



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

Issue 49, December 2009

<http://www.ifla.org/en/publications/newsletters-13>

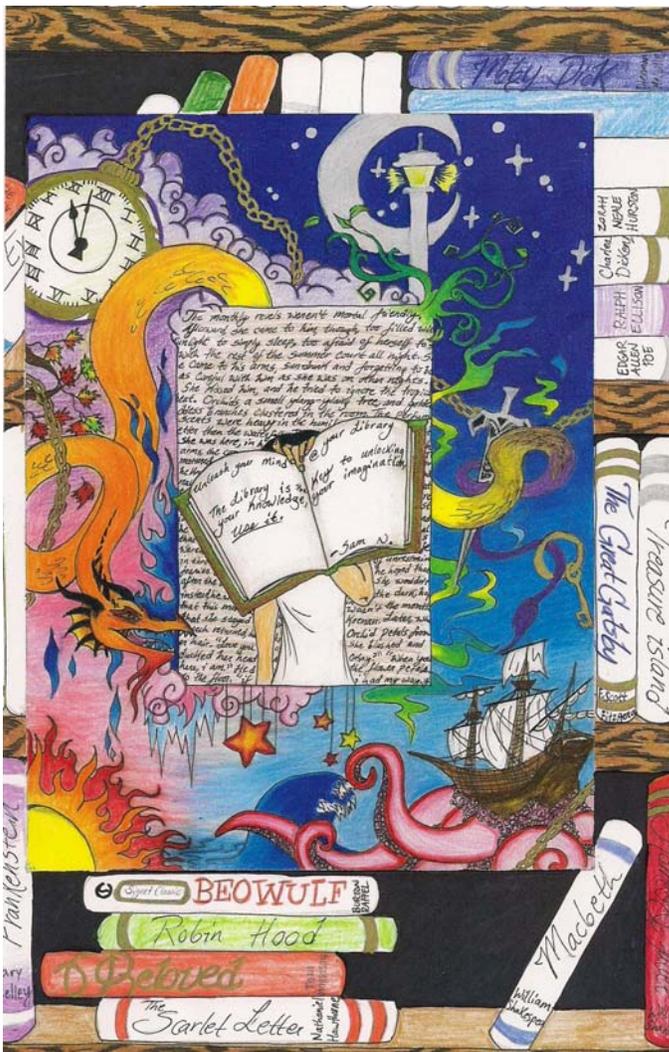


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IFLA SECTION 11 NEWS AND REPORTS



Section Chair's Message

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At the end of 2009 there was a discussion on the ENSIL (European Network for School Libraries and Information Literacy) weblis about cooperation between public libraries and school libraries. What are the benefits of cooperating and what are the disadvantages? The discussion seemed quite lively. Debates like this one are positive because they make us aware of how things can be done differently and what possibilities there are. Of course the way we work together can not always be the right option for all kinds of school libraries and public libraries, there are so many local variations, but there will most likely always be things to get inspiration from when learning about different kinds of collaboration.

The World Library and Information Congress in Gothenburg, Sweden, will take place 10-15 August. The 2010 theme of the School Library and Resource Centers session is *Partnership between Public Children's Libraries and School Libraries*. This session will in itself be a result of cooperation, namely between two IFLA sections: ours and Libraries for Children and Young Adults Section. Also a post conference on the same theme has been announced in Amsterdam August 16-17: *Building bridges: empowering children & young adults through school-library partnerships*. Cooperation in the library world seems to be the hot theme starting this decade.



At the WLIC in Milan 2009 I was elected Chair of the Standing Committee of the School Libraries and Resource Center's Section. I am happy to be working closely with the former chair, Karen Usher, who was elected new Secretary in Milan, and Yuriko Nakamura, the new Information Officer. Lesley Farmer is continuing her good work as newsletter Editor for our section.

A few words about myself: as an educated librarian I have worked in primary school for 22 years in Bærum, a municipality of approximately 100,000 inhabitants close to Oslo, Norway. Løkeberg school has 550 students from 6-12 years old and was a school to visit at the WLIC in Oslo 2005. For the last eight years I've also been chair of the School Library Section of the Norwegian Library Association.

During my period 2009-2011, I hope to be able to cooperate in a fruitful way with other people and groups that are occupied with and want to work for the development of school libraries and

resource centers, such as ENSIL and IASL. Working together internationally will benefit the school libraries worldwide.

