

# **School Libraries and Literacy for students in New Zealand**

## **Ngā Whare Pukapuka o te Kura me te Pāngarau Pānui mō ngā Ākonga o Aotearoa**

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2025  
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***“Books in all their variety, offer the human intellect the means whereby civilisation  
may be carried triumphantly forward.”***

**Winston Churchill**

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<sup>1</sup> Quote & Illustration by Chris Riddell

## Executive Summary

***“A school library is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social and cultural growth.”***

**IFLA 2015<sup>2</sup>**

Thanks to the support of the Winston Churchill Memorial Grant I travelled to England, Scotland and Singapore at the beginning of this year to investigate the current state of school libraries, explore the impact they have on literacy, learn about what is being done to improve and increase them and what I can do in Aotearoa NZ to help and support students with their reading, learning and wellbeing through school libraries.

I met leaders, researchers, librarians, educators, speakers, writers, and advocates who generously shared their knowledge, expertise and experience with me. All working in different ways through organisations, research, campaigns, projects and programmes to improve literacy through reading for pleasure and school libraries.

I have returned with ideas, initiatives and insights to raise awareness, to provide guidance, to help and support, to improve and strengthen school library provision here so students can benefit from everything they provide.



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<sup>2</sup> IFLA School Library Guidelines 2015

<sup>3</sup> Illustration and Quote by Chris Riddell.

# Background

***“...research presents overwhelming evidence that literacy has a significant relationship with a person’s happiness and success.”<sup>4</sup>***

Literacy is a fundamental life skill that affects our ability to learn, communicate, and participate fully in society. At school, learning to read and write, reading for both pleasure and knowledge, and developing speaking and listening skills form the foundation for achievement across every subject. Without these skills, learning becomes a constant struggle, affecting confidence, self-esteem, and future opportunities and consequences that extend well beyond school. Adults with limited literacy face significant barriers to employment, reduced career choices, and difficulties managing everyday tasks. Literacy is not just a skill, it is the foundation of communication, connection, and opportunity in life. Without it, doors close; with it, futures open.

***“In the most effective primary and secondary schools visited, libraries and librarians had a positive effect on teaching and learning, and library usage and reading... important factors in literacy skill levels and general educational attainment.”<sup>5</sup>***

Extensive international research consistently shows school libraries play a critical role in literacy and wellbeing. Schools with libraries staffed by librarians not only report higher reading test scores and stronger academic outcomes, but also foster more positive attitudes toward learning. Beyond literacy, these libraries provide students with a sense of belonging, connection, and wellbeing—creating safe, inclusive spaces where young people can thrive both academically and personally.

They ignite the sparks of interest in reading, help increase reading stamina, encourage students to explore new genres, recommend and review books, provide up-to-date print and online resources, hold a collection that reflects the needs and wants of a school community, provide a quiet safe space for study, relaxation and reflection, encourage fact-checking, teach students how to detect misinformation, build research skills and digital literacy, collaborate with teaching staff, support staff reading and research and connect with students across the whole school to help their reading, learning and wellbeing.

At a time when literacy rates are declining it is difficult to understand why school libraries remain optional. Just 35% of students in Year Eight are achieving at or above the curriculum level for writing, while reading ability at both primary and secondary school levels is decreasing. Only 60% of 15-year-olds in Aotearoa NZ are achieving above the most basic level of reading, meaning a staggering 40% are struggling to read and write.”<sup>6</sup> From both national and international assessments, reading achievement has declined faster than in comparable countries and the proportion of students achieving at the highest levels in reading has also decreased. In addition to this persistently large gaps remain between students of different ethnic groups, between genders and between those from different socio-economic backgrounds. These gaps continue to be higher than in comparable countries.<sup>7</sup>

The decline in literacy is a complex issue, however it is clear school libraries supporting and encouraging students to read widely for pleasure is a crucial part of the solution,<sup>8</sup> especially as

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<sup>4</sup> National Literacy Trust (2020).

<sup>5</sup> Ofsted (2006)

<sup>6</sup> Hood, N. & Hughson, T. (2022).

<sup>7</sup> Hood, N. & Hughson, T. (2022)

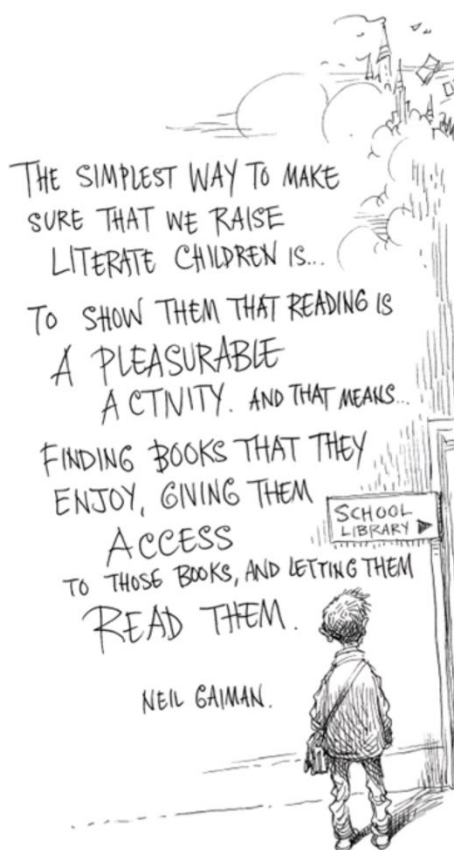
<sup>8</sup> Hood, N. & Hughson, T. (2022)

young people's reading for enjoyment and the amount of time young people spend reading is decreasing<sup>9</sup>.

***Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.***<sup>10</sup>

Unfortunately school library provision in Aotearoa NZ is inconsistent, under-funded, under-resourced and under-recognised. It is estimated that two-thirds of schools do not have a library, that's 516,000<sup>11</sup> students going to a school without one and there are only 56 librarians employed full-time<sup>12</sup>. In addition to this there are no set guidelines to follow, no consistent equitable rates of funding<sup>13</sup>, no minimum standards, no requirement to even have a library at a school. This means there is an incredibly wide variation in hours, standards, services and staffing across schools that are even have a collection, a space, a person and a budget.

Every student at school needs a library. Leaders, politicians, policy-makers, principals, parents, pupils and the press all need to be informed and educated about the importance of school libraries. The provision of school libraries must be mandated. It can't be left to school boards to decide whether their school has a library. Funding for a collection, an environment and a librarian needs to be ring-fenced and secured. A consistent level of provision of library services and resources is needed, with minimum standard guidelines, regular review and accountability.



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<sup>9</sup> National Literacy Trust (2025).

<sup>10</sup> World Book Day <https://www.worldbookday.com/educators/resources/>

<sup>11</sup> Total students currently attending school in Aotearoa NZ

<sup>12</sup> Full-time = Salaried position of 40 hours per week per annum.

<sup>13</sup> Funding for a school library space, collection, resources, staff and services is currently at the discretion of the Board of Trustees to decide with funds from the school's Operational Grant.

<sup>14</sup> Illustration and Quote by Chris Riddell.

# Biographical Note

*“Books are a uniquely portable magic.”<sup>15</sup>*

I have always loved reading. My mum read to me all through my childhood, we visited our local public library regularly and I spent hours there on my own once I was old enough. I also remember being a Library Monitor at my school. Bookshops and libraries have always been happy, comforting and exciting places to be.

Before I became a librarian, I had a corporate career as an Executive Assistant. After a career break having and raising our two boys, I started volunteering at Bishops Waltham Junior School library in the UK and now I manage the school library at Baradene College in Auckland. Ironically I considered training to be a librarian after I left school, but decided against it because I thought it would be too boring. It is not boring!

As my career has progressed I have been learning, reading and researching all about libraries and becoming more and more concerned. The fact that not every school has a library and not every library has a decent budget, or a librarian or a dedicated space, is significantly negatively impacting students now and has done for the last few decades. The lack of school libraries and all they provide is affecting student’s literacy and wellbeing, their academic and emotional intelligence. I am determined and passionate about changing this and ensuring every student has access to a school library and all the benefits they provide. I believe you need to be the change you want to see in the world<sup>16</sup> and that it’s no good complaining about something, unless you are going to do something about it.

There is a Coldplay song I love called “Magic” and in it Chris Martin sings, *“And if you were to ask me, after all that we’ve been through, still believe in magic? Yes, I do. Of course I do.”<sup>17</sup>* Books are magic. Books spark wonder, they let you dream, they make you think, they ignite imagination, they take you to places you have never been before, and they let you in to the mind of someone else, all through just ink, glue and paper. How magic is that! My hope is for every child to believe in and experience their magic too.



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<sup>15</sup> Stephen King

<sup>16</sup> Mahatma Ghandi

<sup>17</sup> Berryman, G., Buckland, J., Champion, W., & Martin, C. (2014). *Magic* [Song]. On *Ghost stories* [Album]. Parlophone. <https://music.apple.com/us/album/magic/829909653?i=829909656>

<sup>18</sup> Illustration and Quote by Chris Riddell.

# Key Observations

## Whaiwhia te kete mātauranga

*Fill the basket of knowledge.*

In England, Scotland, and Singapore, I had the privilege of meeting and speaking with school librarians, researchers, writers, leaders, speakers, consultants, literacy advocates, campaigners, and educators<sup>19</sup>. Through them I learnt about the current state of school libraries and the work being done to support and strengthen their provision. I engaged with research (past and present), advocacy strategies and campaigns aimed at improving school library provision, increasing reading for pleasure rates, raising literacy levels, and supporting student wellbeing. They all generously shared their time, insight, and advice with me and I was inspired by their passion and determination. Unfortunately I was also disheartened by the significant issues that threaten and undermine the work they are doing.

Overall in the United Kingdom school library provision is inconsistent and inequitable. Some schools have vibrant, well-resourced libraries with qualified librarians, while others have no library at all. Unlike public libraries (and prison libraries), school libraries in England are not statutory.

In England:

- 40% of primary schools have no budget for a school library.<sup>20</sup>
- 1 in 7 state primary schools in the UK do not have a library. This increases to 1 in 4 schools in the most disadvantaged communities.
- Less than a third of state primary schools employ a librarian.
- Just over one in ten secondary schools don't have a librarian and the average time that the library is staffed has dropped to less than two hours per day<sup>21</sup>.
- Access to a dedicated library area varies by region – schools in the East, South East, London and South West were more likely to have access, whilst schools in the North West were the least likely to have this.<sup>22</sup>
- School Library Services<sup>23</sup> provides service and support to schools but due to significant budget cuts there is either no provision or limited provision of the service in some counties.

