums to move more assertively into the cultural tourism and entertainment sectors.

While museums have always had to balance competing priorities, the pressure to be both an international tourist destination and a community heritage centre provides a continuing challenge (Legget, 2002, pp.45-46). While the former requires a product designed to meet the needs of a diverse range of short-term tourist visitors, with little or no knowledge of the peoples who live here, the latter requires an intimate, long-term relationship with individuals and families in a particular community or region.

During the late 20th century, there were significant developments in the relationships between museums and tangata whenua, highlighting another key issue for museums in the 21st century. Increasing international recognition of the rights of indigenous peoples and the significance of the Treaty of Waitangi locally have meant that issues of cultural heritage management have had to be renegotiated. These changing relationships will change governance arrangements and increase the number of Māori staff in all sections of museum operations (Spedding, 2006, pp.27-31). Hapu and iwi will establish their own museums or cultural centres and significant collections will be repatriated from existing public museums for this purpose. One example of such a development is the return of the whareniui (meeting house) Mataatua from Otago Museum, Dunedin, to Ngati Awa, in the Bay of Plenty, as part of their Treaty settlement. The Mataatua whare has become the focal point of a cultural centre of Ngati Awa. While there has been considerable progress made in the recognition of tangata whenua by museums in the last thirty years, in recent years the political climate has changed and the place of the Treaty in New Zealand society is increasingly challenged. Museums will be required to decide where they stand on these issues and this may draw them into both local and national political debates.

Finally, the cost of maintaining museum collections in perpetuity has forced museums to assess their collections to determine whether everything they collected in the past needs to be retained. This process is termed collection rationalisation. Two developments make such

rationalisation possible. The first is the development of more specific collection policies that limit the parameters of collections. Secondly, a greater understanding of collection content has resulted from the creation of computerised databases for collection management.

However, while it might be possible to identify items that fall outside the current collection policy or that fail to meet certain criteria, such as physical condition and provenance, there are ethical issues to be resolved before these items can be deaccessioned from the collection. The cost of undertaking deaccessioning (removal from the collection) in an ethical manner has caused some institutions to reduce the priority of this task.

Much greater emphasis has been given to ensuring that new acquisitions meet very strict criteria. Creating a collection is a complex task dependent on a clear policy and adequate resources. Should a contemporary art collection reflect the full range of art production or should it be highly selective? Should the community participate in setting the selection criteria? Should issues such as gender and culture be taken into account when creating a contemporary art collection at a regional or metropolitan art gallery? It would be interesting, for example, to see the results of a survey of art works by contemporary Māori women artists held by art museums. Should history museums be collecting contemporary material culture? Of all the material around us, how should a museum decide what to select?

Conclusion

Our view of museums should not be limited by the traditional images usually portrayed in films and on television. Museum practitioners are highly skilled individuals who work collaboratively with their colleagues and the communities they serve to create and care for heritage collections and to create public programmes that will enable museum users to explore and appreciate the natural and cultural world in which they live.

Museum practitioners appreciate the history of the institutions they work in, but also understand that museums continue to change in response to the needs and resources of the communities they serve. Museum practitioners are part of the wider heritage sector and as such have common interests with those professionals working in libraries, archives, the built heritage, archaeology and environmental conservation. Beyond these institutional alliances there are strong links to heritage and contemporary arts initiatives in many communities. Whereas once museums were primarily concerned with collections and exhibitions within the museum building, they are now acknowledging a broader notion of heritage maintenance that reaches beyond a single building and into the communities of the regions they serve. Museums have become places where the people can celebrate cultural traditions, explore contemporary issues and appreciate the vision of creative genius.

Summary of Museums in 2014

From the [Museums Aotearoa](#) website:

New Zealand museums and galleries care for more than 40 million items relating to our history and contribute to our national identity. Generating in excess of 1000 public exhibitions and publications and attracting over 8 million visits each year, museums and galleries are a top attraction for New Zealand's overseas visitors.

There is unprecedented growth in the establishment and development of museum facilities and services in New Zealand. Over 3500 people are currently employed in

New Zealand museums, and at least twice that number of volunteers. Total annual museum operating and capital expenditure is in excess of \$300 million.

New Zealand museums are actively focused on enriching their communities by enhancing the quality of their facilities, collections, programmes, products and services. Museums play a pivotal role in the national heritage, education, leisure, and tourism sectors, and they demonstrate and profile New Zealand's innovation and leadership internationally.

[Te Ara](#) has a useful overview of the history of museums in New Zealand (McCarthy, 2014).

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Education Options in Information Management: An Introduction

By Lynley Stone

This section of *Informing New Zealand – He Puna Whakamōhio mō Aotearoa* introduces the main providers of qualifications in library studies, archives and records management, Māori information management, and museum studies within Aotearoa New Zealand. It gives an overview of the different options for qualifications, and a sense of the opportunities for ongoing development for individuals.

There are currently three providers of professional education for library studies and for records and archives (Open Polytechnic, Victoria University of Wellington, and Te Wānanga o Raukawa), and three for museum studies (Massey University, Victoria University of Wellington and the University of Auckland).

International qualifications, those offered via MOOC (Massive Online Open Courses) and professional development training that is outside the formal qualification structure have not been included here.

History

Before 1942, librarians trained in other countries. Experienced librarians were recruited from elsewhere, and librarians from Aotearoa New Zealand gained qualifications through study in England (the Library Association or University of London), or universities in the United States.

Undergraduate library education began in 1942, when the New Zealand Library Association (NZLA) established the General Training Course. This was a correspondence course for support staff working in libraries, and tutors were drawn from practising librarians who volunteered their own time. After some years its delivery changed to a block course taught by the New Zealand Library School, part of the National Library in Wellington, and it was later relocated to the Wellington College of Education.

In 1946, postgraduate library education (the Diploma of the New Zealand Library School) was first offered by the New Zealand Library School, with up to 20 graduates a year. NZLA became concerned that the scope of the qualification was limited and during the 1960s began lobbying for it to be moved to a tertiary education institution. This took some time, but in 1979 Victoria University of Wellington established the Department of Library and information Studies (Fields et al., 2007).

Current Situation

Qualifications, and individual courses within them, are constantly under review to ensure that they reflect the needs and realities of the workplace. A NZQA review of sub-degree undergraduate information management qualifications is underway, and it is possible that further providers will offer relevant courses in the future.

All programmes emphasise the specific Aotearoa New Zealand cultural context, while following international best practice. Qualifications are recognised by professional

associations within Aotearoa New Zealand and full degrees are recognised in other countries, which helps graduates obtain work overseas.

Almost all New Zealanders who are engaged in professional education in the information sectors have some industry experience before embarking on their studies, and most are working in relevant roles while studying part-time. At an undergraduate level, The Open Polytechnic, the largest education provider for undergraduate library and archives and records studies, operates solely on a distance education model, and Te Wānanga o Raukawa's undergraduate programmes bring together students from around the country for block courses. At postgraduate level, both Victoria University of Wellington's Library and Information Studies programmes, and Massey University's Museum Studies programmes, are available on campus or via distance education, ensuring equitable access regardless of where students are living. While balancing study with work and life is a challenge, there are great advantages for students who work and study at the same time, as they can explore and apply their learning in a real workplace.

The information sector is changing rapidly, with increasing emphasis on professionalism, customer service and information technology skills, and working within cross-functional teams. Information workers need to be constantly upskilling themselves, and reconceptualising their job content. Learning never stops. Professional associations such as LIANZA encourage the completion of full professional degrees at bachelors or masters level in order to gain Professional Registration, and there is growing recognition amongst employers that professionally registered staff are highly desirable employees, as they show a commitment to ongoing learning. Many information workers return to formal study some years after completing their professional qualification to gain higher level education or specialist training.

The reading list below contains some material about the changing nature of the education and employment sectors.

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Open Polytechnic: Library and Information Studies Programmes

By Alison Fields; updated by Jan Irvine

Introduction

[Library and Information Studies](#) qualifications are offered by the Open Polytechnic, a specialist national provider of open and distance learning at the tertiary level. It provides distance education for those working in or interested in working in the fields of librarianship, records management, archives and information management. It provides a range of qualifications at the degree and sub-degree levels.

The Open Polytechnic offers a Bachelor of Library and Information Studies (BLIS), plus diplomas and certificates at the sub-degree level. This has recently replaced the Bachelor of Arts (Information and Library Studies major and double majors) and Bachelor of Applied Science (Information and Library Studies major). The Bachelor of Library and Information Studies is recognised for professional registration purposes by organisations for both the library profession (Library and Information Association of New Zealand Aotearoa - LIANZA) and the records management profession (Records and Information Professionals Australasia – RIMPA).

During 2014, the sub-degree level certificates and diplomas were reviewed as part of a wider process determined by the New Zealand Qualifications Authority to review all qualifications in all areas at levels 1 to 6. This led to a new configuration of qualifications that came into effect from 2016. The new qualifications reflect the information industries' needs in the fast-changing information environment. Former qualifications are now being slowly phased out as students complete them. A new graduate certificate has also been added at Level 7 to coincide with the new BLIS degree.

History

The ILS section was established within the Open Polytechnic in 1998 and first offered its range of courses from 1999. This was shortly after the closure of the New Zealand Library Certificate programme at another institution, which had provided library education to students who were already in library employment.

The Open Polytechnic offers LIS qualifications by distance to students around New Zealand. The first courses offered in 1999 used a traditional correspondence method of printed course materials with heavy use of postal and phone contact; this has developed considerably into the current delivery model of online learning materials, supported by online discussion forums and activities on the Open Polytechnic's online learning platforms.

Purpose of the Programmes and Graduate Profile

The various qualifications provided within Library and Information Studies at the Open Polytechnic are designed to equip graduates with knowledge and skills in both librarianship, information professional work, and contemporary information management and technology.

The wide range of certificates, diplomas and degrees on offer equips graduates to work within the profession from assistant to management levels.

Graduates with a Bachelor of Library and Information Studies degree will:

- Provide culturally responsive library and information services and collections, recognising and applying the principles of Te Tiriti o Waitangi, understanding Te Ao Māori, biculturalism and indigenous knowledge paradigms.
- Provide culturally relevant library and information services and collections to enhance the lives of Pasifika and other cultural groups in New Zealand.
- Collaborate and communicate to analyse individual, organisational and community needs, and to design, deliver and evaluate appropriate library and information services, programmes, collections and systems to facilitate access to and use of information, life-long learning and multiple literacies.
- Facilitate the creation, organisation and dissemination of new knowledge.
- Search for, critically evaluate, contextualise and use information in diverse formats and locations.
- Develop leadership and management strategies to advocate for and promote ethical and effective evidence-based information solutions within communities and organisations, for open, equitable access to information.

Graduates of the BLIS will have a rounded and detailed education across all key areas of the profession at a higher level while those undertaking LIS diplomas will have a general knowledge of the ways in which information is accessed and delivered. Specialist certificates and diplomas cover niche areas of interest within librarianship and information management.

Structure and Delivery of the Programmes

The Open Polytechnic offers a variety of programmes aimed at educating librarians, information professionals, archivists and records managers within the New Zealand environment. On the NZQA framework, all courses and qualifications are at levels 5 to 7. The certificates and diplomas that at the lower levels staircase into the Bachelor of Library and Information Studies.

Qualifications offered:

- New Zealand Diploma in Library and Information Studies (Level 5) is the initial, and most popular, qualification. A significant proportion of graduates of the Level 5 Diploma will continue to study the Bachelor of Library and Information Studies. These qualifications cover all areas of the LIS spectrum.

In addition to these general qualifications, several specialty qualifications are offered:

- New Zealand Diploma in Records and information Management (Level 6)
- New Zealand Certificate in Library and Information Services for Children and Teens (Level 6)
- Graduate Certificate in Library and Information Leadership (Level 7)

Qualifications are made up of a combination of core and elective courses. All courses contain bicultural content reflecting the nature of working with information, libraries and records within the Aotearoa New Zealand context. Details can be found on the [LIS pages at the Open Polytechnic website](#). The Bachelor of Library and Information Studies is structured in such a way that all library graduates will have completed core courses which cover the entire LIANZA Body of Knowledge, and they will be eligible to apply for [professional registration](#) with LIANZA. This Professional Registration "scheme provides a framework of professional standards of competency in the body of knowledge and ethics required for professional library and information work" (Lilley, 2012) and also incorporates "awareness of indigenous knowledge paradigms" (Lilley, 2012). Students studying the New Zealand Diploma in Records and Information Management (Level 6) have a different set of core courses, and on completion of the requirements of a Bachelor of Applied Science will be eligible to apply for [professional recognition](#) with RIMPA.

Courses are all delivered at a distance, and students can be anywhere in New Zealand or around the world. Flexible delivery options include online course materials and readings, and online activities and forum discussions on the Open Polytechnic's learning platforms, supported with distance library services and other learning support facilities. The asynchronous online communication and activities mean that students are able to study and contribute at whatever time and day suits them, making this a truly flexible learning facility for a range of different work and family circumstances.

Conclusion

Courses in Library and Information Studies at the Open Polytechnic are regularly updated and new courses are introduced to keep LIS education current and relevant for today's rapidly changing information industry. Links are maintained with professional organisations (such as LIANZA and RIMPA) for the library, records and archives professions.

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Victoria University of Wellington: Library and Information Studies Programmes

By Brenda Chawner

Introduction

[Victoria University of Wellington](#) (VUW) offers postgraduate qualifications in information studies, with specialisations in library science and archives and records management, delivered face-to-face in Wellington and by blended learning throughout New Zealand.

VUW's [School of Information Management](#) combines the disciplines of library and information studies and information systems, and offers four programmes relevant to library and information management. These are:

- Postgraduate Certificate and Diploma in Information Studies (PGCert/DipIS)
- Master of Information Studies (MIS)
- Master of Information Management (MIM)
- MA and PhD in library and information management.

History

VUW has been the sole New Zealand provider of postgraduate library and information studies (LIS) education since 1980, when the Department of Librarianship was established to teach the postgraduate Diploma of Librarianship (DipLibr). In 1992 a distance delivery mode was introduced, to allow people unable to move to Wellington to complete the DipLibr. In 1996 the Master of Library and Information Studies (MLIS) was introduced and the DipLibr was discontinued. In 1997, a new School was established, combining the departments of Librarianship, Communications, and Information Systems, now known as the School of Information Management (SIM). In 2004, two lower-level qualifications, the Postgraduate Certificate and Diploma of Archives and Records Management (PGCert/DipArcRec) were established to provide qualifications suitable for people wishing to work in archives and records centres.

In 2010, the PGCert/DipArcRec and MLIS were replaced by a set of three linked qualifications: a Postgraduate Certificate and Diploma in Information Studies (PGCert/DipIS) and a Master of Information Studies (MIS). All of these qualifications may be completed with a specialisation in Library Science (LIBS) and/or Archives and Records Management (ARCR). At the same time, the programmes moved to VUW's Pipitea Campus in central Wellington, having previously been based at the Kelburn Campus.

Purpose of the Programmes and Graduate Profile

The MIS is the basic postgraduate qualification for librarians, archivists and records managers in New Zealand. Entrants typically have a degree, plus experience in library or other information work. Graduates will understand the theories underpinning library and information work, including metadata and information retrieval, management of information organisations, and the social impact of information. In addition, they have the skills and knowledge suitable

for supervisory or specialist positions, and with the more professional experience, many subsequently move into management positions. While most graduates work in libraries, archives, or records centres, a small number are employed in related areas such as web development and information architecture.

The PGCert/DipIS programmes allow students who are not able to commit to the full MIS to begin studying and gain a qualification that will allow them to be employed in entry-level positions in libraries, archives, and records centres. Many students who graduate with one of the lower level-qualifications subsequently return to complete the MIS.

The PGCert/DipIS and MIS have been designed to reflect unique characteristics of the information environment of Aotearoa New Zealand. The programmes emphasise bicultural aspects of information work, and equip graduates with the cultural sensitivity needed to work with Māori information resources, and to provide information services to Māori. The MIS, with the LIBS specialisation, is recognised by LIANZA as meeting the core body of knowledge required for [professional registration](#). All three qualifications with the ARCR specialisations are recognised by RIMPA.

Information and communications technologies are an important component of the Information Studies programmes. Courses cover information provision and organisation in both print and digital forms. All students use a range of online technologies throughout their studies.

The MIM is a post experience qualification, intended for middle management information professionals who need further formal study to progress in their careers. Entrants come from the information service, communications, information systems and electronic business industries. The MIM is taught face-to-face in Wellington, and it may be available in other centres in the future.

The MA and PhD are research degrees, where entrants undertake a substantial research project in library and information management and present the results as a thesis. MA and PhD graduates often move into teaching and research careers.

Structure and Delivery of the Programmes

The Information Studies programmes are built around core (mandatory) courses, and a range of electives. The core courses are

- The information professions (PGCert/DipIS and MIS)
- Information policy concepts, issues, and processes (PGCert/DipIS and MIS)
- Management in information services (PGDipIS and MIS)
- Information access and use (PGDipIS and MIS)
- Creating and managing metadata (PGDipIS and MIS)
- Research methods for information management environments (MIS)

In addition to the core courses, Information Studies students select electives from a range that includes digital technologies for information professionals; management of library services; managing digital collections; services to specific groups; archival systems; managing current records; Aotearoa New Zealand and Māori information; information culture; preservation management in libraries and archives, etc. Students who include the digital technologies and

management of library services electives in their programmes of study graduate with a Library Science (LIBS) specialisation; those who include archival systems and managing current records receive a Archives and Records Management (ARCR) specialisation. The School is member of the international [WISE](#) (Web-based Information Science Education) consortium, which allows students to take online electives at other WISE institutions, which include several prominent North American universities.