For more information, see

<http://www.ifla.org/en/calls-for-papers/1924> and <http://www.ifla.org/en/calls-for-papers/2055>
<http://www.ensil.eu/>
<http://www.iasl-online.org/>

Pre- and Post-IFLA 2010 Conference Opportunities

“The Future for School Libraries in a National/International Perspective”

9 August in Gothenburg, sponsored by Sweden’s Skolbibliotek and others

“Building Bridges for Children's Access Rights; Effective Cooperation of Children's and School Libraries”

16-17 August 2010 in Amsterdam. For details, contact Ingrid Bon, ingrid.bon@biblioservice.nl

Sponsors: IFLA's Library Services for Children and Young Adults and School Libraries and Resource Centers Sections; **Co-sponsor:** International Association of School Libraries

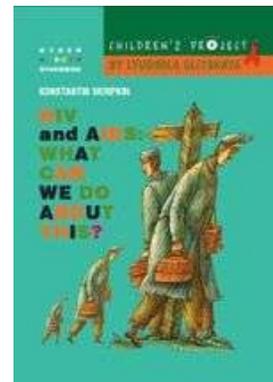


Milan Conference Focused on Heritage Resources

The School Libraries and Resource Centers Section’s session at the IFLA conference in Milan focused on ways that heritage is presented and promoted through school libraries, noting the use of information literacy and technology.

Dr. Lesley Farmer (California State University Long Beach) discussed concepts of culture, and shared several websites that feature cultural artifacts. She then suggested ways that teacher librarians can incorporate these websites into literacy learning activities. Her full paper is available at <http://www.ifla.org/files/hq/papers/ifla75/194-farmer-en.pdf>.

Ekaterina Genieva (All-Russia State Library for Foreign Literature, Moscow) described the library’s services to foster literacy, and showed several books from the Project Other, Others, Otherwise, which promotes multicultural education. This project is cosponsored by the Tolerance Institute and the UNESCO Moscow office, and some of the titles are downloadable (such as the newest book on HIV/AIDS: <http://unesdoc.unesco.org/images/0018/001841/184154e.pdf>) Her full paper is available at <http://www.ifla.org/files/hq/papers/ifla75/194-genieva-en.pdf>





UNESCO Endorses the IFLA Multicultural Library Manifesto

During a meeting in Paris in November, 2009, the [UNESCO General Conference](#) endorsed the [IFLA Multicultural Library Manifesto](#) (<http://www.ifla.org/en/publications/the-iflaunesco-multicultural-library-manifesto>), making it the latest in a number of joint IFLA/UNESCO documents that include the School Library Manifesto and the Public Library Manifesto.

The IFLA/UNESCO Multicultural Library Manifesto will help librarians address cultural and linguistic diversity issues in their work, and guide them in providing library services that serve diverse interests and communities and respect cultural identity and values.

The IFLA Multicultural Library Manifesto is an important tool for working with these issues as the manifesto states:

- Libraries can play an important role in our globalized and multicultural world, as they serve diverse interests and communities, and function as learning, cultural, and information centres.
- Libraries reflect, support and promote cultural and linguistic diversity, and thus work for cross-cultural dialogue and active citizenship
- Libraries promote and preserve cultural and linguistic heritage. Languages and cultures all over the world are endangered. Libraries preserve and support oral tradition and cultural heritage of indigenous peoples.

Sister Libraries Project Started

IFLA Libraries for Children and Young Adults Section is starting a new project: Sister Libraries for Children's and Young Adult's reading. This is the Section's bid to encourage professional exchanges and solidarity: to enable libraries from different countries to find a sister library so that they can build partnerships, exchange views and experiences, and develop joint reading programs for children and young adults. Experience has shown that many Sister Library collaborations have had beneficial outcomes for the participants. The project will work through the Section's website, in English, French, Spanish and Arabic.

Participant libraries may decide on the level of involvement with their partner library, according to their libraries' needs and wishes. The project pages already suggest possible joint activities. The section is currently building a list of participating libraries that are looking for a match. The link below provides the necessary information on how to get involved. <http://www.ifla.org/en/libraries-for-children-and-ya/projects>

INTERNATIONAL EVENTS AND PROJECTS



Frankfurt Book Fair 2009

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On invitation by Ms. Iris Wolf (<http://www.buchwolf.de>), chair of the Bundesverband Leseförderung (Association for Reading promotion), I attended the Frankfurt Book Fair from 15 – 18 October 2009.

The book fair covers eight halls with 7000 exhibitors and 2500 events. Too many to deal with in three days, so I focused on hall 3 and 4: children's literature and education. During my visit I've been representing and promoting ENSIL by talking to booksellers, publishers, teachers and (school) librarians.

Saturday, the 17th, the conference 'The Learning Society' was held, including lectures, workshops and an information market, where the new ENSIL flyer (see attachment) was distributed.

On Friday the 16th, I had an interesting meeting with Sjoerd Koopman (IFLA) and discussed with him the joint publication with IASL and IFLA. The need for multilingual and open access publications was discussed. Sjoerd agreed to submit abstracts of the selected papers in multiple languages, provided that we find volunteers to produce these abstracts. The issue of open access is also important for IFLA, however the publication of a book does not exclude open access of the publication at a later stage.

I also attended a panel discussion on the topic "Bibliothek und Bildung – Aufgaben und Herausforderung für die Zukunft?" (Library and education – demands and challenges for the future?) School libraries were represented by ENSIL participant Günther Bree, who underlined the importance of professional school libraries and by The deputy head of LAG's prize winning school ("School Library of the Year").