In Scotland<sup>24</sup>:

- Nearly a quarter of schools do not have a school library space.
- 2/3 of school libraries have no library budget at all, and there are significant regional inequalities.
- 40% of primary schools have no libraries.
- 99% of primary schools have no librarians.
- Only 32% of secondary schools have dedicated library staff member.
- Only 25% of secondary schools have a designated library space.

Working to change this situation and improve school library provision are all the people I met and spoke to, either working independently, in schools, in associations or organisations. All know how important libraries are, what they provide, how they benefit students and schools and why they are so needed. Each in their different ways are working to increase reading for pleasure rates, improve media and information literacy and improve student wellbeing through school library provision.

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<sup>19</sup> See **Appendix - Meetings**.

<sup>20</sup> National Literacy Trust (2021).

<sup>21</sup> CILIP Great School Libraries (2023).

<sup>22</sup> House of Commons Library (2023)

<sup>23</sup> Schools Library Services UK. <https://sls-uk.org/>

<sup>24</sup> CILIP Great School Libraries (2023).

Current campaigns and organisations in the U.K. aiming to improve school library provision and reading for pleasure rates:

## U.K.

### Campaigns:

- The **Great School Libraries** campaign – started in 2018 and run by CILIP, SLA and SLG.
- **Libraries for Primaries** campaign – started in 2023 and run by National Literacy Trust in partnership with Penguin Random House UK.
- Children's **Laureates** advocating for school libraries - Chris Riddell, Michael Rosen, Cressida Cowell.  
Frank Cotterill-Boyce (Children's Laureate 2024 – 2026) and BookTrust – Reading Rights Report and Campaign launched in 2025.
- A national **School Library Strategy**: "*Vibrant Libraries, Thriving Schools*" (2018–2023)<sup>25</sup>, backed by government recognition of libraries as central to Scotland's Curriculum for Excellence and asserting their role in promoting literacy, information skills, motivation, wellbeing, and lifelong learning. To drive tangible change, the strategy is backed by targeted funding via the School Library Improvement Fund (SLIF). Administered by the Scottish Library and Information Council (SLIC) on behalf of the Scottish Government. SLIF supports creative and literacy-focused projects in established school libraries across nurseries, primary, and secondary schools. This has been maintained since the launch of the Strategy and this year in association with Education Scotland, government and local councils, work will be undertaken to refresh the strategy with renewed hope for a regulatory framework and additional funding.

### Organisations:

- **National Literacy Trust**<sup>26</sup>–
  - for Primary and Secondary schools: resources, research, best practice, CPD, programmes and news to help deliver outstanding literacy provision
  - Training and workshops
  - Evidence-based CPD and inspiring conferences to help you evaluate, plan and take action to improve literacy outcomes in your setting.
  - Research into reading, literacy and libraries.
- **Scottish Book Trust** (*in association with University of Edinburgh*)<sup>27</sup>
  - Book Week Scotland – Scotland's annual celebration of books and reading
  - Bookzilla – A free book finder reading app for upper primary and early secondary pupils
  - Reading Schools – accreditation programme
  - Research into reading, literacy and libraries.
- **SLIC** – Scottish Library and Information Council<sup>28</sup>:
  - Independent Advisory Board to Scottish Government on library and information
  - Membership Organisation – libraries or information services providers.
  - *Vibrant Libraries, Thriving Schools* Strategy
  - *How Good is our School Library?* Review Document.
- **CILIPS** – CILIP Scotland<sup>29</sup>: Providing advocacy, support, and training for Scotland's librarians and information professionals

<sup>25</sup> Scotland School Library Strategy: <https://scottishlibraries.org/vibrant-libraries-thriving-schools/>

<sup>26</sup> National Literacy Trust: <https://literacytrust.org.uk/>

<sup>27</sup> <https://www.scottishbooktrust.com/>

<sup>28</sup> SLIC <https://scottishlibraries.org/>

<sup>29</sup> CILIP Scotland: <https://www.cilips.org.uk/>



- **SLG – School Libraries Group (CILIP)** <sup>30</sup> a collaborative community of people working in school libraries and related disciplines. Work in partnership with CILIP to promote the role of School Libraries and School Librarians in the UK and in international schools. Campaigns, webinars, advice, conferences.
- **Open University – Reading for Pleasure Framework**<sup>31</sup>. The Teachers as Readers study (The Open University and UK Literacy Association) and other OU studies established effective ways to support children's Reading for Pleasure (RfP). Based on the research, this website aims to support a vibrant professional community of teachers, student teachers, librarians and English leaders in order to nurture lifelong readers. Includes research into reading, Reading Schools programmes, Teachers Reading Groups programme.

Singapore's education system is a highly centralised, government-led system. The Ministry of Education (MOE) directly oversees curriculum design, assessment, teacher training, and resource allocation. Singapore's system stands out for its centralisation, national reading culture, and consistent provision of libraries and librarians, directly linking them to literacy success. Currently in Singapore:

- All state schools have a library (mandated).
- A library assistant or library officer is employed in every school
- Centralised library provision and resourcing is provided (CIVICA)<sup>32</sup>.
- Most school libraries managed by Library Coordinators (subject teachers tasked to manage the library in addition to their teaching role).
- Limited number of integrated programme or specialised schools are staffed by professional librarians.