Research is an important aspect of the VUW programmes. All teaching staff are active researchers, who publish in academic and professional journals and present at conferences. MIS students learn to apply research to professional practice by undertaking a small research or bibliographic project, which is deposited in the [VUW research archive](#).

The MIS can be completed in one calendar year (three trimesters) of full time study, or up to four years of part time study. The PGCert/DipIS programmes can be completed in between one and three years of study.

The MIS and PGCert/DipIS programmes are taught on campus in Wellington and by blended learning throughout New Zealand. Students begin the programme by attending an orientation, where they meet with staff and their fellow students, and gain an overview of the teaching programme, delivery modes, and learning technologies that support the programme. For most courses, students attend a weekly seminar to discuss readings and the results of practical work. Students who choose the flexible learning mode attend seminars in the form of real time Internet conferences, using voice, text and visual presentations. Course materials are provided in VUW's web-based learning environment, which also supports asynchronous communication between students and staff. In Auckland, some courses are delivered using a combination of audio conferencing and block courses, facilitated by an Auckland-based tutor, who provides advice and assistance to students in the upper North Island. A Wellington-based tutor provides similar services for students in the lower North Island and the South Island.

The MIM is taught at VUW's downtown Pipitea campus, and can be completed in between one and three years. The MA and PhD programmes require students to come to Wellington regularly to work with their supervisor, and to participate in research activities in SIM.

Conclusion

The challenge for library and information studies education in the 21st century is ensuring graduates have the skills required to take advantage of new opportunities provided by emerging information technologies, to complement more traditional information services in libraries, archives and records centres. VUW's Information Studies programmes have addressed this in three ways. First, by continuously revising curricula to reflect changes in the information environment and professional practice. Second, by incorporating research, and the need for research, into course content, so that graduates are able to keep their professional skills, knowledge, and practice up-to-date. Finally, the online delivery of the programmes means that graduates are comfortable with the virtual information environment of the 21st century.

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Te Wānanga o Raukawa: Puna Maumahara Programmes

By Hinureina Mangan

Introduction

The [Puna Maumahara](#) programmes are taught at [Te Wānanga o Raukawa](#), which is a centre of higher learning for the advancement, dissemination and maintenance of knowledge through teaching and research, and embraces the statement 'E kore au e ngaro, he kākano i ruia mai i Rangiātea': 'I will not be lost, the seed broadcast from Rangiātea'.

In 1981 Te Wānanga-o-Raukawa was the first wānanga established on the tertiary landscape of Aotearoa by iwi, for iwi and of the iwi, and as such describes itself as a tikanga Māori institution.

Administration and Management were the two fields of study pursued in the earlier years of Te Wānanga o Raukawa, and today this has increased to include Mātauranga Māori, Te Reo, Knowledge Management, Laws & Philosophy, Teaching (Early Childhood, Primary & Secondary), Animation, Health & Fitness, Kaitiakitanga/Environmental Science, Traditional Medicine, Hapū Development, Design & Art, and the Performing Arts.

All the Heke (Diploma) level programmes at Te Wānanga o Raukawa sit at Level 5 on the NZQA Framework; the Poutuārongo (Bachelor) are at Level 7 and Poutāhu (PGDip) & Tāhuhu (Masters) are at levels 8 & 9 respectively.

History

The original title for the programme was Māori & Information Management, with the Diploma Māori & Information Management (Level 5) being developed in 1998, and approved and delivered at Te Wānanga o Raukawa in 1999.

In 1999 the Bachelor level programme (Level 7) was developed. Delivery of year two of the programme began in 2000, and 2001 after a successful delivery of year three, saw the first graduates of the Bachelor Māori & Information Management,

Marae-based studies

Since 2005 the programme has been delivered at marae around the country, beginning with Kaiwhaiki marae in the Whanganui District, Tūwharetoa, Pukekohe and, in 2014, at five marae on the East Coast, and at Rukumoana marae in the Morrinsville region. This trend will continue as enquiries are being received from Northland and Hauraki.

Programme name change

It was during these deliveries at marae that two changes were made at Te Wānanga o Raukawa. Firstly there was a change in the titles to each level of qualification: the Diploma became Heke, the Bachelor Poutuārongo, and the Masters became Tāhuhu. Secondly a new name was given to the programme, Puna Maumahara (loosely translated as memory banks).

Purpose of the Programmes and Graduate Profile

All the papers within the programme contribute to the Mātauranga Māori continuum and to seeking new meanings and new insights. This is reflected throughout, from the title change and the kaupapa or guiding principles, referred to as elements of the worldview. These are identified as manaakitanga, rangatiratanga, whanaungatanga, kotahitanga, wairuatanga, ūkaipōtanga, pūkengatanga, kaitiakitanga, Te Reo and whakapapa. Accordingly, there are many tikanga (practices), or correct ways, to express each kaupapa in the Puna Maumahara programme. These elements are the drivers in the design and development of the qualifications, aiming to minimise the replication of qualifications offered elsewhere. The programme continues to look for innovative ways to assist the repositories belonging to whānau, hapū and iwi as they seek to have taonga about home, to be cared for at home, and, by those from home.

Students are taught and encouraged to look at knowledge management and repositories of knowledge “through Māori eyes”, and to learn about traditional systems of knowledge management, the retrieval, accessing, storage, preservation, maintenance and dissemination of knowledge/information from within a tikanga Māori framework.

Puna Maumahara asserts that every marae, every whānau, hapū and iwi will want taonga tuku iho about home, to be cared for at home, and, by those from home who, through whakapapa have a vested interest in their care. The programme draws on tikanga practices and kaupapa values and ensures students gain a sound knowledge in Māori ways of knowledge management. Taonga tuku iho refers to those possessions that iwi; hapū and whānau consider to be the most precious and valued, have genealogical links, and are handed on to succeeding generations to ensure iwi, hapū and whānau identity and whakapapa remain intact.

Puna Maumahara encourages iwi and hapū to develop their own systems of classification, their own models of organisation, their own environment and space that is ruled and determined by the tikanga and kawa of their particular marae. Using symbolism and imagery from home that is familiar, and cultural practices and values that are distinctive, will naturally encourage a passionate attitude of collecting, managing, storing, caring, protecting and respecting the Puna Maumahara.

Graduates with the Poutuārongo Puna Maumahara (Bachelor) qualification are expected to continue working closely with their whānau, hapū and iwi repositories of knowledge. Additionally they will have the skills in knowledge management systems and working with taonga tuku iho. They will be able to assist people in searching, database design, preservation, storing and protection of taonga tuku iho in the differing forms of repositories of knowledge and information. Furthermore these graduates will have a strong grounding in and ability to apply Mātauranga Māori, tikanga Māori, kawa and kaupapa, the philosophical values and practices that underpin the Puna Maumahara repository.

The qualification has clearly defined pathways for graduates and has employment opportunities in the information management sector, and with iwi/hapu repositories.

Structure and Delivery of the Programmes

The Poutūārongo Puna Maumahara is a unique and distinct programme that draws on Mātauranga Māori, tikanga and the ten kaupapa mentioned earlier. These are encapsulated in the key curriculum areas of the programme including, Mātauranga Māori, information technology, organisation and retrieval, management, ngā taonga tuku iho, and intellectual and cultural property.

Residential type delivery is used, and tutors are drawn from Te Rōpū Whakahau, Māori working in archives and museums, Te Wānanga o Raukawa and at times from within the iwi/hapū where the programme is delivered.

Conclusion

Puna Maumahara has resisted teaching a standard curriculum with the “Māori perspective” attached, instead designing and presenting the programme so that the theoretical material and evidence on information management is Mātauranga Māori and that students see the field of information management through Māori eyes.

The successful delivery of the programme to marae confirms the theory that Māori will want to care for taonga about home, at home, and by people from home. It has allowed people to grow and gain more knowledge about the management of knowledge and repositories. As the programme evolves so too will the activities so that might give new expressions to kaupapa in the delivery of the programme, and the operations of the department. As understanding of the kaupapa increase, new ways contributing to the survival of Māori as a people are emerging.

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Museum Studies Options

Museum Studies Education Options: An Introduction

By Lynley Stone

This section aims to give readers a wider understanding of the education options available in the cultural heritage sector. It outlines the programmes of the three main tertiary providers teaching museum studies around Aotearoa New Zealand. All of these courses are at graduate/postgraduate level. All three education providers teach courses on-campus (in Auckland, Palmerston North and Wellington), and one also offers its programmes via distance. These programmes provide potential study paths for holders of undergraduate degrees and postgraduate qualifications from a range of disciplines.

Undergraduate options are also available, although not explored in this section. The Puna Maumahara programmes at Te Wānanga o Raukawa explore the management of taonga tuku iho within a Mātauranga Māori framework. An undergraduate [Museum Practice Certificate](#) (Level 4) is also available to people who are employed in the field. It is administered by ServicelQ and undertaken in the workplace, rather than being taught by any one provider. It is sometimes supported by workshops through [National Services Te Paerangi](#) (NSTP), which is a unit of the [Museum of New Zealand Te Papa Tongarewa](#). All museum education courses explore museum studies in relation to Māori.

The history of education in museum studies in Aotearoa New Zealand is complex and constantly evolving (McCarthy & Cobley, 2009). Increasingly, there is recognition that boundaries between information management sectors are blurring, and that the information management professional of the future may be working across different areas. There is much discussion about convergence across the GLAM (Galleries, Libraries, Archives and Museums) sector. A key piece of research on this topic was recently undertaken by Shannon Wellington, a Victoria University MLIS graduate who completed her PhD in Victoria University's Museum and Heritage Studies Department (Wellington, 2013).

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Victoria University of Wellington: Museum and Heritage Studies Programmes

By Conal McCarthy

Introduction

[Victoria University of Wellington](#) (VUW) is one of the major tertiary providers in New Zealand and the leading research institution according to the PBRF 2013 (Performance Based Research Fund). Its position in the capital city of Wellington with its national cultural institutions makes it ideal for the study of subjects such as art history, information management and [Museum and Heritage Studies](#).

History

Originally set up in the 1970s as Recreation and Leisure Studies, Museum and Heritage Studies was established in 2000 after a national forum to review the training of professionals in the cultural sector.

Purpose of the Programmes and Graduate Profile

The Museum and Heritage Studies Programmes aim to produce graduates with the knowledge, skills and critical and creative thinking which are demanded in today's diverse and changing cultural sector. There is a range of flexible qualifications and courses which balance taught classes and work experience, academic research and professional skills. Students will acquire a broad grasp of this interdisciplinary field which combines history, theory and practice with opportunities for independent research and workplace projects. Entrants to the programmes come from a variety of disciplinary backgrounds and range from experienced professionals to recent graduates with no experience.

The programmes are situated in Wellington, and have strong relationships with national organisations such as the Museum of New Zealand Te Papa Tongarewa (Te Papa), the Ministry for Culture & Heritage, Heritage New Zealand, the Department of Conservation, Museums Aotearoa, and Creative New Zealand, as well as with many smaller regional museums, art galleries, archives and other heritage organisations. There are Memoranda of Understanding (MOUs) with Te Papa, the Ministry for Culture & Heritage, Wellington Museums Trust and Whanganui Regional Museum.

Museum and Heritage Studies is [staffed](#) by two full time academics backed up by a group of highly qualified Teaching Associates drawn from the sector who have extensive input into the programme, plus a group of professionals on its [Advisory Group](#).

Structure and Delivery of the Programmes

The Museum and Heritage Studies courses are taught at postgraduate level, with one course taught at 200/300 level. They are only offered internally, and there is no provision for extra-mural delivery to students outside Wellington.

The core courses include:

- MHST 511 Introducing museums and heritage: covers the history and theory of museums, galleries and cultural heritage.
- MHST 512 Practicum: introduces students to the practical aspects of current professional practice through workshops, fieldtrips and a 200 hour placement.
- MHST 513 Research methods: equips students with an understanding of various research methods and enables them to prepare a proposal for the dissertation in the 2nd year of the MMHS.

A range of electives courses cover other aspects of the field: museums and Māori, meaning making and visitor research, historic heritage conservation, exhibition studies, and the project course which allows students to complete a substantial piece of work in an organisation.

The courses above provide graduates with a firm grasp of key subject areas within museum studies and current practice including collections, exhibitions, management and governance, education and public programmes, audience development, heritage management, and public history. The speciality areas of the course, which are related to the research areas of the staff, include leisure studies and visitor research, Māori heritage and current museum practice.

These courses contribute to three [qualifications](#):

- Postgraduate Certificate (MHST511 & MHST512)
- Postgraduate Diploma (four courses including MHST511 & MHST512)
- a taught Masters degree (Master of Museum and Heritage Studies - MMHS). This is a 240 point degree which takes two years to complete, and includes four taught courses, three placements and a 20,000 dissertation based on original research. It provides a flexible qualification for working professionals or graduate students seeking a career in the field.

Alternatively, students can undertake either a full research MA by thesis, or a PhD in Museum and Heritage Studies.

The Museum and Heritage Studies programmes aim to be flexible, tailoring programmes of study to suit individual needs and career aspirations. The only prerequisite to entry is a Bachelor's degree. However, entry to the programme is limited and those interested are strongly recommended to attend the information day and interview in November of the year before the course runs.

Graduates of the programme, depending on their prior qualifications and experience, can expect to gain work in the museum, gallery and heritage sector in a variety of entry level roles. A good idea of the range of work that is currently available can be gained from the [graduate profile page](#) on the programme website.

A description of the research profiles of the staff, and the research undertaken by thesis students, can be seen on the [website](#).

Conclusion

Victoria University of Wellington provides postgraduate education for Museum and Heritage Studies, balancing academic and practical work, located in the culture-rich environment of New Zealand's capital city.

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Massey University: Museum Studies Programme

By Susan Abasa

Introduction

[Massey University](#) is New Zealand's only truly national university, with a proud 80-year tradition of academic excellence, three North Island campuses (Palmerston North, Albany and Wellington) and a distance learning programme that delivers university qualifications to all parts of the country and overseas.

The University is characterised by:

- the pursuit of excellence
- flexibility and accessibility, and
- an emphasis on social responsibility, innovation, collaboration and partnership
- a close relationship with industry

History

Museum Studies at Massey is the oldest such programme in Aotearoa New Zealand. It was established in 1989 with financial backing from the New Zealand Lottery Grants Board and support from the national professional museum association, now known as [Museums Aotearoa](#). From the outset, Massey's expertise in blended and distance education ensured that academic and vocational training for museum and gallery professionals was available nation-wide. Since its establishment the Programme continues to add significantly to the workforce capacity of trained professionals in the museum and heritage sector in New Zealand.

Purpose of Programmes and Graduate Profile

Museums are complex organisations and significant community resources. Museums are also responsive to the changing nature of our society. Therefore, museum staff must be adaptable, flexible, competent and creative in order to maintain heritage collections and the deliver high quality services to increasingly culturally diverse communities.

To fulfil these responsibilities museums need staff with strong educational and vocational backgrounds. This requires rigorous intellectual grounding in an academic discipline combined with a thorough understanding of museological theory and practice.

The programme is committed to delivering a course which meets the challenges of contemporary museum practice by developing core competencies that provide an essential foundation to museum practice.

Massey Museum Studies graduates have diverse backgrounds and experiences. They are working in the major metropolitan and regional museums and galleries throughout New Zealand and in Australia, North America and Europe. They hold positions as directors and senior managers; mid-career specialists, and early-years generalists. Others hold positions

as field officers and policy advisers in government departments and agencies; some work for iwi authorities, or as heritage consultants and conservators.

Students include those aspiring to work in museums as well as experienced professionals seeking to upgrade academic qualifications and extend their professional development. While the majority are resident in New Zealand some live overseas.

Structure and Delivery of the Programmes

Museum Studies at Massey aims to offer a distinctive and exceptional learning experience.

All the courses are offered at postgraduate level, full-time or part-time, and are available in distance learning mode. This offers considerable flexibility for anywhere-anytime, self-paced, structured learning. This mode exploits the opportunities that new digital media offer for learners while creating virtual classrooms that connect students, staff and museum practitioners. Massey's Distance Library ensures that learning is well supported.

Students entering the Programme must hold at least a Bachelor's degree (or equivalent) with a minimum of B to B+ level passes in the final year. Practical experience in museums or related institutions is desirable. Some candidates without an undergraduate degree but who can demonstrate a substantial record of publications may be admitted to the Programme.

The Museum Studies Programme offers:

- [Postgraduate Diploma in Museum Studies](#)
- [Masters in Museum Studies](#) (by taught papers or research), and
- Ph.D. (Museum Studies)

Professional and continuing education courses are in development.

Since its inception the Programme has based its curriculum on prevailing international museological benchmarks e.g. the International Council of Museums (ICOM) [Guidelines for Museum Professional Development](#) (2009), while simultaneously emphasising New Zealand's distinctive bicultural heritage, and the unique characteristics and history of museums here. Regular curriculum reviews and consultation with the museum sector enable the curriculum to remain current and relevant.

The Postgraduate Diploma

One year full-time or equivalent part-time - includes four foci:

1. *Taonga Tuku Iho: Heritage Aotearoa* examines the dynamics of Māori culture and custom with particular emphasis on the Treaty of Waitangi and the nature of taonga tuku iho. Exploration of heritage legislation and international conventions provide the context to learn about the ethics, responsibilities and circumstances of repatriation and protection of moveable cultural heritage.
2. *Collection Management* introduces the theories and practices of collection development and management and emphasises aspects such as preventive conservation, digitisation and contemporary collecting. Research into collection care and maintenance is also undertaken.