Günther repeated this message in his interesting workshop "School Libraries, the Engine in Education." Günther Bree is currently the chair of the German regional school library association LAG Schulbibliotheken in Hessen e.V. (<http://www.schulbibliotheken.de>). This association was founded 20 years ago and was then the first school library organization in Germany. Together with Günter Schlamp, the former chair of LAG, they promote school libraries throughout Germany. At the Leipzig Book Fair in March 2010, LAG will - as done in former years -

organize an event, this time in cooperation with LAG-member Fantastic Library (see below) and representatives from Südtirol/South-Tyrol (Northern Italy).

Very important and worthwhile were the contacts I've been able to establish with the partners in the Bundesverband Leseförderung e. V. (<http://www.bundesverband-lesefoerderung.de>)

All participants in this network demonstrated their passion for reading, books and the development of children and youngsters in a very professional and passionate and creative way. The Bundesverband consists of individuals (teachers, journalists, booksellers and educators) working for schools, libraries, local governments and others. The network was founded in March 2009, and they presented themselves at the Fair for the first time. At the fair a comprehensive booklet was distributed with lots of information on reading and the affiliated individuals and organizations.

Another very interesting organization is Netzwerk Mehrsprachigkeit: Network for Multilingual publications (<http://www.netzwerk-mehrsprachigkeit.de/>). This group represents publishers of multilingual books for children – books in more than one language. The organization promotes the visibility of these kinds of books. In our contemporary multicultural society, these books can play an important role in the improvement of language skills. Recent research has shown that especially immigrant children need to establish "family-language" skills before being able to learn another language. Multilingual books can help these children to learn their family as well as their home country language and enjoy reading at the same time.

The third organization to mention is EEPG: European Educational Publishers Group (<http://www.eepg.org>), an organization of European publishers of schoolbooks that includes publishers from 25 European countries. The website provides valuable information on schoolbooks (textbooks) and the publishers producing them.

Furthermore, I've gathered information and established contacts with the Phantastische Bibliothek and the International Youth Library. The 'Fantastic Library' (<http://www.phantastik.eu/>) in Wetzlar (Germany) is the largest library on fantasy, science fiction, horror, utopia, travel and adventure, fairy tales, myths and legends, published in German. The International Youth Library (<http://www.ijb.de>) is the largest library for international children's and youth literature in the world. It was opened in 1949 and continuously expanded to an internationally recognized centre for the world's children's and youth literature. It is situated in a 'real' castle: Schloss Blutenburg, near Munich.

NB: please note that all links mentioned above and a couple of others that were picked up at the Fair have been added to the ENSIL delicious page <http://delicious.com/ensil>

FEATURED COUNTRY PROJECTS



School Libraries in Denmark

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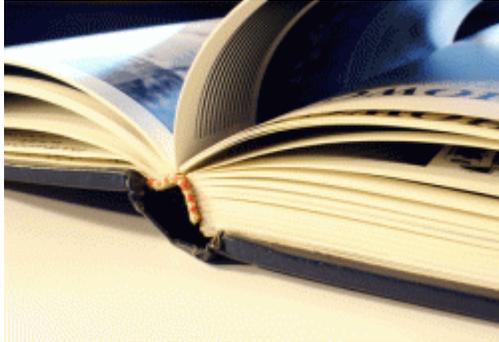
For the past 2½ years we have had a project called "The school library and the natural science." The project has focused on developing ideas and competencies for the school library to take a more active and qualified role in guiding the natural sciences.

Four schools have participated, and many great ideas have come from this project, including ways to bring the natural sciences into the school library as an activity. The project has now come to an end, and we are just waiting for the researcher to finish the report. Early in the new year we will publish a booklet (in Danish) about the results of the project.

Currently we have another large project running, similar to the one above. It is called "the school library and the creative/practical subjects." This project aims to develop cooperation between the school library and music, arts and crafts, PE, wood workshop, cooking, sewing and other similar subjects. An artist is assigned to each of the four participating schools to inspire them in planning a cross-subject project with the school library as the driving force. Hopefully, the outcome is a number of tools helping the school libraries to greater cooperation with the creative/practical subjects. The project is running for the rest of the school year, and we have applied for another year, but we don't know yet, if it will be granted.

We are also currently working on a large publication project for the Ministry of Integration in Denmark. The publication is a book about homework cafes, emphasizing those cafes in alternative locations (that is, outside of the school and the public library). It will give examples from cafes in apartment complexes, in sports facilities, in net cafes, in youth clubs, online and others. Further more it will contain lots of advice and conclusions from a report of a national project for homework cafes in public and school libraries.

The last project that is in work right now is called "new forms of cooperation between public and school libraries." In 2008 a report was made by the ministry of culture dealing with the future of serving children in the library. This project is a cooperation between our organization, the profession school library organization, the librarian organization and the political library organization. The goal is to present examples as to how libraries and school libraries can become better at serving children of this and coming generations as well as cooperating about this service.



Danish Public Libraries Engage Active Readers

The Odense Central Library and Svendborg Library have been experimenting with engaging ways to communicate the love of reading to their clientele. Several of their initiatives would work well in school libraries.