Singapore consistently ranks at the top of PISA and PIRLS assessments, with a strong national emphasis on literacy and learning. Libraries are integrated into the school ecosystem and widely valued. Extensive and important research conducted and presented by Dr. Chin Ee Loh<sup>33</sup> at the National Institute of Education<sup>34</sup> (NIE) has led to increased understanding of how libraries can foster reading cultures, highlighting design patterns, librarian roles, and student engagement.

Although there are still improvements to be made, as researched and detailed by Dr Chin Ee Loh, the impact of having a library in every school clearly shows, in their literacy rates and in the whole positive reading landscape. Overall Singapore's system stands out for its centralisation, national reading culture, and consistent provision of libraries and librarians, directly linking them to literacy success.

**Assistant Professor Chin Ee Loh** - National Institute of Education, Nanyang Technological University. Actively researching and reporting on reading engagement, reading habits, reading initiatives, school libraries.

- **2024 – 2029: Reading Futures Study:** A Longitudinal Cross-Case Comparison of Adolescents' Print and Digital Reading Practices. <https://www.lohchinee.com/>
- **Reading By Design:** The Reading by Design initiative helmed by researchers and educators from the National Institute of Education, and in collaboration with the Curriculum Planning and Development Division at the Ministry of Education, aims to provide evidence-based research to help educators, researchers and the community to support engaged reading across the lifespan. <https://www.readingbydesignsg.org/readingfuturesteam>

<sup>30</sup> School Libraries Group: [https://www.cilip.org.uk/members/group\\_content\\_view.asp?group=201313&id=687966](https://www.cilip.org.uk/members/group_content_view.asp?group=201313&id=687966)

<sup>31</sup> Open University Reading for Pleasure Programme: <https://ourfp.org/>

<sup>32</sup> CIVICA: <https://www.civica.com/en-sg/>

<sup>33</sup> Dr Chin Ee Loh: <https://www.lohchinee.com/>

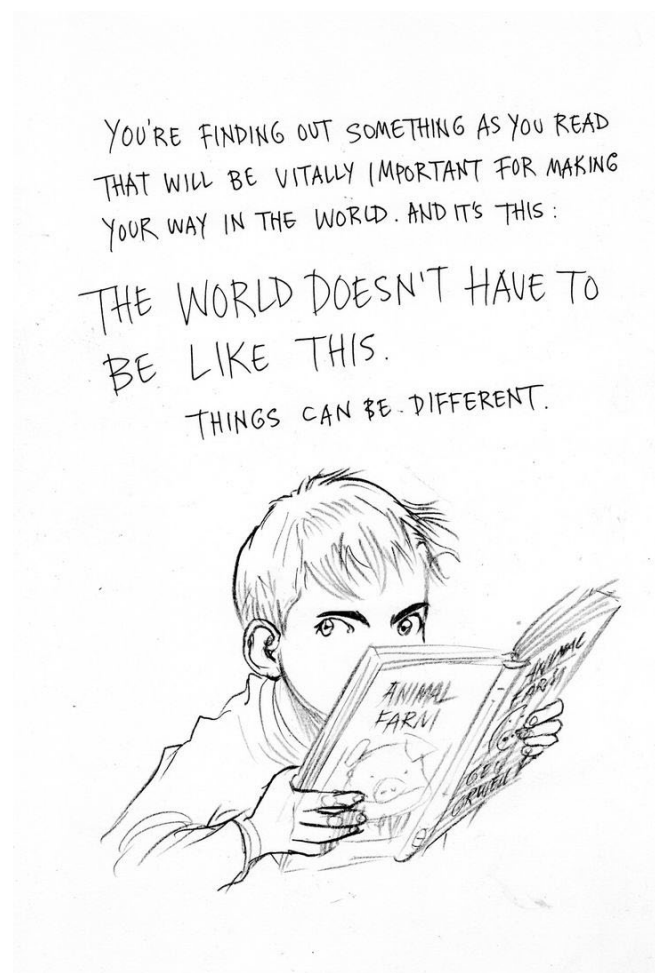
<sup>34</sup> NIE: <https://www.ntu.edu.sg/nie>

### ISLN Singapore – International Schools Library Network<sup>35</sup>

International School Library Network (ISLN) is a Singapore Registered Society formed to provide support and professional development for school library staff or for people with with an interest in school libraries. The aims of the network are to:

- Provide networking opportunities for school library staff and other interested parties
- Promote the continuing professional development of teacher-librarians and school library staff
- Share, develop and publish materials which will promote the development of school libraries and teacher-librarianship
- Cooperate and liaise with other associations and bodies with similar aims and fields of interest

ISLN is also responsible for the Red Dot Book Awards, an annual student choice book award founded in 2009. It is open to all school libraries in Singapore. Shortlist titles are chosen by a committee of teacher-librarians from recent children's literature (first published in English within the past four years), with the goal of offering a range of books from around the world.