3. *Museum Management* considers the principles and practices of contemporary museum management including governance, strategic planning and project management. Practical skills in budgeting, writing grants and reports are developed.
4. *Museums and the Public* critically examines the philosophic, strategic and practical processes of developing, presenting and evaluating a range of public programmes including exhibitions and education services.

Fieldwork in various museums and galleries is integral to the study programme. Practicums, workshops and placements, integrating theory and practice, are organised as well.

The MA in Museum Studies

This can be taken over 12 months full-time or part-time equivalent. Various options are available and new structures are being developed. Candidates with the Postgraduate Diploma take two additional taught papers and a research project to complete the MA (Professional). Candidates wishing to conduct original research can do so by completing a full thesis. The type of research being conducted can be seen on this [page](#).

Conclusion

The Museum Studies Programme at Massey offers a strong foundation of theoretical and practical knowledge and skills that enable graduates to work effectively in museums, galleries and related organisations. The Programme is delivered in distance mode enabling great flexibility to learning and teaching. The electronic platforms are innovative ways of engaging learning communities. They anticipate the ways in which museums are beginning to connect with their communities.

University of Auckland: Museums and Cultural Heritage Programme

By Ngarino Ellis

Introduction

Auckland University College was established in 1883 and its name changed to the [University of Auckland](#) in 1957. Today it enjoys five campuses with eight faculties and welcomes over 30,000 students each year. The [Museums and Cultural Heritage](#) Programme (MCH) is an inter-disciplinary one, currently located in the Department of Art History, School of Humanities, Faculty of Arts, and offers a range of on-site courses.

History

The Programme was initially established in 2004 as part of an undergraduate degree with the intention of providing students, particularly Māori and Pacific, with the opportunity to learn about a range of concepts, approaches and methodologies within the heritage sector both in Aotearoa New Zealand, as well as overseas.

The Programme was initially taught within the Art History Department, then shifted in 2006 to Anthropology, before returning to Art History in 2012. The Programme is governed by the Faculty of Arts Board of Studies for Museums and Cultural Heritage who meet twice a year, chaired by the Dean of Arts, with representatives from each of the contributing disciplines, as well as the Co-ordinator, a representative from [Auckland War Memorial Museum \(AWMM\)](#), and the AWMM's Tumuaki Māori.

Purpose of the Programmes and Graduate Profile

This programme covers approaches to Museums and Cultural Heritage globally, with a particular focus on indigenous issues, Aotearoa New Zealand and the Pacific, with papers discussing the politics of culture, intellectual property, public art, tourism, art writing and curatorial practice, colonialism and writing history. Courses typically come from the departments of Anthropology, Art History, History, Māori Studies and Sociology.

In 2013 there were 17 students in the Programme: one was working on their Graduate Diploma, five were enrolled for their Post Graduate Diploma, six were enrolled in Honours, and five were working on their Masters.

All prospective applicants into the Programme require at the very least an undergraduate degree, preferably in the feeder disciplines of Anthropology, Art History, History, Māori Studies and Sociology. Many move straight on from undergraduate degrees, whilst others come into the Programme for professional development, most notably from AWMM.

Graduates of the Programme either move on to further study in their feeder disciplines, e.g. Anthropology, or into the workforce. The courses encourage skills and knowledge which would enable graduates to find work as a curator, education officer, art gallery registrar or manager,

as well as within other career options in museums and heritage institutions in the private and government sectors, and in tourism.

Structure and Delivery of the Programmes

The Museums and Cultural Heritage Programme offers [four study options](#). All but the MA are one-year commitments, with part-time options available:

- *Graduate Diploma in Arts*. This consists of papers up to the value of 120 points, of which five must be at stage 3 level.
- *Postgraduate Diploma*. This consists of 120 points, of which 90 need to be from the Schedule of Papers listed for MCH, and may include a 10,000 word dissertation (MUSEUMS 780)
- *BA (Honours)*. Students have a higher entry level requirement (including at least a B+ of higher in their top three stage 3 papers), and take at least 30 points in core papers, as well as a 10,000 word dissertation (MUSEUMS 780), and other papers to amount to a total of 120 points.
- *MA*. This can be done over one or two years. For the two year MA, students in effect take what amounts to a BA (Honours) year, and then move on to a 40,000 word thesis (MUSEUMS 796) in their second year. Students who have already completed an Honours degree can enrol in a one-year MA thesis.

The goal of the core papers is to present a range of approaches and frameworks in the field of Museums and Cultural Heritage. Although there is a focus on New Zealand and Pacific studies, the programmes encourage a global outlook for students.

Internships

One course, ARTHIST 734, has internships as a core component. From 2014, the entire second semester of this two-semester course is dedicated to placements for the 18 students across the heritage industry in Auckland, including Auckland Art Gallery, Objectspace, Lopdell House Gallery, McCahon House Gallery, Pah Homestead, Northart and Gus Fisher Gallery. This is an exciting opportunity for the students, many of whom may move into employment in the industry through having a 'foot in the door' that such internships offer.

Student research

Students writing dissertations (MUSEUMS 780) and theses (MUSEUMS 796) are supervised by academics within the Programme, but also can be matched up to others who may be expert in the topic. In the past few years topics have included: online museum exhibitions, controversial museum exhibitions, and the visibility of archaeology in AWMM. Students can also take a Directed Study option (MUSEUMS 760) or Research Portfolio (MUSEUMS 797).

PhD in Museum and Cultural Heritage:

While the Faculty of Arts does not offer a dedicated PhD in any specific discipline (including MCH), students can enrol in a doctorate and focus their research on a Museums and Cultural Heritage topic. In 2014, for instance, there is one international student who has begun his PhD focused on a comparison between visitor experiences in Auckland and Beijing.

Auckland War Memorial Museum (AWMM):

AWMM is an important site for the Museums and Cultural Heritage Programme, not only as a source of students (for professional development) but also as a teaching space and source of specialist guest lectures across all core papers. The Museum also offers the Nancy Bamford

Research Grants. The Museum has a representative as well as the Tumuaki Māori on the MCH Board who govern the Programme.

Conclusion

The Museums and Cultural Heritage Programme at the University of Auckland continues to develop the Programme, to meet the needs of a growing range of students interested in museums and cultural heritage institutions both here and overseas. It has strong links to the cultural sector in the Auckland region.

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Professional Associations in Information Management: An Introduction

By Lynley Stone

This section of *Informing New Zealand – He Puna Whakamōhio mō Aotearoa* introduces the most prominent professional associations in the fields of librarianship, archives and records management, Māori information management, and museums within Aotearoa New Zealand. It gives an overview of the different associations, provides links as a starting point for readers to explore the resources on each association's website, and allows individuals to choose which associations they may wish to join to further their careers. All of these associations welcome membership from students and people in non-professional positions, they are not only for people who have completed their qualifications.

It has often been observed that information professionals have a strong sense of belonging to their industry, and a big part of this sense of identity and cohesion comes from strong, long-standing and well organised professional associations. Largely volunteer-run, these associations provide an opportunity for individuals from all over the country to develop their own skills, and to make a real difference through being part of a larger group.

These organisations perform a range of functions. They include:

- providing training and continuing professional development
- running conferences and events on a national and regional basis
- supporting communication forums such as email lists and web forums
- producing newsletters, journals and web-based information resources
- providing standards and guidelines
- advocating for their members and their industry.

[LIANZA](#) is the largest professional association. It works for people working across all types of libraries. As well as its overarching general role, it has a number of Special Interest Groups (SIGs) which allow library workers from specialist areas and with particular interests to work together. These include TelSIG (the Tertiary Libraries SIG), PIMN SIG (the Pasifika Information Management Network), and CatSIG (the Cataloguing SIG).

Outside LIANZA, representing specialist groups of library workers, we have profiled the [New Zealand Law Librarians' Association \(NZLLA\)](#) and the [School Library Association of New Zealand Aotearoa \(SLANZA\)](#). People working in these sectors are more likely to belong to these specialist associations than to LIANZA, although many people hold dual membership.

[Te Rōpū Whakahau](#) is the professional association for Māori working with, or with an interest in, information management. It has been a vital agency in supporting the development of library services for Māori, and for supporting Māori information workers to develop their careers. Te Rōpū Whakahau and LIANZA have a formal partnership. Some individuals are members of both associations.

The records and archives community is well served by two professional associations - the Aotearoa New Zealand-based [ARANZ: Archives and Records Association of New Zealand](#) and the Australasian [RIMPA: Records and Information Professionals Australasia](#). Both LIANZA and RIMPA provide professional registration for suitably qualified professional

members, and emphasise continuing professional development for all members, requiring it of those who are registered. Museums Aotearoa is the association for museums and museum workers.

There are several other professional associations which have not been profiled in this publication. These may be based in Aotearoa New Zealand, or be a local branch of an international association. For example, in the field of libraries, these include the [Association of Public Library Managers \(APLM\)](#), [Art Libraries Society Australia and New Zealand \(ARLIS/ANZ\)](#), and the [International Association of Music Libraries, Archives and Documentation Centres \(New Zealand\) \(IAML\(NZ\)\)](#).

In addition, some information professionals from Aotearoa New Zealand belong to the national associations of other countries such as the [Australian Society of Archivists \(ASA\)](#), [American Library Association \(ALA\)](#), [Australian Library and Information Association \(ALIA\)](#), and [Chartered Institute of Library and Information Professionals \(CILIP\)](#). They may have been members when living in other countries, or may join because there is a specific benefit to them. Those in specialist roles often belong to specialist overseas associations which do not have a local branch. These include the [Special Libraries Association \(SLA\)](#), [Association of Independent Information Professionals \(AIIP\)](#), [ARMA International](#), and the [School Library Association](#). Several professional associations from Aotearoa New Zealand are active members of the [International Federation of Library Associations \(IFLA\)](#).

Many people working in the information industries belong to professional associations that have a different focus, such as IT, education or local government. Participation in these associations can bring great benefits, as information workers are informed about issues that are relevant to the wider employment context that they are working in.

Alongside these are some information specific groups with small, closed memberships, such as the [Council of New Zealand University Librarians \(CONZUL\)](#). Several of these are named in entries throughout this publication.

Professional associations are reliant upon membership fees, income from events, and sponsorship to keep going: in a small community such as Aotearoa New Zealand, there is very little income for these groups. Most make a lot of information available openly via their websites, but there is an increasing move towards value added content being available only to members. Differential fees for members and non-members to attend conferences and training events have long been in place.

A survey of people working in libraries in 2012 found that membership and active participation in a professional association is one of the most useful things that people can do to develop their careers (Stone, 2013). Through them, people make friends and develop networks, and opportunities for personal and professional growth occur.

If you have an interest in developing your career, you are encouraged to talk with colleagues who may be members, contact the local representatives of the professional association which looks most interesting to you, go along to their next event, and, if you would like to join, sign up and participate in the activities of your association.

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LIANZA: Library and Information Association of New Zealand Aotearoa, Te Rau Herenga o Aotearoa

By Joanna Matthew



Overview

The Library and Information Association of New Zealand Aotearoa, Te Rau Herenga o Aotearoa ([LIANZA](#)) is the primary professional body for librarians and information management professionals in New Zealand. LIANZA supports the library and information sector to meet the current and future needs of the communities they serve, by providing development opportunities, nurturing emerging leaders, and working to strengthen the profession.

History

LIANZA (then called simply the Libraries Association) came into being in 1910, at a two day conference held in Dunedin which was attended by 15 delegates from 7 public libraries. By 1930 it had 97 institutional members. This increased membership was a result of negotiations by the Association with Booksellers New Zealand to reduce the purchase price of books for libraries.

In the early 1930s the Carnegie Corporation took an [interest](#) in New Zealand libraries, paying for the training for a significant number of New Zealand librarians. It also funded a survey of New Zealand libraries (commonly known as the [Munn-Barr Report](#)) which provided recommendations on how libraries should be operated. Key recommendations included keeping public libraries free, creating an interloan scheme, and setting up a national library. Over the next few years the Library Association undertook to make the improvements recommended by the survey. It changed its name to the New Zealand Library Association (NZLA) in 1935, and opened up individual membership. In 1939 NZLA (which was not able to incorporate as a society due to not meeting the membership criteria) was incorporated by Parliament under the New Zealand Library Association Act (1939). In 1941 NZLA began to offer training, launching a Children's Librarian certificate, which was followed with a general certificate course in 1942. In conjunction with NZLA the government offered a diploma through the National Library from 1946. NZLA was also instrumental in the creation of the National Library Service in 1945, and the appointment of a National Librarian in 1966 under the National Library Act (1965).

NZLA launched professional registration in 1947, developing its Associate and Fellowship awards to ensure recognition for the library and information profession. This [registration scheme was expanded on in 2007](#), introducing an ongoing professional development component for registered librarians.

In 1989 NZLA reviewed its structure and revised its name from NZLA to the New Zealand Library and Information Association: Te Rau Herenga (NZLIA). The name was changed again in 1998 to the Library and Information Association of New Zealand Aotearoa (LIANZA). LIANZA celebrated 100 years at its annual conference in Dunedin in 2010, and has recently

reaffirmed its commitment to the library and information profession with the launch of several ambitious projects focused on strengthening the profession.

Governance and Structure

LIANZA is governed by a [National Council](#) comprising of 13 members. The head of Council is the National President and is elected annually by the membership. To ensure continuity the President serves for a year as the President Elect before becoming President, and remains on Council for a year as the Immediate Past President. In addition to the Presidential roles, Council includes a Treasurer who is co-opted into the role. This individual must be a chartered accountant.

To enable the effectiveness of its partnership with [Te Rōpū Whakahau](#), the Tumuaki and an additional Te Rōpū Whakahau representative also sit on the LIANZA Council. Regional representation for membership is also guaranteed with 6 elected Council members, one from each LIANZA region, who all serve a two year term. To ensure continuity, election of these positions is staggered, with three roles coming up for election in each calendar year. The LIANZA Executive Director has an ex officio position on the Council and acts as secretary. The quorum for decision making is seven, but must include either the President or President Elect, and the Tumuaki. The LIANZA Council operates under a constitution which can only be changed with a majority membership vote. This is supported by a [Code of Practice](#) that can be altered by Council. See Figure 5.

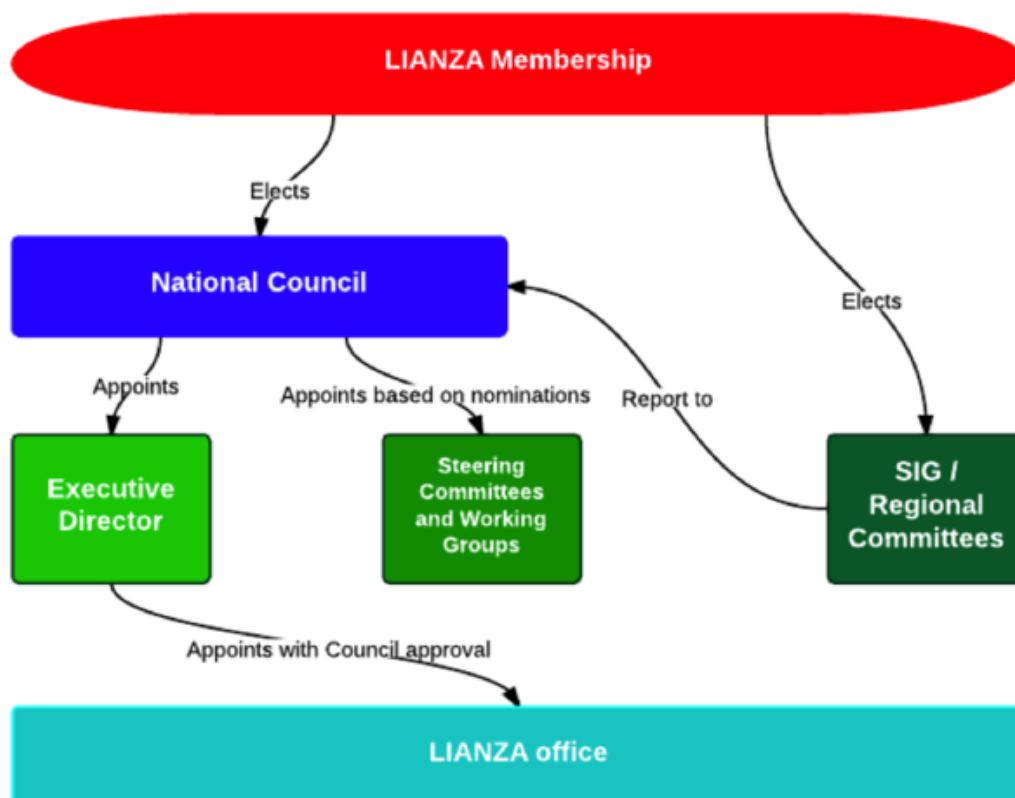


Figure 5 LIANZA Structure

There are six LIANZA [Regions](#) - Hikuwai, Te Whakakitenga aa Kaimai (Waikato Bay of Plenty), Ikaroa, Te Upoko o te Ika a Maui, Aoraki and Otago Southland. These support a range of local events and initiatives.

There are also many [Special Interest Groups \(SIGS\)](#). These include PUBSIG, CatSIG and PIMN SIG.

Membership

LIANZA's members are comprised of individuals, institutions, and suppliers from the library and information sector in New Zealand. However, [membership](#) is open to anyone, with graduated membership rates for students and new professionals.

Funding

LIANZA has four key income streams. These are membership fees, professional development delivery (including its annual conference), sponsorship, and grant funding.

