

Understanding the issues facing school archivists

Eric Boamah



Introduction

The purpose of this article is to explore the issues facing school archives (henceforth, archives) and highlight the resilience of school archivists (henceforth, archivists) to effectively maintain the value of records in New Zealand schools. It supports existing research on New Zealand community archives, some of which outline similar issues.¹ It also provides some further context for more generalised discussion around community archives.²

The archives play an important role in the school system, including supporting the delivery of the school's curriculum. Archivists require integrity to ensure the lasting value of the records. The role of the archivist is key to the successful functioning of the school. Nevertheless, archivists in schools do not appear to receive the needed recognition and encouragement to perform their roles effectively. Also, it is unclear how well archivists receive support to effectively keep the records of archival value in the school for as long as needed. Furthermore, apart from a few more general exceptions³ there does not appear to be enough research conducted in New Zealand with a specific focus on archives in schools. The overarching aim of this article is to promote the role and functions of the archives in the school. It is also to attract attention from the archival research community to the challenges affecting archives in the school sector and how archivists in this area can be equipped to perform their roles effectively. In the book *Informing New Zealand* information professionals discuss several information management topics, including archival concepts and issues in New Zealand. One of the chapters of this book is dedicated to discussing the different types of records and archival organisations in New Zealand,⁴ but there was no mention of school archives. Examples like this suggest that archives in the school sector are either forgotten or often neglected in local discourse. This article, therefore, seeks to encourage all archivists in schools to keep up with their good works, particularly as there doesn't seem to be many archivists in the school sector in New Zealand. Information on the Special Interest Group (SIG) page of the website of the Archives and Records Association of New

Zealand (ARANZ) reveals that there are only about 50 members in the 'school archives SIG'.⁵ There are some archivists in schools who may be a member of ARANZ.

Archives in schools appear to face many challenges in different forms. The seemingly few available archivists appear to manage to achieve their purpose in the face of the challenges they encounter. It is unclear what motivates them to build courage, integrity, and passion for their work. Their ability to consistently push through the challenges they face needs to be encouraged through research that explores their issues, and their efforts need to be commended through publications like this. In this study, engaging with archivists in some New Zealand schools has helped this author to understand how archivists demonstrate integrity to achieve their purpose. Thus, the interest is to explore a deeper understanding of the issues affecting archives and archivists in schools.

Approach

This article is part of a research project in progress that employs an interpretative qualitative approach to engage with archivists to collect their perspectives on the issues affecting them. Qualitative approaches are found to be effective in exploring and understanding people's perspectives on issues that affect them.⁶ The main population for the study is school archivists in New Zealand. Efforts are being made to reach as many archivists as possible. Initial contacts are archivists identified from some secondary schools in the Wellington region. Data is collected through semi-structured interviews to gather perspectives from school archivists and relevant stakeholders where appropriate. A snowball sampling technique is being used to identify more schools and archivists as interviewees. Details of the methodology used will be presented in the publication of the main study. The perspectives presented in this article come from the initial contacts of seven archivists. Thus, the ideas presented in this article may not fully represent the general perspectives of archivists on the issues archivists face in schools in the whole of New Zealand. A generalised perspective may be realised at the end of the main project. Nevertheless, publishing this paper is key to attracting more archivists to take part in the project.

School archives

Schools generate different types of records, some of which is of archival value. The schools need to keep their records to comply with

legal requirements. They also have the responsibility to retain some of the records for archival purposes. The Public Records Act (2005) does not provide specific guidelines on how schools are to keep school records, but the Ministry of Education Te Tāhuhu o te Mātauranga provides schools with guidelines on how to manage and access school records.⁷ Under those guidelines, school administration staff, school librarians, school archivists, principals/tumuaki, boards, and proprietors are all required to learn about the appropriate ways of archiving and disposing of school records following the Public Records Act 2005. Based on this provision, the Ministry of Education has grouped school records into six major categories. Any other specific records a school may create that are not already indicated in the guide will need to fit in one of the six categories. Records that are considered to have archival value are eventually required to be sent to Archives New Zealand to be kept for the long term. The archivist (or the person with responsibility for school records) has the responsibility to decide which records to retain and which ones need to be disposed of, and after what period should they be disposed of based on the guidelines.⁸ Disposal in this case can mean destruction, discharge to the care of another individual or organisation, or transfer to Archives to New Zealand.⁹