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<sup>35</sup> ISLN Singapore - <https://www.isln.org.sg/>

<sup>36</sup> Words by Neil Gaiman. Illustration by Chris Riddell. <https://www.theguardian.com/books/gallery/2018/sep/06/neil-gaiman-and-chris-riddell-on-why-we-need-libraries-an-essay-in-pictures>

# Recommendations

It is clear that once students have learnt to read, they need books to read. It is evident that they need a person at school who cares, who reads and knows books, who is passionate and wants to help them read. It is obvious that they need a space where they can access books, read, relax, wonder and imagine, be curious, be creative and learn. Despite the obvious, however, school libraries are not in every school, not mandated, not well-resourced and not recognised as a key part of the solution to declining literacy levels and reading for pleasure rates of students.

This is difficult to accept and I am determined with the knowledge, help and support of those I met in the UK and Singapore, and all those in Aotearoa NZ who support school libraries, that this situation will change and that every student will be able to access a school library and all the benefits they provide, especially when it comes to reading for pleasure and literacy.

Thank you Winston Churchill Memorial Trust Board for your help and support. The Grant has not only enabled me to travel, increase my knowledge and and meet with those in this report, it has also provided me with a platform and recognition that has already made a huge difference to me personally and professionally and the impact my work will have.

## 1. School Library Advocacy Campaign

Setup a school library advocacy campaign e.g. Schools Need Libraries similar to Great School Libraries<sup>37</sup> and Libraries for Primaries<sup>38</sup> Campaigns in the UK. Register as a charity and seek funding from the private sector to support literacy and reading for pleasure through school libraries. Work with specialists in advocacy, policy, public relations and marketing to improve success and outcomes. Celebrate and showcase success and positive outcomes of school libraries.

### a. Advocacy Toolkit

Develop a **practical toolkit** for librarians, teachers, boards, and parents, with the language, evidence, and strategies to advocate for school libraries in their own communities. Key target audiences for advocacy – politicians, policy makers, school leaders, board members, parents, pupils and the media. Similar to IFLA/UNESCO kit<sup>39</sup> and the Scottish Book Trust Advocacy Kit.<sup>40</sup>

### b. National Guidelines for School Libraries

To be developed in collaboration with relevant national organisations these should define minimum expectations for staffing, space, resources, and services and be developed to assist school library staff and leaders to ensure all students and teachers have access to a school library. Ideally these will also include accountability requirements and review processes.

### c. Research and Evidence

Comprehensive and detailed research into the current state of school libraries is needed. Research into the **impact of school libraries on literacy, wellbeing, and equity** in Aotearoa NZ. Research into the current provision of libraries in schools. This evidence will strengthen advocacy, inform policy, and ensure accountability.

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<sup>37</sup> <https://www.greatschoolibraries.org.uk/>

<sup>38</sup> <https://www.librariesforprimaries.org.uk/>

<sup>39</sup> <https://www.ifla.org/publications/school-library-advocacy-kit/>

<sup>40</sup> <https://www.scottishbooktrust.com/articles/beyond-books-school-libraries-as-sources-of-safety-inclusivity-and-wellbeing>

#### d. **Teacher Training**

Embedding school library engagement into teacher education will ensure every new teacher understands the role of school librarians as specialists in reading and information literacy, knows how to collaborate and use the library. Meet, consult and collaborate with relevant Teacher Training institutions, teachers and librarians.

#### e. **White Paper**

Prepare in collaboration with other relevant organisations and individuals and present to relevant Ministers with the rationale for significant legislative change.

#### f. **All-Party Parliamentary Group<sup>41</sup>**

A group with representatives from different political parties was formed in the UK with the goal of improving educational attainment through school libraries and librarians, and releasing a report: *The Beating Heart of the School*.<sup>42</sup> The group provides a platform for politicians and policy makers to engage with external stakeholders, raise awareness and shape policy discussions with the potential for positive and impactful change.

#### g. **Reading for Pleasure in Curriculum**

Reading for pleasure is the **single biggest predictor of a child's future success**.<sup>43</sup> It should be at the heart of literacy strategies, with school libraries leading the way. With the support of and in partnership with Ministry of Education, include *reading for pleasure* as a **core literacy outcome** in the curriculum. Require schools to include evidence of RfP in literacy and learning priorities – NELPs.

## 2. **Communicate and Share**

Through webinars, articles, conference presentations, speaking opportunities and social media, share and communicate the literacy interventions, ideas and initiatives I heard and learnt about with school librarians and educators in Aotearoa NZ and overseas.

## 3. **Collaboration Across Sectors**

Stronger collaboration between **schools, public libraries, universities, literacy organisations, publishers, and booksellers** is needed to improve reading for pleasure, and strengthen school library provision in Aotearoa NZ. Working together will benefit everyone involved in books, reading and libraries.

## 4. **School Library Mobile Service**

As an interim step to every school having access to a library, provide a mobile library service to reach schools that currently don't have one. Funding required to purchase and fit-out, provide books in collaboration with a charity or other provider (National Library), hire or use volunteers to staff and share the library love!

## 5. **National Literacy Organisation**

The National Literacy Trust<sup>44</sup> in the UK is an independent charity that empowers children, young people, and adults with the literacy skills they need to succeed. Working with and supporting schools, families and communities on a local and national level. An organisation similar to this, either newly setup or building on an already established organisation, would benefit literacy in Aotearoa NZ. Other ideas on a national scale - an Aotearoa NZ Pukapuka Book Day, an Aotearoa

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<sup>41</sup> <https://www.cilip.org.uk/page/APPGLInK>

<sup>42</sup> All-Party Parliamentary Group (2016).