Speed Lit. How to Book a Boyfriend. In this fast-paced event, participants experience a variation of speed dating. Each person brings a book to start the conversation, so that the reading can find both the perfect partner and the perfect book. The library stated that it was stepping out of its comfort zone to try something new, and succeeded. “If the library is to survive as a cultural community center, we believe that the library will have to become better at giving the events an edge. Let us just call out events silly. And let us “bend over backwards” for our users, as long as we can make them read books. Not to make the library unimportant—but to make a difference.”

Library Road Trip. Libraries arrange trips to their regional book fair, and invite two authors along as entertainment and inspiration during the bus ride. The trip is a great opportunity for librarians to serve as a tour guide and present the library as a place of entertainment and education—with the read as co-operator.

Book Brother. In this reality-TV type of event, ten books compete to gain the readers’ attention and loyalty. Readers can vote for their favorite books, thereby influencing the outcome. Book “talk” through a library, who is seated in a secret room. This concept was inspired by the English BookBrother, and developed by Opening the Book.

Books on the Radio. Each week the libraries present good books on the local radio station that people tend to listen to during their commute. The idea is to reach people who do not regularly read book reviews. By using personal commendations from librarians, only good books are promoted. This approach could be adapted in schools who use public announcement systems.

Denmark’s Largest Book Club. Over 500 members gather at <http://www.litteraturesiden.dk> to debate books and reading experiences. Members write about the many books that are up for discussion each month. During the three years that the book club has existed, many authors have participated in discussing their own books. Anyone can create his or her own book club and invite others to join the debate on a specific genre, author or theme, but many clubs are started by librarians who use their professional knowledge to provide relevant links and reviews.





Discovering the Danish Library World

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Cultural and professional exchanges are vital to stimulate and enhance one's life, both a personal and professional level. They offer different points of view or ways of approaching a problem, the possibility of discussing issues and sharing ideas, tips, etc. Even if

it can sometimes be a little exhausting, a study tour makes its participants more aware and competent.

Each year the University of Padua Department of Education (<http://www.educazione.unipd.it/gribs>), organizes a study tour so that its post-graduate master students who specialize in school and children's librarianship can get in touch with another country and its libraries. In 2009 it was the Danish libraries' turn, thanks to the collaboration of the "Kommunernes Skolebiblioteksforening" (Municipal Association of School Libraries), which provides school library services, and the personal commitment of its representative Maria Eriksen Britt. Along with Donatella Lombello and myself, she led a group of curious and enthusiastic students during an intensive week 28 June–3 July, full of visits and meetings. The study tour aimed to visit samples of that range of libraries and included the visit of school, public, academic and special libraries, but, due to shortage of time and budget concentrated on Odense, Roskilde and Copenhagen.

Denmark has about 5.4 million inhabitants; it's served by a library system based on a network of libraries of different types (OPAC: <http://bibliotek.dk/>). It includes about 230 public municipal libraries (plus about 450 branches), 300 academic, research and governmental libraries, and 400 school libraries. School instruction is compulsory and all schools have pupils between 5 and 16 years; every school (at primary and low secondary level) has its own library. School librarianship is a special curriculum for school-teachers provided by university colleges. Here school librarians' education (formerly, up to 2005, a course of two and a half months) requires at least one year of face-to-face lessons, individual studies and on job training. The focus has recently shifted from reading and children's literature to media skills, information literacy, school library as a learning center, etc. The Danish Library Association, "**Danmarks Biblioteksforenings**" (<http://www.dbf.dk/Default.aspx?ID=15>), established in 1905, plays a relevant role in advocating for libraries at every level: both librarians and politicians are involved in it and it has an influence not only on library legislation, but also on cultural and educational matters.



In **Odense**, the group first visited the Hans Christian Andersen House – Museum (http://museum.odense.dk/H_C_Andersen/H_C_Andersens_Hus.aspx), where items are beautifully arranged in a stimulating tour. Display items show the life and works of the famous Danish writer (1805-1875).

Then we went to the **Hans Christian Andersen Skolen** (<http://www.hcandersenskolen.odense.dk/Infoweb/Designskabelon8/Rammeside.asp?Action=&Side=&Klasse=&Id=&Startside=&ForumID=>),

located on the outskirts of town, where the neighborhood is a bit depressed and problematic, and has a high percentage of pupils who come from 150 different cultures. Language problems and lack of stimuli may negatively affect pupils' development, integration, and learning outcomes. Therefore, the school is committed to stimulating and fostering its pupils. It is fully involved in the project "The School Library and Science Subjects," and its librarians very actively promote interest in scientific matters. Children have the opportunity of raising bees and producing honey (an unusual way of fund raising for the library!), interactively solving technical problems or participating in the Lego challenge.



Some of us dropped into the **Odense Centralbibliotek** (http://www.odensebib.dk/forside/menu_custom/afdelinger/hovedbiblioteket), the central public library, located in the busy hearth of the railway station and its shopping center, it attracts patrons like a department store, with vivid colors, posters, decorations, and videos on YouTube, as well! (Watch: <http://www.youtube.com/watch?v=qybm0SI7kN0>). It offers a rich learning center.