Partnerships and alliances

LIANZA has an ongoing [partnership](#) with Te Rōpū Whakahaui dating from 1995. This is an important relationship to LIANZA and the two organisations work closely together.

LIANZA prioritises collaboration within the library and information sector both nationally and internationally, and has relationships with other library associations within New Zealand. It shares its office space with [APLM](#) (the Association of Public Library Managers) and engages with [CONZUL](#), [SLANZA](#), [NZLLA](#), and [IAML](#) on a regular basis. Internationally, LIANZA is an affiliate member of the [American Library Association](#), and has Memoranda of Understandings with [CILIP](#) in the UK, and [ALIA](#) (the Australian Library and Information Association). It is a member of [IFLA](#) (the International Federation of Library Associations and Institutions).

Activities and Services

Strengthening the profession

In 2012 LIANZA launched several initiatives aimed at strengthening the library and information profession in New Zealand. The first priority is to support the identification and development of emerging leaders in the library and information profession. The second priority is to equip current and future professionals with the right skills to meet the challenges of tomorrow's information environment. Finally LIANZA aims to create a strong, unified library "brand", aimed at decision makers, which spells out the economic and social value of libraries in New Zealand.

Professional development

LIANZA is committed to life-long learning and part of its service to members is to provide quality professional development opportunities. These include its [annual conference](#) and a selection of library focused online and face to face courses, as well as providing information on quality training courses available both locally and internationally.

Professional registration

LIANZA offers [professional registration](#) to its membership. This recognises a library and information professional's qualifications and affirms their commitment to ongoing learning and development. Reciprocal registration with the UK and Australia also allows New Zealanders to have their qualifications recognised when travelling.

Informing the profession

LIANZA publishes:

- [New Zealand Library and Information Management Journal](#) (a peer reviewed publication showcasing New Zealand LIS research)
- [Library Life](#) (a monthly industry magazine)
- [Libraries in Aotearoa](#) (an annual publication on the state of the sector)
- as well as maintaining an informative [website](#).

Supporting the profession

LIANZA advocates for best practice in the delivery of library services, and has made submissions to both central government and local government processes where the changes would negatively impact the services libraries are able to offer. LIANZA was active in the Keep Public Libraries Free campaign.

Awards

A series of annual [scholarships and awards](#) are offered, to support research, innovation, and biculturalism within the library and information sector. In addition LIANZA runs an annual Children's Book Awards to recognise the role that librarians play in supporting childhood literacy.

Conclusion

LIANZA has been pivotal in shaping the development of the library and information sector in New Zealand and continues to play an active role within the profession.

References and Further Reading

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Te Rōpū Whakahau: Māori Engaged in Libraries, Culture, Knowledge, Information, Communication and Systems Technology in Aotearoa New Zealand

By Te Paea Paringatai



Overview

[Te Rōpū Whakahau](#) is the leading national body that represents Māori engaged in the libraries and information sector of Aotearoa New Zealand. Te Rōpū Whakahau is a Maori association guided by the whakatauki “waiho i te toipoto, kua i te toiroa” and is founded on [four core values](#): Whanaungatanga, Manaakitanga, Kaitiakitanga and Te Reo Māori. Te Rōpū Whakahau supports the library and information sector to empower whānau, hapū and iwi by providing development opportunities, indigenous and multicultural partnerships, and championing best practice around services, cultural responsiveness and accountability within the profession.

History

Te Rōpū Whakahau was established to provide professional and cultural support to Māori who worked in libraries throughout New Zealand. As part of this, there was a need for Māori to have a voice to inform policies and practices relating to the care of Māori material in libraries and archives, and the provision of library and information services generally.

Te Rōpū Whakahau was officially launched in 1992 as a formal network and ran as a special interest group of the New Zealand Library and Information Association: Te Rau Herenga (NZLIA). In 1995 it entered into a [formal agreement](#) with NZLIA (now LIANZA) and became an independent incorporated society the following year. A [timeline](#) of activities is available on the website.

Te Rōpū Whakahau celebrated 20 years in 2012 and continues to be a vibrant, relevant association both here in Aotearoa New Zealand and around the world.

Governance and Structure

Te Rōpū Whakahau is governed by [Ngā Kaiwhakahau](#) (National Council) comprised of three officers: Tumuaki (President), Kaitiaki Pūtea (Treasurer), Kaiāwhina (Secretary) and up to four to six other members that ideally represent each rohe (region) to ensure effective representation and participation. Te Rōpū Whakahau has six [rohe](#) from around the country: Te Hikuroa, Tirohanga ā Kaimai, Te Tai Hauāuru, Te Matau o Maui, Te Ūpoko o te Ika and Te Waka a Maui.

The average term of office is two years, although this may be extended with support from Ngā Kaiwhakahau and reappointment by the membership at the annual general meeting. The quorum for decision making is four, of which one must be an officer. Ngā Kaiwhakahau

operates under a constitution which can only be changed with a majority membership vote at the annual general meeting. This is supported by Ngā Pepa Ārahi (Code of Practice) that can be amended and updated by Ngā Kaiwhakahau. In addition to this, Ngā Kaiwhakahau is also guided by Haerenga Whakamua, a five year [strategic plan](#), which provides direction for the annual work plan.

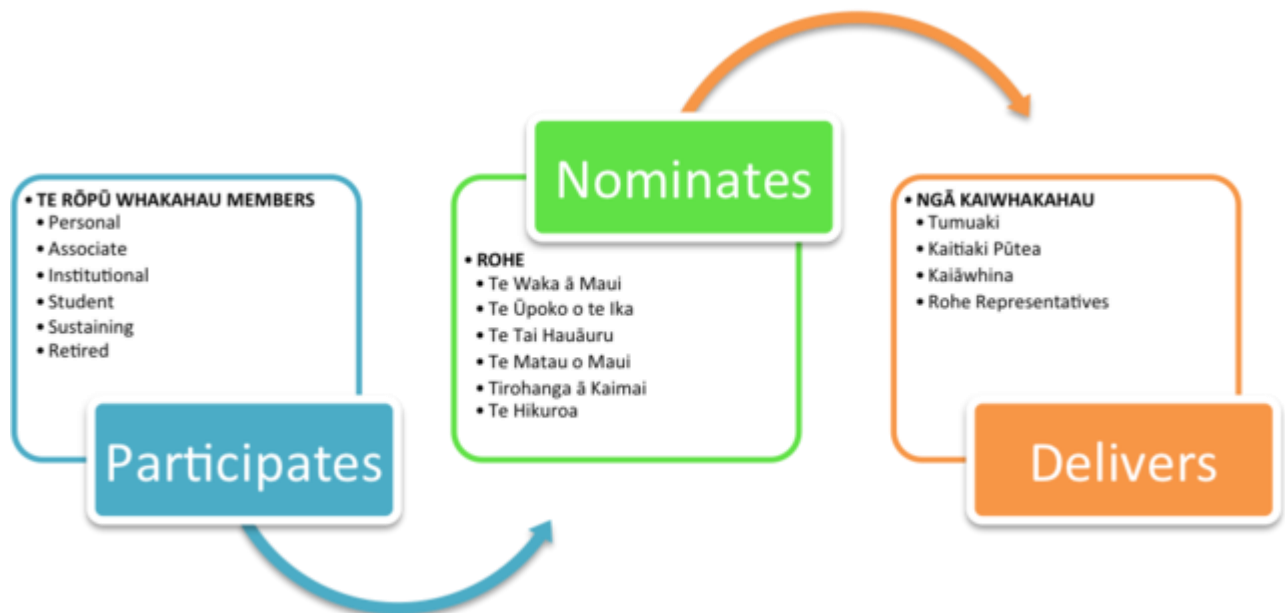


Figure 6: Te Rōpū Whakahau structure (at 2014)

Membership

Te Rōpū Whakahau members are comprised of national and international individuals, whānau, hapū, iwi, rūnanga, organisations and institutions. Membership is open to anyone interested in Te Rōpū Whakahau, passionate about libraries and information and/or indigenous knowledge and its application within the profession. Te Rōpū Whakahau offers a range of [membership options](#) to suit every person and lifestyle.

Funding

Te Rōpū Whakahau has four key income streams. These are membership fees, sponsorship and grant funding, consultancy and services, and professional development including Hui ā Tau.

Partnerships and alliances

Te Rōpū Whakahau has a formal partnership with Te Rau Herenga o Aotearoa: the Library Information Association of New Zealand Aotearoa (LIANZA).

Te Rōpū Whakahau participates with Te Puna Mātauranga o Aotearoa: the National Library of New Zealand on projects and issues of mutual benefit to both organisations, and appoints representatives to National Library bodies and working groups or provides advice as one of the National Library’s stakeholders.

Te Rōpū Whakahau participates with Te Wānanga o Raukawa in Ōtaki in the provision of Māori library and information qualifications, providing professional development to Māori in the industry, and training new Māori information professionals.

Through the International Indigenous Librarians' Forum ([IILF](#)), Te Rōpū Whakahau participates with indigenous information workers around the globe, uniting together to create a singular, indigenous voice in the improvement of indigenous information workers, collection management and services to indigenous clients. The forum meets regularly every two years. The first meeting was in Auckland, New Zealand in 1999, and subsequent meetings have been held in Jokkmokk, Sweden in 2001, Santa Fe, CA, USA in 2003, Regina, Canada in 2005, and Brisbane, Australia in 2007. In 2009 the Forum returned to Aotearoa New Zealand and was held at Te Wānanga-o-Raukawa, Ōtaki. In 2011 the meeting was in Karasjok, Norway, and in 2013 it was held in Bellingham, WA, USA.

Te Rōpū Whakahau became a member of [IFLA](#) in 2012 and is an active member of the IFLA Special Interest Group: [Indigenous Matters](#), which is Sponsored by the Library Services to Multicultural Populations Section of IFLA.

Te Rōpū Whakahau has representation on the Open Polytechnic's Information and Library Studies Advisory Group and supports the Te Pūmanawa Award.

Te Rōpū Whakahau and the Association of Public Library Managers ([APLM](#)) have a Memorandum of Understanding signed in 2012.

Activities and Services

Whanaungatanga

Te Rōpū Whakahau is committed to whanaungatanga and achieves this through:

- developing and maintaining positive relationships, both personal and professional
- improving knowledge of who we are, and where and who we come from
- celebrating diversity.

Manaakitanga

Te Rōpū Whakahau demonstrates manaakitanga by:

- expressing duty of care to ourselves and our neighbours
- nurturing wellbeing of the tinana, hinengaro and wairua
- commitment to excellence and continuous improvement.

Kaitiakitanga

Te Rōpū Whakahau supports and demonstrates kaitiakitanga by:

- caring for taonga in a manner consistent with mātauranga Māori
- increasing our knowledge, understanding and application of kaitiakitanga
- sharing knowledge.

Te Reo Māori

Te Rōpū Whakahau is committed to the inclusion and use of te reo Māori through:

- correct pronunciation
- continuously improving knowledge of te reo Māori and dialectal variance
- increasing spoken and written te reo Māori.

Professional development

Te Rōpū Whakahau is committed to the intergenerational transfer of wealth and knowledge and recognises the distinct learning and development opportunities that exist within Māori learning frameworks. Te Rōpū Whakahau provides [Mātauranga Māori workshops](#) and supports other quality training through partnerships with Te Wānanga o Raukawa and [LIANZA Professional Registration](#). In addition Te Rōpū Whakahau provides professional development opportunities via the Hui ā Tau, which is the only cultural responsiveness training of its type within the profession.

Māori Subject Headings Nga Upōkō Tukutuku, and Iwi-Hapu Names List

Te Rōpū Whakahau is a key driver in the procurement and ongoing development of the [Ngā Upoko Tukutuku Māori Subject Headings](#) and [Iwi-Hapū Names List](#). These essential resources enhance the provision of quality cataloguing and library and information services.

Communications

Te Rōpū Whakahau publishes:

- [Te Rōpū Whakahau Pānui](#) (a quarterly newsletter by members for members)
- a range of printed and online [reports and books](#)
- an informative [website](#).

Cultural responsiveness and accountability

Te Rōpū Whakahau advocates for best practice in the delivery of library and information services that meet the cultural needs of the communities they serve. It is actively involved in national and international activities that enable indigenous communities to achieve their aspirations within the sector.

Awards

Te Rōpū Whakahau offers a range of awards for members to further learning and development and/or recognise excellence within the Association and/or profession. These include [scholarships, awards and grants](#). Te Rōpū Whakahau also works in partnership with LIANZA and Open Polytechnic to administer Te Pūmanawa, Te Kura Pounamu, Rua Mano and the LIANZA Letter of Bicultural Recognition.

Conclusion

Te Rōpū Whakahau has a key role within Aotearoa New Zealand and continues to evolve and influence the look and feel of the profession both here and around the world.

NZLLA: New Zealand Law Librarians' Association

By Kirsten McChesney



NEW ZEALAND LAW LIBRARIANS' ASSOC.

Overview

The [New Zealand Law Librarians' Association](#) (NZLLA) is the professional body for those working in the legal information profession in New Zealand. The NZLLA aims to support and promote the interests of its members and to promote law librarianship generally by:

- providing a national and regional focus for information specialists working in the legal sector
- encouraging developments that will further improve the usefulness and efficiency of law libraries, and
- fostering a spirit of co-operation among members of the NZLLA.

The NZLLA provides regular opportunities for networking, continuing education and knowledge sharing among its members. It also maintains links to other professional bodies in New Zealand and overseas.

History

The precursor of the current association was the New Zealand Law Librarians' Group (NZLLG). It was formed in 1977 in response to a small but growing number of librarians working in law libraries. It became clear that the development needs and professional issues of law librarians were significantly different from librarians working in the academic or public sector.

After incorporation, the name "New Zealand Law Librarians' Group" ceased to reflect the organisation's professional status. It was changed to New Zealand Law Librarians (NZLL) and then in 2005 the name was changed again to what it is today - the New Zealand Law Librarians' Association (NZLLA).

Governance

The NZLLA has representation in Auckland, Wellington and the South Island (Christchurch and Dunedin). The Association is governed by a National Executive. Members hold office for 1-2 year terms and may be re-elected at the end of their terms. Current positions on the National Executive are:

- President
- Vice President
- Secretary
- Treasurer, and
- Regional convenors (Auckland, Wellington and the South Island). These roles may be held jointly.

The National Executive holds monthly teleconferences with venues in Auckland, Wellington, Christchurch and Dunedin. All members are welcome to attend these meetings, which are chaired by the President.

The NZLLA holds an AGM in November each year, at which the National Executive is elected. Its financial year ends on 30 June.

In 2004-2005, the NZLLA developed its [Principles of Professional Conduct](#), which includes a formal code and useful examples of issues that may arise in the workplace.

Affiliations

The NZLLA has affiliations with LIANZA, but it is a separate incorporated society.

The NZLLA also has connections with professional associations overseas. Members regularly attend international conferences and, as long as funds allow, the NZLLA supports at least one member to attend overseas conferences in key jurisdictions on a yearly basis. For example, recently, members have attended the conferences of the [British and Irish Association of Law Librarians](#) (BIALL), the [American Association of Law Librarians](#) (AALL), and the [Australian Law Librarians' Association](#) (ALLA).

In 2006 and 2010, the NZLLA jointly hosted a conference with ALLA in Melbourne. Both conferences were well-attended and well-received. However, currently, there are no plans in the future to do this again.

Activities and Services

Lobbying

The NZLLA has always been active in lobbying various groups on behalf of its members and, indeed, the general public. It has made, and continues to make, many submissions to the government of the day. Many of these submissions focus broadly on enhancing the public's access to the legal information to which they are entitled as members of a democratic society. Submissions to the Digital Strategy in relation to getting better access to legislation, e-government and other matters go back many years. In 2006, the NZLLA lobbied the Government to digitise the 'historical' (no longer in force) New Zealand Statutes. Preservation and digitisation is still a concern of the NZLLA.

Some of the NZLLA's successes include the inclusion of history notes for statutes, the acceptance by the Public Access to Legislation (PAL) Project (now simply called [New Zealand Legislation](#) on the website) of the need for 'enduring' addresses for statutes so other sites can use links that will remain valid, and the adoption of the NZLLA's recommendations for better access to tertiary legislation (regulations and other material) by Parliament's Regulations Review Committee.

The NZLLA's most recent submission relates to the Government's inquiry into the oversight of disallowable instruments that are not legislative instruments.

Publisher liaison

The NZLLA can act as a liaison between its members and the various publishers of legal information in New Zealand. The NZLLA has a very good relationship with legal information suppliers, often responding to concerns or issues that arise within its member base.

Continuing education and social events

Each of the three regions has convenors who arrange professional development sessions, speakers on topical issues, and social events. Professional development events and speaker appearances are usually held at lunchtime once a month. The NZLLA generally does not charge for these sessions, or charges a nominal fee to cover any incidental costs. A typical lunchtime session might be seminar by a lawyer on a topical legal issue, a roundtable discussion of professional issues or a presentation by a member on their services including any new initiatives. Social events are also held regularly so that colleagues can connect with each other. Some law librarians work in isolation as sole charge librarian and many work in small teams so regular contact is essential and valuable.

Symposiums

Each year, the NZLLA National Executive decides at the beginning of the year whether to hold a symposium. In recent years, the NZLLA has run an annual symposium. However, in the past, the NZLLA has offered symposiums every second year and this may occur again in the future. The symposium runs over two days and is designed to appeal to a wide range of librarians working in different sectors of the law librarian community (e.g. law libraries, law firms, government departments) as well as special librarians who may need some knowledge of legal information.