<sup>43</sup> *Our Approach and the Evidence Behind It - World Book Day*, <https://www.worldbookday.com/about-us/our-approach/>.

<sup>44</sup> <https://literacytrust.org.uk/>

NZ Year of Reading and involving the current Te Awhi Rito Reading Ambassador – in conjunction with the National Library of NZ.

## 6. Reading for Pleasure Programme

Setup by the Open University in the UK, this Programme<sup>45</sup> seeks to enable teachers and librarians to enrich their knowledge and practice, schools to create cultures of reading and stronger links with their reading communities. The programme includes a Reading Schools Programme to build a culture of reading, Teachers' Reading Groups and Reading at Home Support. A Programme like this, in partnership with a tertiary institution in Aotearoa NZ would be beneficial and impactful for teachers – teachers create readers!

## 7. National Professional Qualification for Leading Literacy

Currently running in the UK participants training for the NPQLL<sup>46</sup> Qualification develop specialist knowledge, skills and expertise to lead effective approaches in developing literacy and supporting childrens' reading and writing at all stages. Once qualified Literacy Leads are able to embed literacy across the whole school and all areas of the curriculum at a school.

## 8. Global School Library Campaign

In the UK, Ireland, USA, Canada, Australia and New Zealand the school library sector faces similar issues and challenges – alongside declining rates of reading for pleasure and literacy. Consider collaborating with other associations to build a global school library campaign in support of school libraries, building on the IFLA/UNESCO School Library Manifesto and the UNESCO Sustainable Development Goals. I hope to leverage my new role in the IFLA (International Federation of Library Associations) School Libraries Section to further this.



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<sup>45</sup> <https://ourfp.org/>

<sup>46</sup> <https://www.gov.uk/guidance/leading-literacy-national-professional-qualification>

<sup>47</sup> Words by Neil Gaiman. Illustration by Chris Riddell. <https://www.theguardian.com/books/gallery/2018/sep/06/neil-gaiman-and-chris-riddell-on-why-we-need-libraries-an-essay-in-pictures>

# Implementing Recommendations Plan

Raising awareness, providing guidance, advice, ideas and initiatives to make the changes that are so necessary to help our students with reading, learning and wellbeing is crucial. We need to ensure that every student has access to a school library with a librarian. A library that is adequately and securely funded, staffed with an enthusiastic, knowledgeable, friendly librarian, in a dedicated, warm, safe space with an inclusive, diverse and accessible collection that meets the wants and needs of the school community.

Implementing the recommendations in this report will support literacy, equity, and lifelong learning. To implement these recommendations I will need the support of others with skills outside my own areas of expertise. I will also need to secure funding that will allow me to dedicate more time to these. Initially, and within the next year, focusing on:

- 1. School Library Advocacy Campaign**
  - a. Developing an Advocacy Toolkit**
  - b. Establishing National Guidelines for School Libraries**
- 2. Communicate and Share**
- 3. Collaboration Across Sectors**
- 4. Mobile School Library Service**

## Done:

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I have already started implementing recommendations from my WCMT Trip as per below. I have also met with a consultant (Anita Perkins Consulting) who specialises in connecting people and ideas for meaningful change. Together we are preparing a strategy to ensure the recommendations are actioned, lead to tangible change and have an impact.

### **School Library Advocacy Campaign:**

Website setup, built and populated. Domain names registered. Charity to be registered. Additional content to be included and campaign shared and publicised.

#### **Schools Need Libraries.**

[www.schoolsneedlibraries.org.nz](http://www.schoolsneedlibraries.org.nz)

### **Communicate & Share:**

#### **Social Media & Messaging**

Instagram: @thefun\_brarian

Facebook: The Fun-brarian

LinkedIn: [www.linkedin.com/in/claudine-crabtree-funbrarian](http://www.linkedin.com/in/claudine-crabtree-funbrarian)

Listserv emails – schoollib@lists.canterbury.ac.nz

#### **Radio New Zealand interview with Jesse Mulligan**

<https://www.rnz.co.nz/national/programmes/afternoons/audio/2018981700/tales-from-the-fun-brarian>

## **Collaboration Across Sectors:**

### **Meeting at the Beehive - July 14th 2025**

Emma Chatterton – Senior Ministerial Advisor and Cat Dempsey – Private Secretary, for Erica Stanford, Minister for Education.

Emma Chatterton – LinkedIn: <https://www.linkedin.com/in/emma-chatterton-53a591195/>

Catriona Dempsey – LinkedIn: <https://www.linkedin.com/in/catriona-dempsey-norrie-3b229b37/>

### **Meeting with Elizabeth Jones – Director of Literacy and Learning, National Library – July 25th 2025.**

To share observations and insights from WCMT Trip and meeting with Emma Chatterton and Cat Dempsey at the Beehive.

Elizabeth Jones – LinkedIn: <https://www.linkedin.com/in/elizabeth-jones-3b325528/?originalSubdomain=nz>

## **IFLA School Libraries Section Role**

IFLA is the International Federation of School Library Associations - a global non-governmental, non-profit organization that serves as the leading international voice for libraries and information services and their users.