The group went to the ancient capital town of **Roskilde**, a charming Viking city in a fjord, and found it under the pacific occupation by participants of the well renown annual music festival, which has humanitarian and cultural purposes (<http://www.roskilde-festival.dk/uk/>). There we visited the **Roskilde Universitets Bibliotek**, (<http://www.rub.ruc.dk/>), a few kilometers from the ancient town. This academic library recently changed its location; from a space internal to the university, it moved to a new purpose-built building that serves as a bridge between the academic quarters and the local community. Claus Vesterager Petersen (former President of the Academic and Research Library Association of Denmark) explained to us how academic library services are in transition: on one hand they are increasingly digital (so that some spaces can be repurposed); on the other hand they try to attract the student-to-be, offering services and activities to local schools, nursery and primary included. Furthermore, in order to stimulate interest for reading, a special area with circular shelves is set up in the lobby and devoted to "cool" themes (e.g., rock music, cinema, etc.).

Then we went to the **Roskilde Public Library** (<http://www.roskildebib.dk/>), which offers a wide range of services and activities. This very busy library is an attractive, lively and social space in the heart of town where people can meet and attend courses, not simply borrow materials. As a result of input from the music festival, the music library has an outstanding collection of books, music CDs and DVDs. The library hosts a well-funded language center, a special project "Engelsk for Alle" (<http://www.engelskforalle.dk/>) inspired by one of the librarians (see picture). An effective communication



strategy incorporating web 2.0 tools with special attention to up-date themes seem to be key factors to reach targeted patrons.

Most of the study tour was devoted to libraries in and around Copenhagen. We started by visiting the **Skovvangskolen**, located in Allerød, 32 km north of Copenhagen. (<http://www.skovvangskolen.skoleintra.dk/Infoweb/Designskabelon8/Rammeside.asp?Action=&Side=&Klasse=&Id=&Startside=&ForumID=>; click on the left on “Skolebiblioteket”.) This school won the “Best School Library” prize in school year 2007-2008. About 520 pupils, between 5-16 years, can take advantage of a special educational program, developed by two local authorities, aimed at avoiding learning difficulties and helping children with special needs. The school library is open every day, and pupils are educated to be independent learners and users so that they can easily search for information or manage on their own materials circulation, thanks to the automated library system.

We also visited the **Peder Lykke Skolen**, located near the Library School of Copenhagen (<http://www.pederlykkeskolen.kk.dk>). It was one of the final runners to the “Best School Library” prize in school year 2008-2009. Its 770 or so pupils benefit from the school’s innovative architecture and arrangement.. It’s all located at the ground floor, with no doors. The library itself is always open and fully integrated in the school building and life (<http://www.pederlykkeskolen.kk.dk/Infoweb/Indhold/Nye%20forældre/PLS-hæfte.pdf>)

At the **Danmarks Biblioteksskole** (<http://www.db.dk/>), an outstanding building (formerly a factory) with very well designed, equipped and colorful spaces, we had the chance to meet teachers who explained to us their rich educational offerings, such as a curriculum for children and youth librarians. Over 1000 students attend higher education courses. School librarianship is not included.



At the **Hovedbiblioteket** (<http://www.bibliotek.kk.dk/bibliotekerne/findbibliotek/hovedbiblioteket>), the central public library of Copenhagen, the dynamic Pernille Schaltz led the group through the renovated and attractive library spaces in the ancient building; we could see Ranganathan’s second library law by “every reader his/her book ...and library space”! Kids, teenagers, and adults can easily find their way to a quieter or a more social room, as needed.

Det Kongelige Bibliotek (<http://www.kb.dk/da/dia/index.html>) or Royal Library, renowned as the “Black Diamond”, includes a new building connected to the ancient one. It offers academic and research library services, ancient collections and digital resources.

Flying back home, the group very positively commented the intensive program, rich of stimuli and ideas: good choice in library space designing, colors, light (both natural and artificial), a wide range of facilities and resources, creative arrangement of space and resources, proactive (school) library associations, institutional recognition of the profession (both public and school), the library at the heart of the (school/local) community, the user at heart of library.



Norwegians Develop School Libraries

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In the autumn of 2009 the Department of Education started a program for the development of Norwegian school libraries. The project period will last four years, giving financial support to participating schools for one year only. However, it will be possible to apply every year. In addition to money, compulsory courses in school librarianship will be given to the participants by the University of Agder.

The target group is school libraries in primary schools, as investigation has shown that they are in the poorest condition, with few opening hours and staff lacking library education. In order to link this program not only to the librarian, the school's headmaster together with teachers who want to collaborate, have to sign up to the program, as well as the school owner such as the municipal school administration. The main goal is to develop the school library so that it improves its contribution to reading skills, levels out social and digital divisions, and strengthens the individual student's personal growth. The school library as a learning arena for all subjects and for disseminating the knowledge of literature, digital learning resources and information literacy, are also major goals of the program.