A careful look at the Ministry of Education Fact Sheet on the school records retention and disposal schedule reveals three ways the archivists can plan the retention and disposal of school records.¹⁰ This distinction between records retention and disposal shows that establishing an archive in a school is different from keeping and maintaining official records of the school. Specific materials kept in the school archives comprise of mainly historical records, which is the sixth category of records described in the Ministry of Education Fact Sheet.¹¹ This material can be collected or donated and may not be generated by the school. A school archive can, therefore, be defined as the collection of historical records of the school and their associated backstories. The Society of American Archivists identifies two elements that define the primary purposes of an archive in a school:

- a repository for the collection and preservation of historically valuable documents relating to the history of the school or the community, which otherwise would be lost.
- a programme for teaching research-related skills to students.¹²

While school archives in New Zealand can be different, this is a good place to start for describing the school archive as a place to preserve the memory and identity of the school, and to a larger extent, its community.

The Society of American Archivists states that the core function of a school archives is to collect and maintain records of enduring value to provide

administrative, research, and educational services.¹³ Here in New Zealand, the situation can be similar. Thus, obtaining records of value to the school and preserving them for as long as needed is the key function of the school archivist, particularly when collecting and documenting school history that helps to build an important memory programme for the school.¹⁴ But highlighting and promoting the importance of the functions of the archive to the school's community can be a daunting challenge. The archives provide tangible evidence that can exist for a long time to demonstrate memories and meanings of significant events in the lives of participants, especially alumni.¹⁵ How people habitually project emotions onto artifacts as a means of managing inexpressible feelings offers some explanation for their collection, as memories are triggered by people's reactions to such objects.¹⁶ The archives reveal how an institution's legacy is cultivated and preserved and how all the 'stuff' the school collects over time can reveal the culture of the place.¹⁷

Core functions

Perspectives of the archivists engaged so far in this study reveal certain key functions of the archives in the school system, particularly in the following three areas:

Sources of information

The archive in the school is an important source of information for researchers wanting information about the history of the school, staff, or students. According to the archivists, most researchers are usually previous students wanting information on some memories of their time in school to share. Sometimes families of old students who have passed on contact the archivist for information about the school life of their loved ones during their time as students. There are also times when family members pull information from the archive to surprise their loved ones on special events such as their birthdays. For instance, an archivist in a school in Wellington explained, "we had one major project recently where a mother was putting a book together with a professional photographer for her son's 50th birthday celebration. That was a lot of work for me."

The engagement with archivists further revealed that the archives in schools are also a source of useful information for people requiring information about past staff members, particularly if they have gone on

to great things. Another archivist gave this example, saying, “one time, I was contacted by the literary executor of... [a named estate]. One of our teachers used to work with him and continued correspondence. But alas, we don't hold the letters.”

The archive as a source of information is useful to both internal and external members of the school community.

Supporting teaching

Within the school, the archives provide useful information to teachers to support curriculum delivery. Some of the materials in the archives are used by teachers as teaching aids. Such teaching materials help students to relate to some of the experiences of historical events of the school and help transform their learning. Where necessary, some of the archivists are invited to the class to talk to the students about some of the histories of the school. One of the archivists engaged in this study so far explained that this way of teaching history does not mean that the archives can fully support the delivery of the new history curriculum the government has recently developed for New Zealand schools. That is a different form of history with a broader narrative that goes beyond the specific history of the school. The history curriculum includes the history of the community and the whole country, whereas the history of the school is unique to only the school. One archivist described this function in these words:

“Whereas I would love to think that the archivist would be involved in the new school history curriculum, I do sort of wonder in real terms. I guess it will be different for all schools. Yes, I sometimes ‘teach’ the history unit of this to year 7s, but that is more to inculcate them into the [school] environment, traditions, and history than the school’s place in NZ’s history or local community – and [the person this school is named after] himself was a very complicated character for 11-year-olds to deal with. However, this is not a reason not to promote school archives.”

In other words, even though the archives support teaching with materials in their collection, including the teaching of history, it can only effectively support the teaching of the history of the school rather than the history of the whole community or nation. This is because the narratives of history can be different from school to school and community to community.

Preserving identity and memory

Another function of the archives is to preserve the school's identity and memory for the future. The uniqueness of the school and its distinctive characters, values, and principles can be maintained over the years through the memorabilia, records, and artifacts that are kept in the archives to remind students, staff, and all stakeholders of what the school stands for. This helps the school to improve, cherish, value, or do away with principles that are no longer working because of changes in the community in which the school is located. The archives, therefore, perform several tasks and roles to ensure that materials in the archives and their backstories are preserved for as long as needed to effectively support the life of the school. The archivists ensure these functions by performing a series of specific tasks.