The School Libraries Section is concerned with the improvement and development of school libraries and resource centres worldwide, including advocacy for qualified and adequate staffing. It provides an international forum for exchanging ideas, experiences, research results and advocacy.<sup>48</sup> I was recently voted in as a member of the IFLA School Libraries Section, a role I am taking up in September 2025. I intend using this role to further advocate for the school library sector in Aotearoa NZ in whatever ways I can.

## **Planned:**

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**LIANZA<sup>49</sup> Library Life** article – submitted for the September 2025 Issue.

**New Zealand Principal Magazine** article – due 22nd September 2025.

**LIANZA** Conference presentation - September 23rd 2025

**IASL<sup>50</sup>** Newsletter article – due 1 October 2025

**SLA<sup>51</sup> UK** Article for TSL Magazine – due 5 October 2025

**Accessit Webinar** (sponsored and supported by Accessit) all about my WCMT Trip speaking to school librarians and Accessit customers – Term 4 2025 date tbc.

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<sup>48</sup> IFLA School Library Section <https://www.ifla.org/units/school-libraries/>

<sup>49</sup> Library and Information Association of NZ Aotearoa <https://www.lianza.org.nz/>

<sup>50</sup> International Association of School Libraries <https://www.iasl-online.org/>

<sup>51</sup> School Library Association <https://www.sla.org.uk/>

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## Appendix

LIBRARIES ARE ABOUT FREEDOM.  
FREEDOM TO READ, FREEDOM OF IDEAS,  
FREEDOM OF COMMUNICATION.  
THEY ARE ABOUT EDUCATION,  
ABOUT ENTERTAINMENT, ABOUT  
MAKING SAFE SPACES AND  
ABOUT ACCESS TO INFORMATION.



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<sup>52</sup> Quote and Illustration by Chris Riddell