Being organized in such a binding and to a certain degree complicated way, one could imagine that few schools would even try to apply. However, 150 schools did apply, and 34 schools were accepted. The amount of money given out was approximately 5 million Norwegian kroner (circa 625,000 Euro).

Naturally, being only in its initial year, it is too early to say what impact this program will have on the school libraries of Norway. When the project period is ended in 2013, there will be an investigation, which hopefully will give us positive results.



Section Newsletter Editor

Dr. Lesley Farmer, lfarmer@csulb.edu

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

Cover: 2009 California School Library Association Student Poster Contest winner.

NOTE: The Netherlands article in issue 48 was based on material written by Lourense Das (smd@meles.nl); the citation was mistakenly omitted.

Teaching Information Literacy in the United Arab Emirates

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How prepared are students to enter post-secondary education? Do they have the information literacy skills to research and analyze academics? In April, 2009, I developed and implemented a five-day workshop on information literacy instruction for academic and public librarians in the United Arab Emirates. These librarians are trying to work with their faculty and public to teach these important lifelong skills. Because few primary and secondary school libraries exist in the Emirates, academic and public librarians have responsibility for helping students navigate the world of information.

From the start, participants identified a course or target audience, and developed a learning activity to meet that population's information literacy needs. The participants and shared experiences, examined relevant online resources, and planned collaboratively. Each participant received course material and information literacy PowerPoints to complement their own work. It was evident from the start how culture shares expectations and experiences. Instruction needs to be aware of such realities and build on them. For instance, resources have to resonate with the learners and respect their values. The Emirates have a strong oral tradition, so sharing stories about information literacy and its instruction is an effective approach.

At Al Ain University where the workshop was held, an American Corner collection has been established by the U. S. Department of State and Scholastic Publishing. Local elementary and secondary schools bring classes to the Corner for information literacy instruction, which may be the only formal library instruction received by these children. Little ones tend to have story hours and videos, and the older gets high use by teens, and the librarians see the need for instruction with this age group. This reality highlights the need for school libraries and school librarians to provide information literacy instruction in the formative years, and it also points out the need for schools to work with public and academic librarians to articulate information literacy instruction as well as to work collaboratively with classroom teachers to assess the information needs of youth, and address them in schools and libraries.





Our Fourth Year: A Moment to Reflect at Davy College Library

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This is our fourth year in charge of the Davy College Library and it is still a challenge. Davy College is an American International School in Cajamarca city, Peru (South America). Cajamarca is located at 2800 mts in the highlands of Los Andes Mountains. The city is quite and nice and you have many options for outdoor activities. Davy College was established in 1985 and in 2007 accredited as an American International School after SACS evaluation.

When I arrived to Cajamarca (Oct, 2006), I found a wonderful new building for the library. New furniture, software, on-line database.....everything ready to work but empty. The library did not have a book but an International order was coming.

Was it a challenge? Yes! As a Peruvian librarian, I can tell you that in Peru is not easy to find a project like this one. School libraries are not considered as a priority even at top private schools. And librarians' community prefers to focus their forces at academic libraries. This was those opportunities that you have one in your life. You are going to plan everything, organize everything and be responsible of the success of the library. Our main goal: be the center of the school. Is it easy? Be sure that not. Our students and national teachers were not use to work with a library and others believed that librarians are the ones that loan books. So we have another goal: show them what librarians can do. Our allies: the Superintendent, Principals and the expath community.

Unfortunately, in Peru we do not have a strong system of public and school libraries. Books are expensive and most of the children are not use to read for pleasure. But we did it! After a while, I can tell you that our kids love to come to the library and love books! We are on the way! This year we match our information literacy program with the curriculum of the school. And next year we are going to add the main ideas of the guided inquiry. Our circulation statistics keep on growing: 2007/ 55000, 2008/ 80000, 2009 /90000. We have new challenges...always...our middle and high school students are our main goal....teach them how to research and be ethic and that not only the web is the right source, it is going to be hard but not difficult!



Awards



IASL Honors Librarianship Leadership

The International Association of School Librarianship (IASL) School Librarianship Award for 2009 was given to Maria Jose Vitorino from Portugal. Maria Jose has been honored for her service in the development of school libraries in Portugal and the promotion of school librarianship in Europe.

Recipients of this award are recognized by IASL for their contribution to the national development of school libraries and services within their own country or internationally. Recipients must be individual members of IASL. This award is announced at the beginning of [International School Library Month](#) (October) annually. The award is the premier recognition of services to school libraries internationally. In announcing the award, IASL President James Henri noted that Maria has been tireless in the development of libraries in schools and promoting professional learning throughout Europe to develop all school librarians.

Luisa Marquardt, a past IASL award recipient, has noted the passion and drive of Maria Jose, "She has promoted effective and stimulating local, national and international meetings; she has facilitated the exchange of inspirations and experiences. She constantly contributes with bright ideas and passion to the discussion about the role of school libraries and school librarian/information specialists in a rapidly changing world."