Publications / Communication Channels

Law-Lib Email List

The NZLLA runs an email group which is open to members as well as non-members who may have an interest or connection with the law librarianship sector. Participants can post messages asking for help with anything pertaining to their work and professional interests. It is a very successful method for members to reach out to the community, and remains well-used.

Website

The [NZLLA website](#) has been extensively redeveloped over the years. The latest redevelopment was in 2014 and saw the addition of a members' section that contains documents such as meeting minutes. The website:

- sets out members of the current National Executive
- provides a history of law librarianship in New Zealand
- stores the governing documents of the Association
- records various projects, conferences, and submissions
- provides a members-only section where documents such as minutes of monthly meetings, AGM reports and conference planning material is stored.

The website provides an important record of and for the NZLLA as there are no longer any print publications performing this role.

SLANZA: The School Library Association of New Zealand Aotearoa

By Bridget Schaumann



Overview

The School Library Association of New Zealand Aotearoa, Incorporated: Te Puna Whare Mātauranga a Kura ([SLANZA](#)) is the professional body in New Zealand for those working in, or interested in [school libraries](#). It provides a national voice for school libraries throughout New Zealand. SLANZA's vision is to strengthen and promote the role of the school library, to enable all school communities to become information literate.

History

SLANZA was launched at the National Library in Wellington in May 2000. A number of circumstances lead up to this event:

- Those working in primary and secondary school libraries were passionate about providing a full range of services for children and young adults.
- After attending a conference organised by the Australian School Library Association and being inspired by what a national school library association could achieve, a steering committee from the Auckland School Library Association began planning towards a national organisation in 1999.
- In this period LIANZA disbanded the special interest group for those involved in services to children, young people and schools.
- School Services staff at the National Library could see the need for, and advantages of a national organisation but were constrained as a government agency in what they could do.
- The School Library Network (one of the precursors to SLANZA) represented only librarians working in schools.
- School organisation often made it difficult for school libraries and school library staff to have influence.
- There was tremendous variation in staffing levels and conditions for staff working in school libraries
- There was growing recognition of the need for New Zealand students to develop information literacy skills to enable them to access the many types of information they would need for lifelong learning, and of the important role that good school libraries have to play in this development.
- The Trained Teacher-Librarian position and funding in schools had been abolished in 1991, but with the expanding digital environment and school curriculum requirements, the need for an integrated approach to information literacy teaching and development was greater than ever.

In 2001 the [International Association of School Librarianship](#) held its conference in Auckland. The timing of this gave impetus and support to the fledgling organisation. This was helped by generous donations of money from the IASL Conference, the School Library Network, RAECO, and support from National Library.

In 2002 SLANZA ran its first mini or regional conference, and in 2003 its first national conference. [Conferences](#) continue to be held biannually, and are very successful and well attended. Regions run a range of [events](#), including full days and weekends of professional development opportunities, as well as formal and casual meetings and get togethers.

In 2013 SLANZA began offering its very successful online professional development "[Connected Librarians](#)" to its members. This free course provides support and instruction in using web tools which are useful to those working in a school library environment.

A useful [timeline](#) of events in SLANZA's history is provided on the SLANZA website.

Governance and Structure

The [National Executive](#) consists of the President (elected for a two year term), the President-Elect or Immediate Past-President, and regional representatives, all of whom work voluntarily. The National Executive employs a part-time Executive Officer.

Regional groups have been set up in Te Tai Tokerau (Northland), Auckland, Waikato/ Bay of Plenty, Central, Wellington, Aoraki (Canterbury/ Marlborough/ Westland), Otago and Southland. These regions have a regional chair and a committee of local members who organise meetings, professional development opportunities and local gatherings. Each region has a representative on the National Executive.

Membership

[Membership](#) is personal and anyone interested in school libraries may join on payment of an annual subscription. SLANZA represents all school library staff: School Librarians, Library Assistants, Teacher Librarians, and Teachers with Library Responsibility.

Activities and Services

Aims

The purpose of the School Library Association of New Zealand Aotearoa is:

- To provide a national voice for the school library community
- To advocate the critical role of school libraries in reading, teaching, and learning
- To represent all school library staff: School Librarians, Library Assistants, Teacher Librarians, and Teachers with Library Responsibility
- To lobby for improved funding to provide better library facilities and services
- To create opportunities to recognise excellence within the school library field
- To improve the professional standing, working conditions and qualifications for all staff involved with school libraries
- To support professional development through conferences, and other professional development events, the SLANZA Magazine Collected, and access to online resources such as SLANZA's websites and online communities
- To develop links with associated national and international professional organisations.

SLANZA provides a national voice for everyone working in school libraries. It acknowledges the team nature of staffing in school libraries as well as the different models of staffing. A strategic plan for the Association has been developed and updated over time.

Advocacy

SLANZA has lobbied the NZEI, the PPTA and the Ministry of Education for better conditions and pay for school library staff, recognition of professional qualifications, and better resourcing for school libraries. SLANZA has made submissions on discussion documents and represented the interests of those working in school libraries on a number of working parties including the LIANZA Taskforce on Professional Registration, submission into the Inquiry Into 21st Century Learning Environments and Digital Literacies, Any Questions, and the EPIC Governance Group, various lobby groups and many other groups over time.

Communications

- [Collected](#) (a magazine published three times a year, which aims to demonstrate examples of best practise and inform members)
- a [website](#) which contains information for members and others working in school libraries.
- a [reading website](#) with lists of books for those working in schools.
- The Schools Library email mailing list, [schoollib](#) is an important information and networking tool for those in school libraries.
- SLANZA plans to provide private communities for discussion for its members and also video instruction in various library procedures.

Awards

SLANZA has instituted a range of [awards](#) to:

- Encourage innovation and excellence in school libraries
- Share the successes in our school library community
- Foster high morale in school libraries
- Raise the profile of school libraries in New Zealand.

SLANZA also offers study grants to encourage members to gain qualifications.

Conclusion

SLANZA performs a critical role as it supports and advocates for school librarians and libraries, providing a coordinated voice for a widely dispersed group of information workers.

This chapter updates and draws on the following text:

Williams, J. (2007). The School Library Association of New Zealand Aotearoa. In A. Fields & R. Young (Eds), *Informing New Zealand: Libraries, archives and Records – He puna whakamōhio mō Aotearoa: Whare pukapuka, pūranga kōrero, whare taonga* (5th ed., pp.46-49). Lower Hutt, New Zealand: The Open Polytechnic of New Zealand.

ARANZ: The Archive and Records Association of New Zealand

By Theresa Graham

Overview

The Archives and Records Association of New Zealand (ARANZ) is an incorporated society which was established in 1976 with the aim of promoting the understanding and importance of records and archives in New Zealand.



History

The genesis of ARANZ was the Archives Committee of the New Zealand Library Association (NZLA, now LIANZA). In the mid-1970s, due to an increased awareness of New Zealand's history and national identity, the decision was made by the Archives Committee to form the nucleus of a more wide-ranging organisation, specifically concerned with archival and recordkeeping issues. In 2016 ARANZ celebrates forty years of existence as a professional organisation.

Governance and Structure

ARANZ is a collection of regional Branches supported by a thirteen person [National Council](#). The Council is headed by a President and a number of other official office holders. Specialist portfolios and responsibilities exist both within and alongside Council as ex-officio positions. The ARANZ Council meets in Wellington a minimum of four times a year. Regional [Branches](#) are currently active in Otago/Southland, Central Districts, Waikato/Bay of Plenty and Wellington.

Membership

Membership of ARANZ is by annual subscription. There are four categories of [membership](#): personal, student, joint-personal and institutional. Personal and institutional members are entitled to the same benefits.

Members include: archivists, recordkeepers, librarians, information managers, historians, teachers, museum and art gallery curators, genealogists, religious groups, professional associations, historical societies, businesses, local and central government agencies and others interested in the preservation and use of archives and records.

Alliances

In 2013 ARANZ and the Australian Society of Archivists ([ASA](#)) signed a new [Memorandum of Understanding](#) that says:

The ASA and ARANZ recognise advantages in working more closely together, given the similarities between Australia and New Zealand on many levels including language, professional practice, age of the two associations, a shared experience as countries within the Commonwealth, and the common issues each association faces in taking

the profession forwards. Informal communications exist in terms of networks, and in sharing ideas and experiences between practitioners. The ASA and ARANZ agree through the new Memorandum of Understanding to work together to strengthen ties for the benefit of these associations, their members, and the archival profession. It is hoped that the Memorandum of Understanding is a starting point for greater cooperation between the two associations.

Activities and Services

Aims

The objectives of the Association are:

- To foster the care, preservation and use of archives and records, both to public and private, and their effective administration
- To provide an authoritative voice on matters of concern relating to archives and records
- To maintain and increase public awareness of the importance of archives and records in all matters affecting their preservation and use
- To cooperate or affiliate with any other bodies in New Zealand or elsewhere with like objectives
- To promote professional competence in the administration and preservation of archives and records; by providing advice to the appropriate authorities on levels and standards of professional education and training, and by promoting the training of archivists, records keepers, curators, librarians and others by the dissemination of specialised knowledge
- To encourage research on the care, preservation and use of archives and records and to promote the publication of the results of this research
- To promote the standing of archives institutions and those working with archives and records
- To advise and support the establishment of archives services throughout New Zealand
- To publish a journal and other publications in furtherance of these objectives.

Professional development

ARANZ runs annual [conferences](#) and a range of other national and local [events](#). It provides [resources](#) through its website as well as support through meetings and discussions.

Communications

- [Archifacts](#) (a journal that is published twice yearly, in April and October)
- [ARANZ Alert](#) (a monthly digest of news and notices)
- The ARANZ [website](#) is regularly updated to include information about ARANZ, its branches, upcoming events, publications, resources, services and links to other sites.

Awards

ARANZ offers a range of [prizes, awards and scholarships](#). The Michael Standish Prize, first offered in 2001, is named in honour of the architect of the Archives Act 1957, and the first permanent Chief Archivist of National Archives. The prize recognises an outstanding essay by a New Zealand archivist or records manager, dealing with some facet of archives or records administration, history theory and or methodology, and published in a recognised archives, records management or other appropriate journal. The Ian Wards Prize, first offered in 2001, is named in honour of a former Chief Historian, Department of Internal Affairs. It recognises an outstanding piece of published writing.

Conclusion

ARANZ is a long-established cornerstone of the archives and records profession in New Zealand, supporting and developing practitioners across this diverse field, and advocating for wider understanding.

This chapter updates and draws on the following text:

Timmins, J. (2007). The Archives and Records Association of New Zealand. In A. Fields & R. Young (Eds), *Informing New Zealand: Libraries, archives and Records – He puna whakamōhio mō Aotearoa: Whare pukapuka, pūranga kōrero, whare taonga* (5th ed., pp.49-50). Lower Hutt, New Zealand: The Open Polytechnic of New Zealand.

RIMPA: Records and Information Management Professionals Australasia

By Paula Smith

Overview

The records and information management industry is a broad discipline that offers opportunities across a wide range of industry sectors and specialisms. [RIMPA's](#) members come from a broad range of backgrounds bringing expertise in many areas including information technology, system implementations, information governance, classification and ontology design, metadata management, digitisation, usability, information asset management, collaboration, and knowledge management.



This diversity is one of the reasons why RIM Professionals Australasia (both this and RIMPA are used as short forms) is the largest association for records and information management professionals in Oceania. It has one of the broadest memberships of any professional association which adds an enviable depth of skill, experience, perspective and value for all of its members. RIMPA allows New Zealand members to be part of a wider international organisation, provides a professional registration scheme, and delivers a range of communication and professional development activities.

History

RIM Professionals Australasia was established in 1969 under the previous name of the Records Management Association of Australasia (RMAA). It incorporates members from across the field. Most members come from Australia and New Zealand. In 2011 the name of the Association was changed to Records and Information Professionals Australasia (RIMPA), formally incorporating for the first time the importance of the Information Management discipline into its well established heritage in the records management space.

There has been a New Zealand branch of RMAA/RIMPA since 2002. Prior to that time New Zealand belonged to the New Zealand chapter of ARMA (Association of Records Managers and Administrators). The decision was made to join RIMPA (then RMAA) in order to be part of a more local and accessible professional association which had more relevance to local approaches, culture and methodologies.

While RIMPA started life with a clear focus on the management of records from cradle to grave, over time, that understanding and focus has broadened to encompass the increasing importance of information management in the work that records managers do. This is due in large part to a blurring of lines of responsibility between the information and records domains, but is also an acknowledgement of the changing responsibilities of members; and since RIMPA's purpose is to support them, it needs to evolve as they evolve.

Governance and Structure

Although RIMPA is a professional organisation, it is also a company registered under Australian Company Law and as such must comply with a number of regulations under that regime. The Head Office is in Tasmania, Australia; with all of the employed staff including the CEO being based in Australia.

Supporting the organisational staff is the network of RIMPA volunteers; Board Directors, Presidents, Council Members who are structured into Branch Councils or Chapters with each Branch providing one Director for the Board. Branches typically correspond to an Australian State and of course there is one branch for New Zealand.

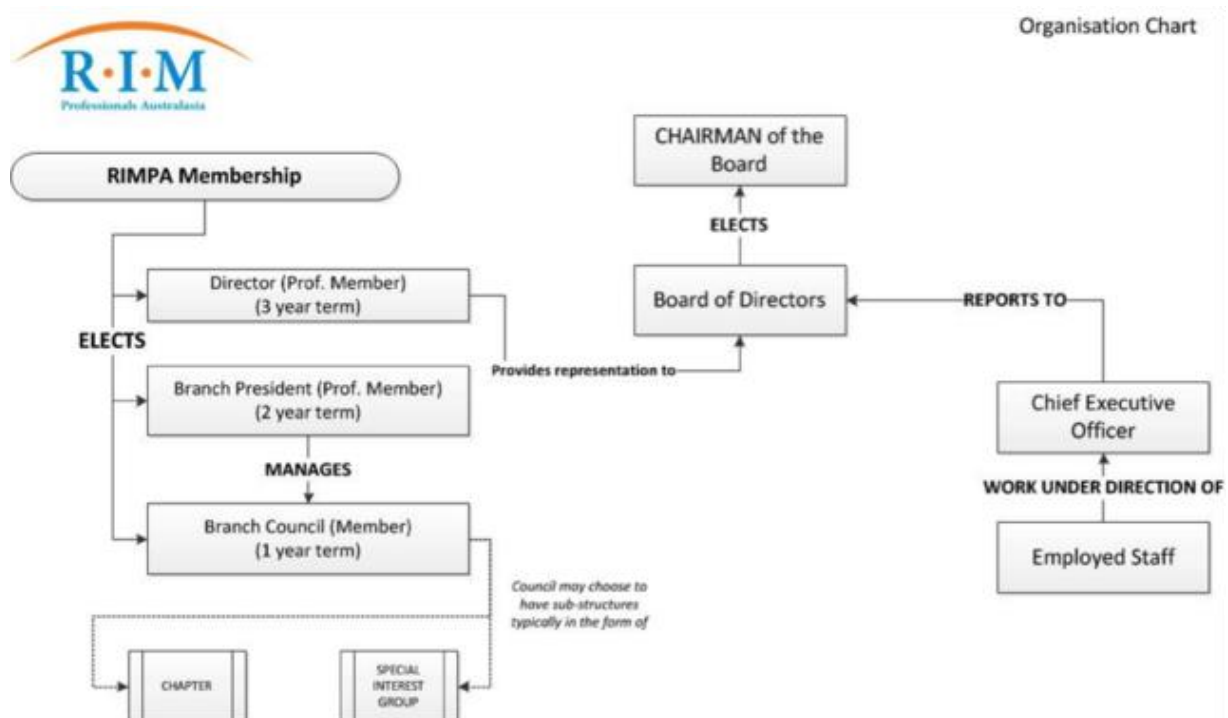


Figure 7: RIMPA Structure

Branches are managed by a Council which is elected by the local membership. These Councils implement company directives and strategic plans as necessary and organise events for their local members. They also have specific initiatives that they manage, including mentoring services, research and engagement activities. In New Zealand they also manage a Scholarship which is provided annually.

The structure of the Branches varies according to local needs. Under the Constitution each Branch must have a Director/President; but beyond that it is up to the local council to decide what best suits their needs. For example, some of the branches have sub-committees, special interest groups or Chapters. The [New Zealand Branch](#) has a branch council for the whole of New Zealand with councillors largely based in Wellington, and there is a small chapter in Auckland. As regional membership grows, that structure will be reviewed. Membership of the Branch Council is open to all RIMPA members, though certain roles are restricted to Professional members only.

Membership

RIMPA has an open membership policy and encourages members from all RIM and related disciplines, including IT Managers, Information Architects, Records Managers, Operational Managers and more. Membership of RIM Professionals Australasia is granted through an application process and annual membership fee. As part of the commitment to increasing professionalism across the discipline, RIMPA currently has 5 categories of [membership](#) available. These represent the diverse nature of the field and the various reasons people join as members:

Table 3: Categories of membership

Affiliate	individual member who is working in the RIM or related field
Professional	individual member who meets specific criteria; education, experience, knowledge
Student	individual member studying a course in a records and information related discipline and also working less than 25 hours per week
Retired or Unemployed	individual member who has held membership in one of the preceding sub-categories, and wish to suspend their full membership whilst still maintaining contact with the Association.
Corporate	Organisations, companies or trade suppliers who are working in the industry, interested in developments within the profession, or interested in promoting improved information and records management services.
Vendor	This is identical to Corporate membership but offers additional advertising benefits such as free advertising on the RIMPA online product directory, and a free 1/8th page ad in one edition of IQ – The RIM Professionals Australasia Quarterly.