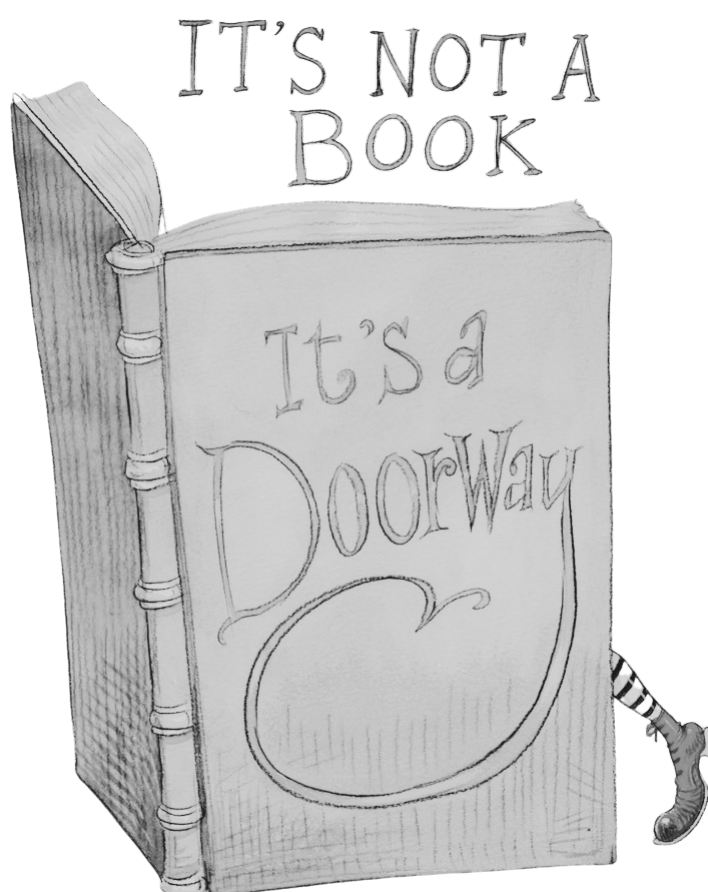
# Itinerary

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	<b>31 December 2024</b>  Auckland to Sydney Sydney to Singapore	<b>1</b>  Singapore to London	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>  <i>UK schools start back after Christmas Holiday break.</i>	<b>7</b>	<b>8</b>  Gareth Evans – Abbeyfield School, Chippenham, SWINDON	<b>9</b>  Dr Carol Webb & Bryony Hart – Portsmouth Grammar, HAMPSHIRE	<b>10</b>  Damian Barr – Brighton, EAST SUSSEX	<b>11</b>  Jane Austen House, Chawton, HAMPSHIRE	<b>12</b>
<b>13</b>  Ashmolean Library Tour OXFORD	<b>14</b>  The Story Museum OXFORD	<b>15</b>  Richard Gerver, Derby, DERBYSHIRE Lucy Braeg – Oakham School, Oakham, Rutland, LEICESTERSHIRE	<b>16</b>  Elizabeth Hutchinson – School Library Specialist, YORK	<b>17</b>  Amy Wong - St Peter's School, YORK	<b>18</b>  Gladstone's Library, CHESTER	<b>19</b>
<b>20</b>	<b>21</b>  Charlotte Webber – Research Fellow. Katherine Wilkinson – Scottish Book Trust Sean McNamara – SLIC. EDINBURGH	<b>22</b>  Anais Cayzac – St Mungo's Academy, GLASGOW	<b>23</b>  Andrew Ettinger, Jonathan Douglas, Anne Teravainen-Goff - National Literacy Trust. Barbara Band – School Library Consultant. LONDON	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>  Foyles Bookstore, British Museum, LONDON	<b>29</b>  British Library, LONDON	<b>30</b>  Hoxton Street Monster Supplies & Words on the Water (boat barge), LONDON	<b>31</b>  Karen Hans & Alex Gibson - Forrest Hill School, Sarah Pavey – Education Consultant, LONDON	<b>1 February</b>  Poetry Pharmacy, Paddington at Paddington Station, LONDON	<b>2</b>
<b>3</b>  Bishops Waltham Junior School, HAMPSHIRE	<b>4</b>	<b>5</b>  Emporium of Stories, Rotherham, YORKSHIRE	<b>6</b>  London to Singapore	<b>7</b>  Arrive Singapore	<b>8</b>  Katie Day – Tour of Singapore Public Libraries.	<b>9</b>  ISLN Meeting.
<b>10</b>  Chin Ee Loh - Associate Professor NIE Jane Hayes – Librarian, Dulwich College. Katie Day – Tanglin Trust School	<b>11</b>  Joanna Yu – Librarian, SOTA.  Singapore to Sydney Sydney to Auckland	<b>12 February 2025</b>  Arrive Auckland				

# Meetings

Name		Position	Organisation	Location
Gareth	Evans	Librarian	Abbeyfield School Librarian CILIP SLG Member	Abbeyfield
Bryony	Hart	Literacy Lead	Portsmouth Grammar School	Portsmouth
Carol	Webb	Librarian	Portsmouth Grammar School	Portsmouth
Damian	Barr	Writer, Broadcaster, Host. BBC TV & Radio Shows		Brighton
Richard	Gerver	Chair	SLA & Great School Libraries Campaign	Derby
Lucy	Braeg	Librarian	Oakham School	Rutland
Elizabeth	Hutchinson	Vice-Chair School Library Consultant & Trainer	Great School Libraries	York
Amy	Wong	Librarian	St Peters School	York
Andrew	Ettinger	Director Of Education	National Literacy Trust Libraries for Primaries	London
Jonathan	Douglas	CEO	National Literacy Trust Libraries for Primaries Campaign	London
Ann	Teravainen-Goff	Head of Evaluation	National Literacy Trust	London
Barbara	Band	School Librarian	Advocate Independent Consultant & Trainer	London
Karen	Hans	Librarian	Forest Hill School	London
Sarah	Pavey	School Librarian	Advocate Independent Consultant & Trainer	London
Sean	McNamara	Director	CILIP Scotland	Edinburgh
Charlotte	Webber	Research Fellow	University of Edinburgh	Edinburgh
Katherine	Wilkinson	Head of Research & Evaluation	Scottish Book Trust	Edinburgh
Anaïs	Cayzac	Librarian	St Mungo's Academy	Glasgow
Dr Chin Ee	Loh	Associate Professor, Deputy Head Research	National Institute of Education (NIE)	Singapore
Erna	Sia	Researcher	National Institute of Education (NIE)	Singapore
Susan	Grigsby	Librarian	Stamford International School	Singapore
Jane	Hayes	Librarian	Dulwich College	Singapore
Nerilee	Hall	Librarian	Tanglin Trust School	Singapore
Janine	Murphy	Librarian	Tanglin Trust School	Singapore
Michael	Kelly	Librarian	Tanglin Trust School	Singapore

Kumari	Rajaram	Librarian	International French School	Singapore
Katie	Day	Teacher-Librarian Executive Committee Member	Tanglin Trust School International School Librarians in Singapore (ISLN)	Singapore
Joanna	Yu	Librarian	SOTA - School of the Arts	Singapore
Debbie	Thomas	Lecturer	Open University - Reading for Pleasure Programme	Online
Leia	Sands	Librarian	Steyning CE Primary School and Swiss Gardens Primary School	Online
Martina	McChrystal	Director of Library Services	University of Glasgow	Online
Eadaoin	Lynch	Research and Evaluation Manager	Scottish Book Trust	Online
Dana	Neumannova	Business Support Officer	Scottish Library and Information Council (SLIC)	Online



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<sup>53</sup> Quote and Illustration by Chris Riddell

## Photos



**National Literacy Trust - London**



**Richard Gerver - Derby**



**Damian Barr - Brighton**



**Katherine Wilkinson - Edinburgh**



**Charlotte Webber - Edinburgh**



**Dr Chin Ee Loh - Singapore**



## Photos – School Librarians



**Joanna Yu – School of the Arts,  
Singapore**



**Jane Hayes – Dulwich College, Singapore**



**Katie Day – Tanglin Trust, Singapore**



**Dr Carol Webb – Portsmouth  
Grammar School.**



**Bryony Hart – Portsmouth Grammar School.**





**Barbara Band – London.**



**Sarah Pavey – London.**



**Elizabeth Hutchinson - York**



**Lucy Braeg – Oakham School.**



**Gareth Ward – Abbeyfield School.**



**Karen Hans – Forest Hill School.**



**Amy Wong – St Peter's School, York.**



**Anais Cayzac – St Mungo's Academy, Glasgow.**



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