South Africa's Librarian of the Year Feted

Busi Dlamini, working at the Gauteng Department of Education in Johannesburg, was selected as the Library and Information Association of South Africa (LIASA) Librarian of the Year 2009 at a function held on 1 October 2009 at the LIASA Conference. This prestigious award is funded by UKS, EBSCO and SABINET. Busi Dlamini will use the prize to attend the 2010 International Association of School Librarianship (IASL) Conference in Brisbane; she serves as IASL Regional Director for Africa Sub Sahara.

TL is First Alan Druery OAM Excellence in Teaching Award

On Friday 30th October, at Government House in Brisbane, the Queensland College of Teachers celebrated World Teachers' Day by recognizing and celebrating teachers who inspire their school communities. Pat Carmichael, teacher librarian and independent learning centre manager at Concordia Lutheran College, Toowoomba, is the inaugural award winner for 2009 of the Alan Druery OAM Excellence in Teaching Award. Her field involves a collaborative approach to teaching and learning resulting in innovative curriculum design especially in the fields of literacy, information literacy and independent learning skills.



From left to right, Mr Mike Murphy, CEO of Queensland Teachers' Credit Union, Award Eponym Mr Alan Druery OAM, Pat Carmichael, and His Excellency, the Honourable Chief Justice Paul de Jersey AC, Acting Governor of Queensland. [Photo courtesy of the Queensland College of Teachers]

Pat says of the evening, "I was so overwhelmed by the sense of the occasion, the kindness and welcoming atmosphere created by His Excellency and Mrs. de Jersey and Government

House staff. There was the feeling of collegiality and the warm understanding between teachers of the nature of the profession. I felt that we all shared that "knowing" of the difficulties of the profession, the joys of the profession and the long hard road to make some difference in a school. I hope I spoke for all teachers there on the evening and in schools everywhere in Queensland, when I said that each one who received an award, could not do our job alone. Teachers work together because it is a great honor and privilege to teach children."

Newbery Winner Named Ambassador to Young Readers

Katherine Paterson two-time Newbery Award winner for *Bridge to Terabithia* and *Jacob Have I Loved*, has been appointed the 2010–11 National Ambassador for Young People's Literature by the Center for the Book of the Library of Congress and the Children's Book Council's Every Child a Reader initiative. Paterson succeeds Jon Scieszka (left), who became the first-ever national ambassador in 2008. She summarized her platform for the ambassadorship in four words: "Read for your life."



RESOURCES

IFLA Resources

Chew, Ivan. *Web 2.0 and library services to young adults: An introduction for librarians*. Hague: IFLA Children's and Young Adult Section, 2009

http://www.ifla.org/files/libraries-for-children-and-ya/publications/Web%202.0%20and%20Library%20Services%20for%20Young%20Adults%20%20An%20Introduction%20for%20Librarians_IFLA%20CHILD-YA%20Section_Dec%202008.pdf

"The document is an introduction for librarians new to Web 2.0 and Social Media, and who are interested in using publicly accessible social media tools to serve Young Adults in any types of libraries: public, school, special or academic. For each section, we will cover the "What is it" and "How to use it" so that you know "Why use it" and "What to look out for in using it". With the focus for practitioners, specific services are also elaborated."

New Monographs and Digital Resources



Several educational global projects are available for K-12 school participation. As a center of information, the school library can serve as the hub for these cross-curricular and cross-grade level initiatives.

- CyberFair's Global Schoolhouse:
<http://www.globalschoolnet.org/gsh/index.html>
- Global Projects:
<http://www.education.vic.gov.au/teacher/global/globalprojects.htm>
- ePals: <http://www.epals.com>
- European Schoolnet Projects:
http://www.eun.org/eun.org2/eun/en/about_eschoolnet/sub_area.chm?sa=95
- Image of the Other Project: <http://europeanschoolsproject.org/image/index.html>
- Friendship Through Education: <http://friendshipthrougheducation.org>
- iEarn: <http://www.iearn.org>
- Intel Innovation in Education Global Collaboration:
<http://www.intel.com/education/sections/corporate1/index.htm>
- Kidlink: <http://www.kidlink.org/english/general/overview.html>
- Microsoft's Partners in Learning:
<http://www.microsoft.com/education/partnershipslearning.aspx>
- Oracle ThinkQuest: <http://www.thinkquest.org>
- Voices of Youth: <http://www.unicef.org/voy>

http://www.elsevier.com/wps/find/journaldescription.cws_home/622845/description#description
Elsevier's *International Information and Library Review* December 2009 issue is dedicated to the UNESCO Train the Trainer literacy workshops.

http://www.ala.org/ala/aboutala/offices/olos/toolkits/LI_toolkit.pdf
How to serve non-English Speakers in U. S. public libraries

<http://alfiniberoamerica.blogspot.com>
INFOLIT Ibero-America (Latin-America, Spain and Portugal) blog and web 2.0 resources

<http://www.ala.org/YALSA/>
Young Adult Library Services Association of the American Library Association links resources, and has useful publications: tips for successful youth participation in libraries, an advocacy action plan workbook, a toolkit about teens and social networking in school and public libraries.