Activities and Services

Aims

The strategic aim of RIMPA is to work together to promote, enhance and develop records and information management and RIMPA, with a clear focus on members and industry. RIMPA:

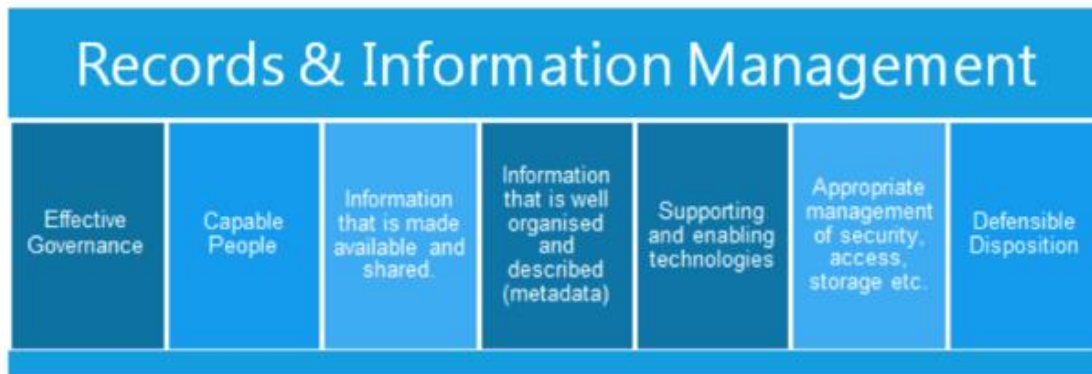
- Consistently delivers services of the highest quality
- Is committed to best practice and innovation
- Develops trust and mutual respect between staff, board, branches and our members.

Values

As a professional association, RIMPA is committed to:

- Meeting the needs of members
- Being courteous, helpful, fair and honest
- Working together as a team
- Showing respect for one another
- Operating in an open and accountable manner
- Demonstrating equality of treatment for all
- Promoting innovation and best practice.

Table 4: Records & Information Management



As such, all of RIMPA's activities and services are structured towards meeting these aims and objectives. At the forefront of the planning cycle at both local and company level is the interests of members. As a largely volunteer based organisation, RIMPA exists to serve the membership and encourages regular feedback from members on the services they both need and want.

Services

RIMPA provides a range of [services](#) to its members to help support and develop them as professionals, expose them to new ways of working and thinking, and provide opportunities for knowledge sharing. All of the services are aimed to help members as individuals but also to assist them in providing value to their organisations so that they can leverage the value of their information as a corporate asset and provide appropriate evidence of business activities.

Services are developed in partnership with members, responding to changes in the industry, particularly around business models and changing technology paradigms. Current service offerings fall into three categories: representation, professional development and resources. These are summarised in Figure 8 below.

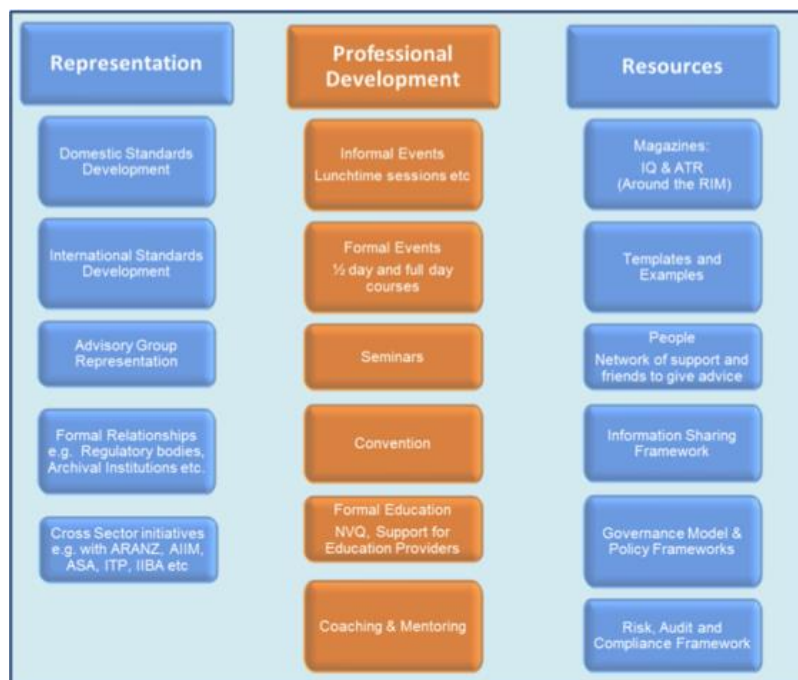


Figure 8: RIMPA services

Professional development

RIM Professionals Australasia has a strong and demonstrated commitment to assisting in and developing the records and information industry and its members (current and future) through:

- The provision of professional development opportunities such as its annual convention - Inforum, master classes, local events and workshops
- Course accreditation and recognition
- Compulsory continuing professional development (CPD) scheme
- Competency Standards
- Statement of Knowledge for Recordkeeping Professionals
- Support for partner and related industry events that are of value to members
- Career expos and website.

RIMPA also provides a number of resources, formal and informal communication and knowledge sharing opportunities and under its [Continuing Professional Development \(CPD\)](#) scheme their commitment can be documented and recognised.

While all members are encouraged to follow a formal Continuing Professional Development (CPD) programme, for professional members it is a [requirement](#) of obtaining and retaining professional status.

As part of its role and position in the market, RIMPA is also able to offer discounts to conventions, seminars and workshops provided by other organisations such as [ASA](#), [ARANZ](#), [IIM](#), etc., allowing members to obtain knowledge and skills from other areas and also to approach concepts and discussions from a different perspective.

Speakers and workshop/session leaders are chosen for their teaching and knowledge-sharing abilities in the particular subject area. The New Zealand Branch run a variety of educational events and seminars on a regular basis, and provide speakers to other conference and event organisers to assist in sharing knowledge across the industry.

Communication

RIM Professionals Australasia provides many communication tools for members, some are provided as part of membership, with some being more open and facilitated by RIMPA.

- [IQ](#) (a quarterly professional journal for all members, distributed in print and available to members electronically)
- Around the RIM (a bi-monthly newsletter with news and articles from all branches)
- The [RIMPA email discussion list](#) which is open to members and non-members
- @RIMPA_RIM the official RIMPA twitter account
- RIMPA Facebook page
- LinkedIn groups
- Member direct communications
- The RIMPA [website](#) which includes a wealth of resources, some freely available, others accessibly by members only. Content includes careers advice, convention papers, brochures, posters, research outputs such as the Salary Survey, grants and awards, an online store, and a marketplace for contractors, consultants and vendors to list their services
- An Annual Convention, called [Inforum](#), is held in different locations each year, with papers and presentations made available post conference in the members only library.

Awards

RIMPA encourages and supports achievement in the records and information industry at Branch and international level through the provision of numerous [awards and scholarships](#). The awards are presented at the annual convention, with some awards being sponsored by Vendor partners. All of the winners are listed on the website shortly after the convention.

Branches can also have their own awards and scholarships which are managed at a local level and in New Zealand this includes the annual [scholarship](#) for study in New Zealand.

Conclusion

RIM Professionals Australasia offers the opportunity for those involved in records and information management to develop their professional knowledge; keep their knowledge updated; and share their knowledge with other members.

Museums Aotearoa

By Phillipa Tocker



Overview

[Museums Aotearoa](#), Te Tari o Ngā Whare Taonga o Te Motu, is New Zealand's independent peak professional organisation for museums and those who work in, or have an interest in, museums. It is the country's only national museums association.

Museums Aotearoa strives to be the strong, objective, fully representative voice for the evolving museum community, and to promote a shared sense of professionalism, solidarity and identity.

Its mission is to raise the profile, strengthen the performance, and increase the value of museums and galleries to their stakeholders and the community.

Ko te whakaaro he whakapiki ake i te ahua o ngā whare taonga me te whakapakari ano hoki i a ratau mahi. I tua atu i tēna mo ngā ropu tautoko ra te take me mau haere tonu mai te whakatairanga ake i ngā painga o ngā whare taonga nei.

Members include museums, public art galleries, historical societies, science centres, people who work within these institutions, and individuals connected or associated with arts, culture and heritage in New Zealand.

Its primary strategic goals are: advocacy, membership support, professional development, standards and training, and research and information.

Museums Aotearoa promotes a [Code of Ethics](#) which aligns with international best practice and takes account of the particular contexts in which museums operate in Aotearoa New Zealand. It acknowledges the [International Council of Museums \(ICOM\)](#) definition:

A museum is a non-profit making, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment.

Museums Aotearoa values:

- people who work in the museums and galleries sector in New Zealand
- partnerships established by the Treaty of Waitangi
- engagement with communities in the care and management, research, and interpretation of their treasures and taonga
- shared ideas and resources in collaborative projects inside the sector and with other partners
- development of expertise, research and scholarship, including mātauranga Māori
- exchange of knowledge enabling New Zealand museums and galleries to set a benchmark for exemplary professional museum practices and ethical principles.

History

Museums Aotearoa grew out of several precursors and has been in its current form since 1998. An Australian and New Zealand association was formed in 1937, from which the Art Galleries and Museums Association of New Zealand (AGMANZ) split in 1947, becoming officially incorporated in 1950. Among the greatest achievements of AGMANZ was the establishment of the AGMANZ Diploma in Museum Studies in 1981, which led to the museums studies program now offered at Massey University. In 1991 AGMANZ adopted a fully bicultural model and revised constitution, changing its name to Museums Association of Aotearoa New Zealand (MAANZ).

In 1975 the New Zealand Art Gallery Directors' Council of (NZAGDC) was formed to promote collaboration among the growing network of public galleries, particularly for touring exhibitions. NZAGDC became the Museum Directors Federation (MDF) in 1991. By that time there were several other museum-related associations, including conservators, educators, anthropologists, science/technology centres, exhibitions, consultants and registrars. However, the less supportive political and economic climate of the 1990s meant that this proliferation was not sustainable, and in 1998 the primarily individual membership-based MAANZ merged with institutionally-based MDF to form Museums Aotearoa. A smaller number of volunteer-run special interest organisations continue to operate, some as trans-Tasman associations, the most active being conservators ([New Zealand Conservators of Cultural Material - NZCCM](#)), registrars ([Australasian Registrars Committee - ARC](#)) and educators (Museum Education Association of Aotearoa New Zealand - MEANZ).

Governance and Structure

Museums Aotearoa is an incorporated society and registered charity which comprises both institutional and individual members.

Membership

There are different levels of [membership](#). Museum Membership is open to public museums and art galleries, whare taonga, science centres and like organisations which agree to abide by the association's Code of Ethics. Membership includes nearly all eligible museums and art galleries with paid staff, and a smaller proportion of volunteer-run museums.

Individual Membership is open to people working in and for the sector who agree to abide by the Code of Ethics. Employees and members of governing bodies of Museum Members are automatically included. Individuals can choose to take out paid membership which give them access to a full range of benefits such as voting rights and membership card.

Associate Membership is open to companies and individuals who provide services to the sector, and who also agree to abide by the Code of Ethics. From 2015 a new category of Affiliate Membership is open to museum organisations that are not able to abide by the Code of Ethics – this allows for-profit or private museums to be involved in the sector with restricted membership benefits.

Museums Aotearoa supports several special interest groups and networks, including touring exhibitions ([TENNZ](#)), Directors of Small Museums and [Emerging Museum Professionals](#). It also engages regionally with local museum and gallery groups. The most formal and independent of these is the Northland Museums Association. Some other regional groups are supported by regional museums.

Click [here](#) for the current list of member institutions.

Governance

Museums Aotearoa's governing body is the Board, comprising six elected members. Of the six, three are nominated and elected by Museum Members (excluding Affiliates), two by Individual Members (including Associates), and one nominated by Kaitiaki (Māori working in museums). The Board meets at least four times per year. Museums Aotearoa is permanently staffed by an Executive Director and a Membership Services Manager. Part-time staff and contractors are engaged for accounts, publications design and other specific tasks or projects.

Funding

Funding for Museums Aotearoa operations is primarily from membership fees, with fee levels graduated for both individuals and institutions according to income and budget. Additional project funding is sometimes secured from a range of sources. Museums Aotearoa receives no central or local government funding except for targeted projects.

Activities and Services

Communications

- regular e-NEWS&NOTICES provide information to members on consultation, events, news, vacancies and other matters of importance and interest
- [Facebook](#), [Twitter](#) and [Blog](#) connect the association's communities and the public
- Museums Aotearoa [website](#) includes downloadable information for members and non-members

Publications and research

Museums Aotearoa has several [publications](#)

- Museums Aotearoa Quarterly mailed out to members with informative articles, reports, book reviews and opinion pieces
- [Te Ara](#) – *Journal of Museums Aotearoa* online journal on museum practice in (and from) New Zealand. It was published in print 2002-2006, and online 2007-2009. It is not currently being published – a new collaborative approach is being developed. It replaced New Zealand Museums Journal, published 1991-1997, AGMANZ Journal, published 1984-1989, AGMANZ News, published 1969-1984 and AGMANZ Newsletter, published 1952-1969
- annual Directory of Museums and Art Galleries in New Zealand – print edition for members and some retail sales. It is also available [online](#)
- [Sector statistics](#) – ongoing project to gather and publish vital information about the museum sector in NZ, including demographics, remuneration and visitation.

Conference, meetings and professional development

- an annual conference is rotated around New Zealand. It attracts 200+ delegates, includes international guest speakers, workshops and meetings
- Kahui Kaitiaki for Maori working in museums is held at least annually
- regional meetings, forums and presentations for networking and particular issues, e.g. disaster planning, working with artists, ethics
- support for special interest groups including touring exhibitions, educators, and small museums

- advisory role for qualifications through industry training organisation ServiceIQ (in particular Museum Practice Certificate)
- work with universities offering postgraduate museum studies programmes and undertaking research.

Awards and scholarships

- New Zealand Museum Awards established in 2008 to celebrate and promote excellence in the New Zealand museum sector. A gala awards dinner is held during the annual conference
- Mina McKenzie Scholarship to support training and staff development
- Asia New Zealand Museums Award to support understanding and links with Asia.

Advocacy, strategy and representation

- make submissions on policy and consultation on behalf of the museum sector
- regular discussions with relevant government Ministers and departments regarding museum sector interests
- museum sector representation and cross-sector liaison with other non-governmental agencies with related interests, e.g. GLAM sector liaison, Diversity Action Programme, Local Government New Zealand, UNESCO, National Digital Forum, industry training organisation (ServiceIQ)
- liaise and collaborate with Te Papa's National Services Te Paerangi and international museums associations, especially [ICOM](#), [Museums Australia](#) and [Pacific Islands Museums Association](#)
- promote museum sector through publicity and activities such as International Museums Day
- support members through visits and advice to museums, media representation as required.

Conclusion

The museum sector in Aotearoa New Zealand is primarily non-profit, and most museums and galleries are funded and often governed by local councils. The first museum was established in 1841, and by the early 20th century most cities had their own. With a few exceptions, public art galleries were a later addition, growing significantly in number and capacity in the 1970s and 1980s. There are now approximately 170 staffed and over 250 volunteer-run 'museums' in the country.

The Museums Aotearoa [website](#) includes an [online directory of museums and galleries](#), membership information, conference presentations, research reports, [Code of Ethics](#), [A Strategy for the Museum Sector in New Zealand \(2005\)](#), Constitution, Annual Reports and other downloadable publications.

Appendix 1: Case Studies of Three ITP Libraries

- Bay of Plenty Polytechnic Library, Tauranga
- The Bill Robinson Library, Dunedin
- NorthTec Library, Whangarei

Bay of Plenty Polytechnic Library

By Lee Rowe

Bay of Plenty Polytechnic is a regional tertiary educational institution located in Tauranga. In 2013 there were 3100 equivalent full time students, with 6000 students undertaking a range of vocational qualifications. Bay of Plenty Polytechnic has partnership relationships with University of Waikato, Waiairiki Institute of Technology and Te Whare Wānanga o Awanuiārangi which extend this provision.

Library services are delivered within an integrated student support model called Ako Awe. Ako Awe's focus is on improving student achievement, promoting learner engagement and connection, and meeting equity learning challenges. Ako Awe aims to maximise educational opportunities for those most in need. The model emerged in 2012 from Bay of Plenty Polytechnic's vision 'Eke Pānuku – reaching our potential together' and is focused on providing equitable access to appropriate support services and barrier-free facilities for all learners.

A learning space named Ako Ātea provides an open environment where learners come to study, socialise, access technology, and utilise the library collection. Ako Ātea is a vibrant and busy space, where staff and students work closely together in open learning zones. Ako Ātea includes cafes, spaces for collaborative study, quiet study, a range of learning technologies and a help zone. From the help zone, generalist facilitators engage with students and assess the best approach to meet their needs. The generalist facilitators have a range of backgrounds including customer service, library, student services and IT.

The assistance provided may include basic support with learning, IT, or information needs. When in-depth assistance is required, students are referred to specialist Learner Facilitators or Knowledge Facilitators. The latter are qualified librarians who work closely with students and staff from assigned faculty areas. The multi-purpose help zones also function as library circulation points. Help is also available to students in need of pastoral care, and students are referred to health and counselling services which also fall under Ako Ātea's umbrella. Online help is also available through a variety of channels including chat and social media. The various facilitators have distinct roles but work closely together to provide a collective and holistic approach to supporting students.