<http://www.cybersmart.gov.au/en.aspx>
Cyber (smart) has resources for schools, libraries, kids, teens and parents

<http://www.chil-es.org>
Chiles 2.0 is an online community for librarians who serve Spanish-speaking youth but who might not be Spanish literate themselves.

<http://www.read.gov>
Center for the Book's new website

<http://worldreaders.org/>
Young Readers Reading the World

<http://education.alberta.ca/department/ipr/slsi.aspx>
Alberta Education has established a School Library Services Initiative (SLSI) that focuses on reviewing K–12 school library services and support resource(s) across the province. The SLSI helps schools and school authorities capitalize on research and existing investments in resources, and plan ways to improve student success.

<http://slav.globalteacher.org.au/2009/11/19/grubba/>
Bright Ideas: A blog by the School Library Association of Victoria

<http://sigms.iste.wikispaces.net/International+Librarianship>
International Society for Technology in Education Media Specialists Section wiki on international librarianship

<http://kvlibrarians.ning.com/>
Kendriya Vidyalaya Librarians' Network is an online social network, launched in July 2009 as an initiative to organize and connect school librarians. So far as 140 professional school librarians have joined the Network along with some guest members, and actively participating in discussions and other collaborative activities.

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

eTTcampus is a European virtual community of ICT educators and researcher to share their experiences integrating ICT into the curriculum. Their associated eSocial Reputation database site enables them to capture electronic reputations throughout the web reputation cards, as well as promote one's own web presence through the promotional cards.

Conferences and Other Professional Development Opportunities

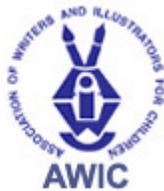
BOBCATSSS Conference

25-27 January 2010, Parma, Italy

Theme: "Bridging the digital divide: libraries providing access for all?"

<http://bobcatsss2010.unipr.it/>

This annual symposium is organized by Library & Information Science (LIS) students and their tutors from several universities in Europe. It takes place under the auspices of EUCLID (European Association for Library and Information Education and Research) and deals with themes from library and information science. Target groups of the BOBCATSSS-Symposiums are information specialists, students, professors in the field of Library and Information Education and Research and employees of libraries and information departments.



International Conference on Children's Libraries – Building a Book Culture

4-6 February 2010, New Delhi

<http://www.awic.in>

The Association of Writers and Illustrators for Children (AWIC), the Indian Section of the International Board on Books for Young People (IBBY), is holding this conference. The aim of the Conference is to discuss the potential and scope of libraries in strengthening the book culture.

Maand van het Vinden (Month of Discoveries)

April 2010

Inspired by President Obama's Information Literacy Month (October, 2009), a few people initiated a Dutch version. Schools, public libraries and the Koninklijke Bibliotheek (National Library) are involved in this project. The opening Congress occurs on 7 April 2010.



Asian Festival of Children's Content (AFCC)

4-7 May 2010, Singapore

<http://www.bookcouncil.sg>

Organized by The Arts House and the Singapore Book Council, this event offers delegates opportunities to celebrate and learn about Asian children's content in all formats and subjects from diverse sources.

Libraries In The Digital Age (LIDA) 2010

24-28 May 2010 University of Zadar, Croatia

Theme: "Digital Scholarship"

<http://www.ffos.hr/lida/>

This annual international conference addresses the changing and challenging environment for libraries and information systems and services. The theme is divided in two parts; the first part covering research and development and the second part addressing advances in applications and practice. LIDA brings together researchers, educators, practitioners, and developers from all over the world in a forum for personal exchanges, discussions, and learning, made easier by being held in memorable locations.

eLearning Africa: 5th Annual International Conference on ICT for Development, Education and Training

26-28 May 2010, Lusaka, Zambia

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



2nd International Symposium on Emerging Trends and Technologies for Libraries and Information Services (ETTLIS)

3-5 June 2010, Jaypee University of Information Technology, Wagnaghat, Himachal Pradesh, India

<http://www.jiit.ac.in/jiit/ETTLIS/home.html>

The Learning Resource Centers, Jaypee University of Information Technology Wagnaghat and Jaypee Institute of Information Technology University Nodia are organizing this conference to strengthen the academic collaboration and strategic alliance in development of libraries and information services in the digital era.

2nd International Symposium on Information Management in a Changing World

22-24 September 2010, Hacettepe University, Ankara, Turkey

Theme: "The Impact of Technological Convergence and Social Networks on Information Management"

<http://by2010.bilgiyonetimi.net/>

This conference aims to bring together both researchers and practitioners to discuss the impact of technological convergence and social networks on current information management practices in libraries, archives and museums and their implications for education for library and information science.



International Association of School Librarianship and School Library Association of Queensland Joint Conference

27 September - 1 October 2010, Brisbane Convention and Exhibition Centre

Theme: "Diversity·Challenge·Resilience: School Libraries in Action"

<http://iasl-online.org> and <http://sllaq.org.au>

This joint conference endorses the role of teacher librarians as curriculum leaders, supporting 21st century learners.