The Bill Robertson Library

By Otago Polytechnic Library Staff

The Robertson Library is the University of Otago Library service point for the Faculty of Education. It also provides library services to the Otago Polytechnic under a service level agreement. There are 9 EFT staff Monday to Friday during core hours. The Robertson Library is part of the University of Otago Library system and houses the Otago Polytechnic collection and the Education material owned by the University of Otago Library. As well as the Otago Polytechnic collection, OP students and staff have access to University's print resources (hardcopies on the library shelves) with their current student ID card. Otago Polytechnic and University of Otago electronic resources are managed separately.

The original Library was designed in the 1970s and built in 1981 for the Dunedin College of Education. During the 1980s the building was enlarged and its use and ownership became a partnership between the College of Education and the Otago Polytechnic. In 2007 the merger of the University of Otago and the Dunedin College of Education meant that the Robertson Library became the fifth branch library within the University Library system, as part of this agreement between the University of Otago, the Otago Polytechnic and the Government, ownership was passed to the University and plans were made for a \$10 million upgrade.

McCoy and Wixon Architects was engaged to work with the Library and Property Services staff to design a building that incorporates some of the latest international design principles to deliver an excellent learning environment for the users of the Library. The aim of the upgrade was to create a flexible, innovative, vibrant and technology-enriched learning environment that would accommodate both current and evolving library services as well as maintaining the traditional library collections, and it has delivered.

The Library that was opened at the end of 2010, on time and within budget, has proved a delight for staff and students to work in. There is a wide variety of study spaces including open informal learning spaces, group study rooms, technology booths. Pervasive use of flexible technology provides online access everywhere, even in the lovely social indoors/outdoors space in the foyer. This wonderful blending of learning and social spaces aids informal learning and fosters social and intellectual interaction amongst the students.

Robertson Library facilities and services include:

- 3118.77sq metres of floor space
- 517 user places
- 3,009 linear meters of books and journals
- Six bookable group study rooms with Smartboards
- A 24 seat Seminar room
- Wireless connection
- Distance Library Service
- Interloan
- Information support services
- Library on Moodle.

NorthTec Library

By NorthTec Library Staff

Goals and Principles

The library has two ambitious strategic goals:

- to provide the optimum student experience
- to ensure an engaged, empowered and knowledgeable staff.

The library exists primarily to support and enhance learning and teaching. The provision of books, online resources and other information resources, are a means to help support learning, teaching and research. We provide a range of different services with the aim of each one being to enable and provide support for learning, teaching and research.

Our guiding principles are:

- To engage in ongoing self-assessment and evaluation, using evidence to make decisions for efficiency and continuous improvement in services, collections, processes and technology
- all library services are designed and delivered with a focus on improving student success and retention
- all library services aim to contribute to an excellent learning experience
- learners and learning are at the heart of everything we do

Library Staff

The library staff is made up of two teams: the library learning services team, and the customer services team.

The library learning services team is focused on building collaborative relationships with teaching staff and programmes through curriculum development, collection development, teaching and information literacy, information and learning advice, Northnet activity and close liaison with the Student advisors with a focus on learning development.

The customer services team is focused on providing a great service to customers in the library and via requests for distance services.

Online Services

The library offers a range of online services to assist students learning:

- Online library system allowing searching, reserving, requesting and renewing books online
- Access to online databases (38,000 full-text articles retrieved in 2013)
- Access to ebooks (over 8,000 ebook titles accessed in 2013)

- Web pages (Lib guides) designed to help with students' learning. These pages contain a mixture of links to resources such as databases, ebooks, learning tools as well as also containing documents produced by NorthTec library staff to assist students with everything from referencing to preparing an assignment. There are specific subject pages for each major programme area
- The library has an email address that is continually monitored during working hours. This is used by students and staff for information and resource requests
- Users having repeated problems accessing databases are pre-emptively contacted with an offer of assistance.

Teaching and Learning Support

The library assists teaching staff to obtain information and resources needed for teaching, research, curriculum development, and professional development. Library staff support teaching and learning success by providing access to key information resources for student learning and assessments. Learning support is also provided by library staff working with students when they are referred to us by teaching staff.

Library staff provide a NorthNet course checking service to provide advice on:

- Broken links
- Breach of copyright
- Currency of content

In all these cases the library staff member offers a fix to the tutor in the way of a replacement link, method to comply with copyright law, or recommend newer content. Library staff also provide recommendations for relevant teaching and learning resources (e.g. websites, online journals, e-books, print resources which can be copied and added to online courses) to the tutors and directly to students in the forums.

The library team develops close links with teaching staff and the information literacy classes are designed in collaboration with tutors to provide timely and relevant support to students' assignments. More general help guides are produced in a variety of formats (brochures, posters, online guides and videos) and for a variety of students, including those studying from a distance and online.

Face-to-face support for students

The library is one of the key social learning spaces on campus and provides an important face-to-face contact point for students. The library team offers a warm, friendly helpful (and expert) service and endeavour to ensure that every student who asks for help receives it. Assistance is provided with a wide array of queries, common ones being:

- Finding books etc
- Technical queries
- Referencing and assignment help
- Assignment drop-off area
- A study room is available for students. The room has a computer, projector, whiteboard and seating for up to 15 students.

Technical support

Technical support is a key component of the service the library provides. The library answers more student technical queries than any other department (including the ICT Service Desk) and also more technical queries than any other type of query. A typical day would involve answering between 20 -80 technical queries.

Library staff members continue to work hard at up-skilling themselves (including weekly training sessions) to be able to competently cope with these queries. Technical queries commonly involve:

- Passwords/logging on queries
- Connecting and using personal devices
- Printing
- Application support.

The library aim is to answer students' queries within the library to provide an on-the-spot solution. This is an important way to reduce student frustration with technical issues.

Literacies – Information, Digital, and Academic

The library offers classes within programmes to teach students to find and use information. The library web pages provide just-in-time tools and resources to assist students to build information, digital and academic literacies. In the library, staff members work with students to build their skills in finding and using information and resources to assist with their learning.

The library staff works with the student success team and programme areas to ensure services support students to gain the learning skills they need to successfully complete their courses.

Physical Collections

A range of collections are supplied, each with a different focus to assist in supporting learning.

Equipment

A wide range of equipment is provided to support various learning purposes. Laptops are widely used and allow students to use the internet, NorthNet, do research, prepare and print assignments. There is a pool of 30 laptops, and on busy days these are all on loan by 9.00 am. In 2013 there were 5,000 laptop issues.

Headphones are also issued for students wanting to listen to music, or videos while they study either in the computer suite or using a laptop.

Kobo e-readers are available to allow people to read ebooks away from a computer.

iPads were introduced at the end of 2013 and have proven to be so popular, that the pool has increased from 10 to 20. Students use these in a range of ways to assist their studies such as: a recording device for both sound and video, an interview tool, a note-taker, to use dedicated apps (such as medical apps) and also to generally use the internet and NorthNet.

Books

The library has 25,000 books. Usage is monitored to try and ensure that the collection matches need. Through careful selection of the collection usage has increased to approximately 75% of those items being used in the last two years. All subject areas are covered and the degree areas have a deep and wide range. There are also general reference type books and a small fiction collection. Two copies of all required texts and one copy of all recommended texts are kept. If a book is continually proved to be in high-demand a second copy is purchased. The library engages staff collaboratively in purchasing items for the library. Books are selected by library and teaching staff by individual request or through review of publishers' promotional email flyers. Books are purchased when requested by teaching staff or students.

The library provides a free postal service for students and staff who are unable to access the library collections in-person. Books that aren't held in our library can often be obtained for a patron via the Interloan service.

Māori Collection

As the library is committed to the principles of the Treaty of Waitangi and recognises that information is a taonga, Māori resources are held in a separate Māori collection. We aim to provide resources which meet the needs of Māori within the NorthTec community; and to promote bicultural awareness. The Library has a collection which contains published items relating to Māori. There are currently 3,300 items in the Māori collection.

Journals

The Library subscribes to approximately 195 journal subscriptions across different subject areas and provides access to tens of thousands of journals electronically. Articles that aren't held either physically or electronically can be obtained via the Interloan service.

Audio/Visual

There are 1500 audio visual items such as DVDs, CDs or Kits. These are often sourced at tutors' request. In time these will probably be largely supplanted by online sources such as streaming video sites.

Desk

There is a small desk collection that covers items that tutors have requested be placed on desk as they will be in demand for a short period to ensure all their students have access to them. This is typically for a semester or a course of an assignment. Also items that are valuable, out-of-print or age-restricted are kept in the desk collection.

Collections for the Regions

The library offers a bulk loan service for tutorial staff, this is particularly useful in remote areas. Tutorial staff can select a collection of library resources for 3 months for use with their students in class items are issued to the staff member.

Small resource sets are provided at regional sites, including a collection of 900 resources at Future Trades, 350 items at Kensington to support the sports programme and 490 items at Bay of Islands Campus to support the arts programme.

Library – the place

The library is in a central location at the Raumanga campus; close to the Café, Registry and Student Support. It is climate-controlled and has spaces for 72 students including group tables and carrels which prove popular study places both for groups of students and individual

students. Some tutors also bring their classes in and work with them in the library. There is a computer suite with 26 computers, and two multi-function printer/copy/scanners. A dedicated study room is available by booking by students and is frequently used.

The library is open 52 hours per week during term time and shorter hours during term breaks.

Hours are:

Monday to Thursday 8.00am - 6.00 pm

Friday 8.00 am - 4.00 pm

Saturday 10.00 am - 2.00 pm

Appendix 2: Case Study For Institutes Of Technology And ITP Libraries

Student Rovers: Exploring the Landscape of Peer Support

By Rosanne Van Leeuwen and Fran Skilton, Unitec Library

Paper presented at the TELSIG Forum, University of Auckland, November 2013

Background

Tena koutou katoa.

Unitec Institute of Technology – an ITP with about 10,000 EFT students, doing certificate through to postgraduate qualifications. The library is actually four libraries and two computer centres spread over three campuses. The largest library is the Main Library, with about 40-50 information queries per day during semester.

Our libraries are still quite traditionally run and serviced. Unitec Library's uphill battle to gain traction for a Learning Commons, resulted in a philosophical shift to try and create a "commons without a commons".

We saw rovers as a start to taking the service to where the students were, that is, in the library, rather than making the students come to where the staff were, that is, at the desk.

Our service was modelled on the very successful rover service at Victoria University of Melbourne. Although their rovers roved in the library, they were not employed by the Library, but overseen by their Learning Support Service (Kent & McLennan, 2007). Therefore Unitec Library had a Reference Group for the rovers, which included Te Puna Ako, our Learning Support Centre and our IT help desk as well as the library. All three groups contributed to the initial training of the first group of rovers, though the intention was always that they would rove within the library.

The support and interest from the other groups has waned somewhat; including the disintegration of the Reference Group. This was due to staff and organisational changes and also that the rovers are seen primarily as belonging to the library and doing library work.

How does the service work?

We first decided to find rovers to work in semester 2, 2011, so advertised within Unitec in May 2011.

We were looking for undergraduate students with good communication and technical skills and with at least one full semester of study behind them, but who still had some time left before graduating. We wanted to appoint people who were representative of our hugely diverse student body. The first six rovers appointed were from six different nationalities.

We also wanted them to reflect on their roving and on their learning, because this was to be about their own learning as well as about teaching and supporting the other students.

Therefore rovers' brief includes reflecting on how they have helped students during the day and what they themselves have learnt. They initially wrote their reflections on Moodle, the Learning Management System used at Unitec, but now write reflective blogs.

Training

We ran two intensive orientations and training sessions for the first group of rovers in the semester break before they commenced work. The training included online and physical scavenger hunts, how to establish student needs by asking probing questions, when to refer on to librarians and how to analyse assignments in order to establish what the students want. In these sessions, the rovers tested each other and shared what they knew.

Once they started work, the rovers were well supported by library staff. They worked in pairs and were able to touch base with the librarian on the reference desk. They wear t-shirts that said "Ask me" in many languages. The rovers provide a service at the point of need: they carry iPads so that they can look up books or the library website and demonstrate wherever they encounter students.

Initially we expected the rovers to refer student queries on to librarians more often, but students seem to enjoy being helped by students, so we had to make sure that the rovers could deal with basic information enquiries as well. We still expected them to refer more complex enquiries. There were more training sessions, including an exercise where they had to take in information from the librarians and share it with their fellow rovers, who in turn had to share what they had learned with the librarians, which gave them practice, but also made it possible for us to identify gaps in their knowledge.

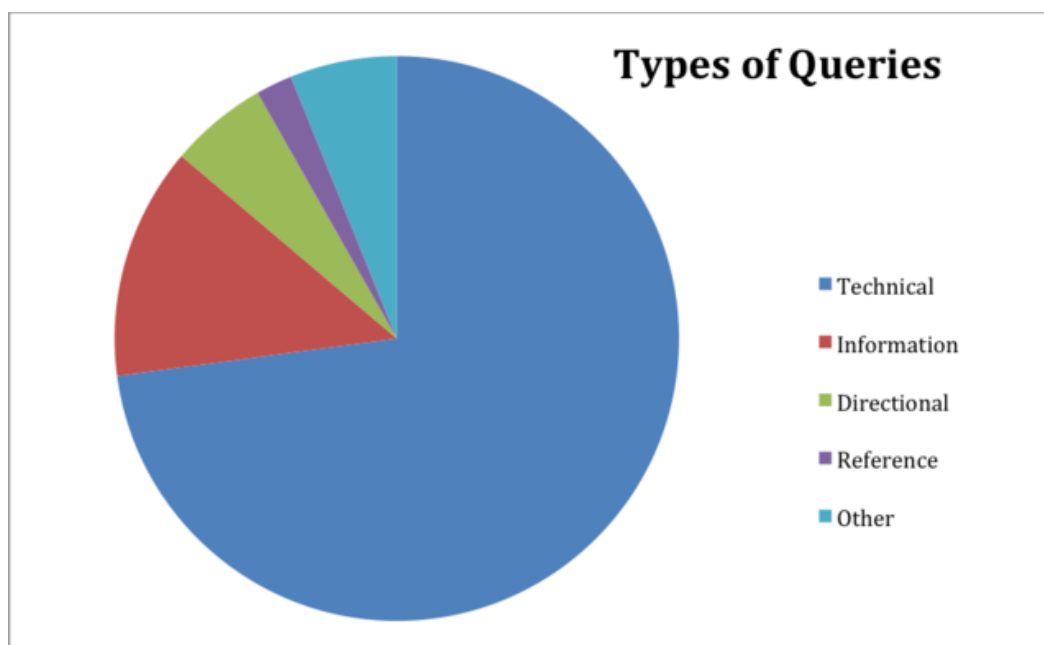


Figure 9: Types of Queries asked of the rovers

Does having rovers improve our service?

Like many libraries our enquiry statistics follow the trend of IT and technical questions increasing, with a decrease in reference inquiries. Technical questions that rovers help with include printing, photocopying, using Moodle. They also help with server connection issues, wireless access, hardware troubleshooting and using Microsoft software. This is where their student experience is invaluable. These questions are best answered at the computer or laptop or MFD, rather than at the desk and the rovers are able to spend time with the student, rather than looking back to the desk to see if someone's waiting.

It is difficult for us to assess service improvement because, 1 year after first employing the rovers, the library's reference desk was removed and information librarians became part of the shared desk that included lending. This meant that the earlier statistics were not comparable with the new situation.

Informal comments from library staff who work on the desk are that students often request help from a specific rover, someone they may have worked with before. Rovers are seen as non-threatening, because they are also students. The varied cultural groups our rovers represent means that they work well with the diverse student population. One of our Samoan rovers visits our Pacific Centre fortnightly with a librarian to interact with students there.

What do the student rovers learn from their work each other?

As well as the students learn from the rovers, the rovers can share their experiences and learn on the job. We definitely see this as an example of work integrated learning. The student rovers use the same tools in their own classes and are motivated to master them, if they haven't already.

They easily answer questions about windows formatting, copying and printing, for example. As one librarian says "there is a dual incentive for the rovers to learn the solutions: for the students they help and for themselves in their own studies" (R. Eriksen, personal communication, October 21, 2013). We surveyed our rovers after the first year.

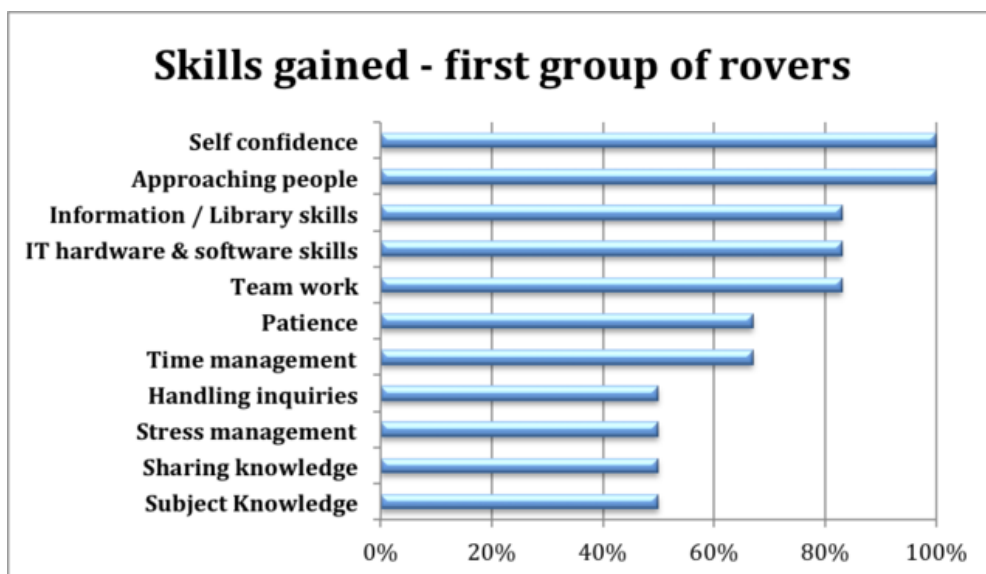


Figure 10: Skills gained

We wanted the student rovers to gain confidence and skills through meaningful work. They have gained confidence: self-confidence, realising that what they have to offer makes a difference; confidence in approaching and helping people, engaging with them and finding out what they need.

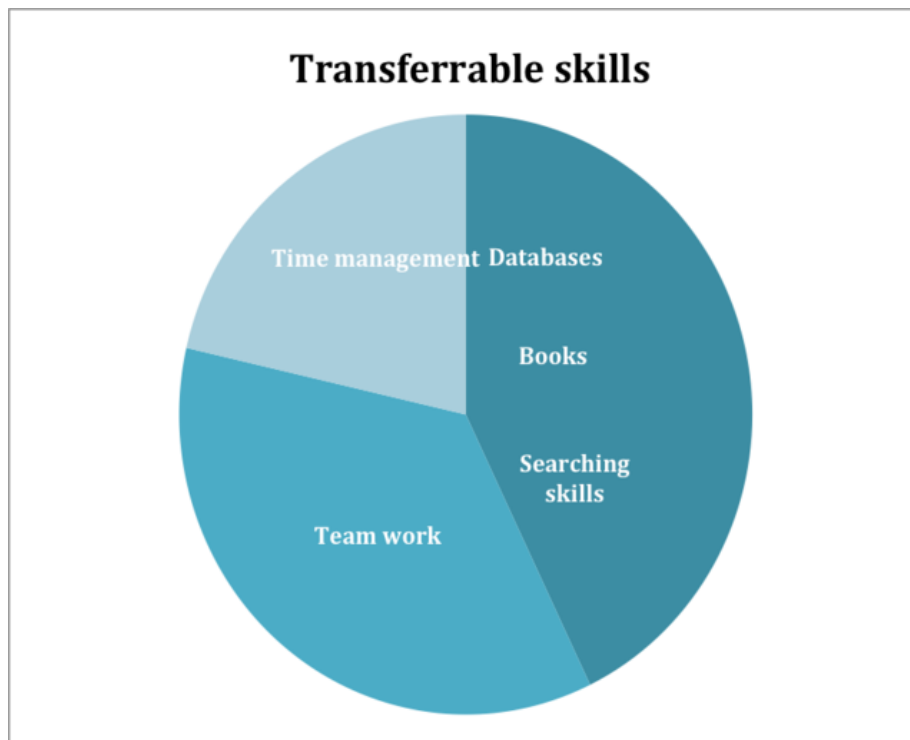


Figure 11: Transferable skills

In the course of a semester, the rovers become stronger in their own information skills. These skills also support their own academic studies. It is important, too, that they learn those soft skills needed for work - they become a team and work with the library team as well. This involves being on time, listening, communicating, supporting each other and following-through. Self-motivation is also something they must learn. The rovers are not strictly monitored in their work, so must know when and where to spend their time while on duty.

Several of our first group of rovers told us how they at their job interviews they could talk about the skills they had acquired while working as rovers. The IT and teamwork skills the rovers acquire in the library are good foundation skills they will use in their professional life.

Challenges

We have had three set of rovers in total now and only one of the original ones remains. Our current rovers have not received the same level of training and support as our original ones. This is partly because the Manager, Information and Learning Services resigned and was not replaced because we are in the midst of a library services review. Although other staff have taken on overseeing the rovers, this has been in addition to their regular tasks and haven't had the time available or passion to give it the same priority as staff did in the beginning.

One of our issues has been about how much to rove, how much to stand still. Initially we had them working in pairs – one upstairs and one downstairs. Our library is only two floors. Increasingly, especially when we dropped to one at a time, we found it useful to have them

downstairs. That way, if a student asked at the desk about printing, we could explain, then introduce or pass them to a rover.

The rovers who are successful are the ones who start the conversation. They walk around, look up, approach students and ask if they need help. However we currently have some rovers who prefer to stand in one spot with their iPad and wait. There is no dedicated space for them to stand or a banner to announce them, so library staff and students do not always know where they are or if they are around.

The Future

The Review of Library Services process we are undergoing will determine how we work in the future. We are looking at more collaboration with our Learning Centre team, embedding our staff into academic departments more and supporting our students in the spaces where they study and socialise. It would be logical to use rovers for some of these initiatives beyond the library. Whilst we believe the rovers provide a valuable service, the cost-benefit analysis might not back that up. Rovers were an addition to our staffing. We try to have student rovers available 9.00am – 5.00pm.

It has possibly relieved some pressure at the desk, especially where it means the rover can spend longer with a student. With potential budget cuts or constraints, we may have to limit rover hours, which will be disappointing for library staff, but even more so for the students.

The rovers need more training and ongoing support, so they all understand that they are to rove and to encourage proactivity. We will ensure that there is a better process in place that gives them this.

The permanent library staff can also learn from the rovers – the value of being where the customer is, rather than waiting at the desk for the student to approach. This model of staff being on the floor is becoming more commonplace, e.g. CPIT. However we also see real value in students helping students, as they often relate better to each other and learn from each other.

References

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Appendix 3: Case Study of a Special Library: An Example of a Special Library's Response to Organisational Needs: Deloitte Info Central

by Charlotte Clements.

Deloitte Info Central is the information service for the New Zealand branch of Deloitte, a global professional services firm that provides accounting, financial and business consultancy. Info Central's users are Deloitte consultants who need information to provide a service to their clients. The predominant need is for up to-date information on different industries and markets (for example, the main firms in the Australian footwear industry, or the number of New Zealanders likely to have access to broadband in 12 months' time), although requests can be on any aspect of business, including technical legal and accounting queries. The Deloitte consultants are under pressure to deliver to their clients, and need accurate, comprehensive information supplied quickly. Info Central found there was a need to organise their service so that they could manage the high volume of requests that came their way. The solution was to separate the task of taking new requests from the task of working on existing requests by implementing a single Contact point. The librarian assigned to the contact point could focus on incoming requests, passing the work of answering requests to other librarians.

As well as responding to requests, Deloitte Info Central provides training in the effective use of their extensive set of local and global online resources. They also distribute a number of media alerts using the automated track function of the Factiva database, and were involved in the development of the information architecture for a recent revamp of the Deloitte intranet.

This case study was created by Charlotte Clements in June 2014

Appendix 4: Notes on Contributors

Susan Abasa is Programme Coordinator for Museum and Heritage Studies at Massey University's School of People, Environment and Planning.

Jane Arlidge is the [Academic Manager at NorthTec](#) where she has worked for eleven years, primarily as Library Manager but also with secondments to a range of other academic management roles. She has previously worked as a tutor in Victoria University of Wellington's Library and Information Studies programmes and as an adjunct faculty member for Information and Library Studies at the Open Polytechnic. Jane has an ongoing interest in the way libraries are linked with learning, and the contribution they make to student success, particularly in online learning environments. She believes that tertiary libraries are about to undergo radical change which will lead to an integrated learning services model focusing on technical, learning and information support to students who are learning in a range of flexible modes and locations, using open education resources as well as publisher controlled content.

Jennifer Barnett is the Community Library Manager, Manurewa at Auckland Libraries. Her tribal affiliations are Ngāti Ranginui, Ngai Te Rangī, Ngāti Maru and Te Aitanga a Hauiti. She previously worked in Māori specialist roles at the University of Waikato Library and Auckland University Library and is currently a member of Te Ropū Whakahaui.

Dr David Butts is Manager, Heritage Operations, in the Heritage Services Branch of the Ministry for Culture and Heritage Manatū Taonga. He contributed the Museums chapter for the 5th edition of *Informing New Zealand* (2007).

Dr Brenda Chawner is [Senior Lecturer, and was Information Studies Programme Director](#), School of Information Management, Victoria University of Wellington, from June 2007-June 2009, and December 2011-November 2014. Brenda has been employed at Victoria since 1997, where she teaches courses in metadata, advanced information technology, and services to specific groups. Brenda's research interests include open access publishing, copyright and licensing of digital material, professional development, and flexible learning in information studies education.

Karen Clarke is Library Manager, St. Patrick's College, Wellington, and is [Chair of the Wellington region](#) of SLANZA and Wellington representative on the National Executive. She has a wide ranging background in libraries having worked in public, archives, special and now school libraries.

Charlotte Clements managed the NIWA Library and Information service in Wellington from 2011 until moving to Melbourne in 2014 where she is now working freelance. Prior to 2011, Charlotte was a Faculty Librarian at the Victoria University of Wellington Library and a committee member on the LIANZA Te Upoko o te Ika a Maui regional committee. Charlotte has worked in teaching and library roles in NZ and Australia over the past 14 years.

Katherine Close is Senior Advisor Public Engagement at the New Zealand Parliament. She was previously External Services Manager for the Parliamentary Library.

Mereana Coleman is Library & Information Services Manager at Te Whare Wānanga o Awanuiārangi. She is responsible for library and records management. Her tribal affiliations are Ngāti Porou, Whakatohea and Ngāti Maniapoto. Mereana is a member of Te Ropū

Whakahau and was part of the development team of the Maturanga Māori in New Zealand Libraries workshop. The workshop is designed to complement the LIANZA Professional Registration requirement of BOK 11, and provides a basic understanding of Maturanga Māori within New Zealand libraries to all participants. Mereana continues to be a presenter on the one-day workshop.

Dr Ngarino Ellis is [Senior Lecturer](#) in Art History and Co-ordinator of the Museums and Cultural Heritage Programme at the University of Auckland. Her research has focused primarily on Maori and indigenous art, including tribal carving and moko.

Alison Fields is a [Senior Lecturer](#) in at the Open Polytechnic of New Zealand where she teaches Information and Library Studies. She also sits on the Professional Registration Board of Library and Information Association of New Zealand Aotearoa (LIANZA). Her research areas encompass e-learning, library services and continuing professional development. She is current enrolled in doctoral studies at the University of Otago, and is an Associate Editor of the Journal of Open, Flexible and Distance Learning.

Ruth Graham is Subject Librarian, Law, at Victoria University of Wellington. She formerly worked as Research Librarian at the Parliamentary Library.

Theresa Graham is the Acting Manager, Library & Enquiry Services, Auckland War Memorial Museum, and President of ARANZA, 2014. Theresa has extensive experience in the New Zealand documentary heritage sector at the local government and tertiary level and has had a long involvement with ARANZ since its establishment in 1976. She was a founding member of the Guardians Kaitiaki of the Alexander Turnbull Library and of the Archives Council of New Zealand.

Dr Conal McCarthy is [Director of the Museum & Heritage Studies](#) programme at Victoria University of Wellington, New Zealand. He has degrees in English, Art History, Māori language and Museum Studies and has worked in galleries and museums in a variety of professional roles. He has published on museum history, theory and practice, and in particular the indigenous engagement with collecting and display.

Wendy Macaskill is the National Library's Service Delivery Leader, Palmerston North, managing the Curriculum Information Service and school library advisers in the lower North Island. She was a secondary teacher then became a librarian, working at Massey University in information services, college liaison and as head of document supply.

Hinureina Mangan is of Waikato/Maniapoto descent and is Pūkenga Matua for the Heke and Poutuārongo Puna Maumahara programmes at Te Wānanga o Raukawa, Otaki. Previously, Hinureina worked for the National Library of New Zealand as Takawaenga-ā-Rohe (Tainui) and in Kōhanga Reo and Kura Kaupapa Māori.

Greg Marshall is the National Manager for the Library and Information Services – Te Pātaka Māramatanga at Te Wananga O Aotearoa, the largest indigenous tertiary institution in the world. Te Pātaka Māramatanga services over 32,000 students. His tribal affiliations are Waikato | Maniapoto. Greg has a Bachelors in Business Studies and a Masters in Library and Information Studies. He has been a member of the EPIC governance group and on the committee for the Te Puna Strategic Advisory Committee. Greg has worked in libraries for the last 22 years with 10 years in management positions. He has presented at national symposia and conferences on topics including e-Māramatanga, Waka Mātauranga and Maori Symbolism. Recently Greg presented internationally in France at IFLA's World Library Information Congress - Indigenous Matters session on indigenous epistemologies and pedagogies relating to essential support services.

Joanna Matthew is Executive Director of the Library and Information Association of New Zealand Aotearoa (LIANZA), and currently serves on several not-for-profit boards and committees in New Zealand. She has a large breadth of experience having worked in defence, not-for-profit, manufacturing and health sector roles. Previous roles include General Manager – Corporate Services at Surf Lifesaving New Zealand and Head of Corporate Services at Save the Children New Zealand, in addition to consulting work for Lockheed Martin.

Kirsten McChesney is a senior manager at PwC in Auckland, managing the knowledge centre servicing the national tax practice. She has worked at PwC since 2005 and has been involved in a variety of work including legal and business research, database management, library maintenance, proofreading and editing client publications, and research skills training. Kirsten is currently the Vice-President of the NZLLA.

Te Paea Paringatai is Tumuaki (President) of Te Rōpū Whakahau, having been an active member since 1999, serving twice on Ngā Kaiwhakahau (National Council) and has been Editor of *Pānui* (National Newsletter for the Association). Passionate about the intergenerational transfer of wealth and knowledge and in particular how this is achieved by indigenous peoples, she is also the Convenor of the IFLA Special Interest Group for Indigenous Matters. Te Paea grew up in rural New Zealand, living for a time with her maternal grandparents, both of Waikato descent and native speakers of te reo Māori. It is through their teachings and manaakitanga (nurture) that Te Paea was handed down the task of listening and observing traditional information transfer methods on the marae. Curious by nature, Te Paea became an omnivorous reader and bucking the trend for young Māori at the time, she landed her first real job in a public library, and from there, the seed planted at a young age by her grandparents, began to blossom.

Lynda Pryor is Knowledge Services Manager at [Waikato District Health Board](#), with responsibility for the provision of library and corporate records management services for the Waikato region. She is a HealthSig member, active in health libraries initiatives and is the SLIS representative on the Te Puna Strategic Advisory Committee. Lynda is passionate about the breath of skills of Library professionals being recognised in the wider community. She actively encourages colleagues to demonstrate that they are not mere introspective stampers of books whose every action is controlled by rules and regulations, but innovative, lateral thinkers who are well used to solving problems and seeking answers with a high level of integrity and professionalism.

Peter Quin is the Manager of the Research Client Services Team at the Parliamentary Library.

John Redmayne was the University Librarian at Massey University from 2002-2014. He previously held positions at the University of Canterbury and the University of Otago libraries, in the reference, acquisitions, serials and management areas. John was LIANZA President 2000-2001 and is a LIANZA Fellow.

Kay Sanderson is a PhD student in the School of Information Management at Victoria University of Wellington where, since late 2007, she has also frequently been engaged as a contract lecturer in the areas of archives and records management, preservation, and resources for New Zealand studies. Kay has also lectured in archives and records management at The Open Polytechnic of New Zealand. As a practitioner she has worked in archives and libraries – mostly with archives and local history collections, but also in planning, policy development and advisory roles.

Bridget Schaumann is Librarian and Careers Advisor, King's High School, Dunedin, and current [President of SLANZA](#). She has been a school librarian for 12 years working in the secondary sector, involved in SLANZA for many years, and has served on the National Executive for most of the last 8 years.

Paula Smith ARIM is the current New Zealand Branch President of RIMPA, managing the team of councillors to deliver services to RIMPA members. In her day job she is an experienced Information Management Consultant and leads the Information Management Practice at Optimization. Paula has over 15 years experience in Records and Information Management related roles in a variety of sectors and has worked in the UK, New Zealand and on assignment in Australia and Hong Kong. She writes for various publications, presents at conferences and has been chair of the Inforum convention for a number of years.

Lynley Stone is an [independent information consultant](#) in Auckland, and LIANZA Leadership Facilitator. She works part-time as adjunct faculty in Information and Library Studies at the Open Polytechnic, and tutored and lectured in Victoria University of Wellington's Library and Information Studies programmes for many years. She was a librarian and library manager at the University of Auckland Library and University of Waikato Library.

Sue Sutherland is an [independent information consultant](#). Prior to 2011 she held senior executive roles in the National Library of New Zealand and was Libraries Manager for Christchurch City Libraries for ten years until 2005. She was President of NZLIA in 1991, and is a Fellow and Honorary Life Member of LIANZA.

Phillipa Tocker has been Executive Director of Museums Aotearoa since late 2005. Her previous employment at Victoria University of Wellington included a variety of management, administration and art collection management roles. Phillipa has postgraduate qualifications in art history and anthropology, reflecting a life-long engagement with the arts and culture.

Sarah Welland is a [Lecturer](#) in Information and Library Studies at the Open Polytechnic. She also works as a records and archives consultant, and manages her community's local history collection on a voluntary basis. Sarah has extensive experience in the recordkeeping industries. She received the Ian McLean Wards Trust Research Scholarship for 2013 and is currently carrying out research on small community archives in New Zealand.

Denise Williams is Manager Disposal & Acquisition, Archives New Zealand, Department of Internal Affairs. As a professionally registered Archivist and Records Manager for thirty years, she has worked in all aspects of the profession including as a chief archivist responsible for

the establishment and running of a government archives and records management service. She worked for many years in Britain before coming to New Zealand ten years ago, where she has worked for both local authority and the national archives in a number of roles.