Key tasks

The author's engagement with the archivists revealed several specific tasks performed, including both archives-related and non-archives-related tasks. Analysis of the comments shows the following archives-related tasks:

Collecting

The archivists interviewed collect materials and information relating to the school that are not part of the Ministry of Education guidelines and after assessing their archival value, process them for long-term keeping. The materials they collect can be anything the school regards to have heritage significance. These materials can come in both physical and digital forms. The ability of the archivist to collect any of these forms of archival materials for keeping depends on their individual skills and interest in the use of specific technologies. For instance, some of the archivists identified past students in their 70s, 80s, and 90s and then travelled to their homes to listen to their stories about life in school during their time as students. They then videoed these stories and kept them on the school's websites and social media platforms. These archivists are technology savvy and enjoy working with digital technologies to collect their materials. The other archivists however do not trust digital platforms, preferring non-digital materials. So, even if some of the materials come in digital forms, they convert these into print forms for safe keeping. In describing some of the processes they follow to collect materials for the archives, one of the archivists said that "...I take a proactive approach to history. That is a

great deal of collecting items, particularly as I am trying to print some items like COVID-19 emails. I don't trust the cloud. We accession donations only now. But this is in a Word document, so they are searchable, and I am also creating finding aids for collection items and research I have done to date, so easy to check if we hold anything. Work in progress!"

In other words, the archivist's discretion is instrumental in the collecting process of archival items, and the form of the materials collected depends more on the interest of the archivist in the specific types of technologies used in collecting and keeping the archive.

Organising

The archivists followed various processes to organise and maintain their collections. They apply different forms of cataloguing, listing, indexing, and adding metadata to order the school's historical information. To them, any process that may enable easy access and use of the archives by those who need them is useful. Because of their level of skills and training, not all of the archivists can follow these tasks effectively based on more mainstream archival practices. But they find their own ways to ensure that materials are well organised and made as easily accessible as possible. One archivist said: "I am amazed other school archivists find time to catalogue their documents. I try to keep up with filling and running a database which means uploading all the photographs and adding metadata each year. But also trying to get previously digitised materials as well as historical items that have been scanned or are new donations. Big job."

Organising the materials improves access as it enables the archivist to provide swift and effective responses to requests.

Reporting

A key task performed by the archivists is to write reports in various forms on their work and about their activities to different stakeholders. Apart from writing formal reports to update principals and boards of the school on the activities and the state of the archives, the archivists also write articles for school magazines, yearbooks, and newsletters. These articles help students, staff, and other members of the school community as well as stakeholders to understand the nature and purpose of the archives. The reports and newsletters also clarify for readers the importance of keeping the materials as the school's heritage and memory. These reports and articles are important ways for the archivist to create awareness of the archives in the school community.

Display

Another way of creating awareness of the archives in the school is through displays. The archivists periodically display the school's heritage to the school community and the public. Most of the archivists said that they plan to maintain such exhibition events as they not only enable the school community to be mindful of the archives, but they also help people to know about things they can request from the archives and how they can search for them. The displays also help the archivists to understand which of the materials may be the most requested or used and how best they can preserve such materials for as long as needed.

Enablers

Certain factors enable the archivists to perform their tasks effectively and help them to achieve the core functions of the archive. Some of the enablers identified through the engagement with archivists so far include the provision of key resources by their schools. Such resources include computer tablets and pc's, storage spaces, workstations, file cabinets, storage boxes, and display cabinets. The provision of these types of resources helps the archivist perform not only their archival work but also other related projects the school sometimes asks them to do when needed. Although some of these resources are considered by the archivists as inadequate and/or challenging to work with, they still enable the archivists to achieve their purpose.

Also, most of the schools have specific pages on their websites that are dedicated to the archives. Such online spaces help with the online display of some of the archival materials and provide a useful opportunity to share information about the archives and the work the archivists do at the school. In addition to these websites, most of the schools have dedicated social medial platforms which not only can be used to share information about the archives but also enable engagements between the archivist and users of the archives both internal and external to the school. Social media platforms such as Facebook, LinkedIn, and Twitter are used by the archivists to initiate discussions about some of the materials in the archives and attract contributions of ideas from users and stakeholders on their value and how to preserve them.

Some of the archives receive support in terms of funds and aid from old students' associations of their schools to augment what the archivist receives from their schools. The archivists explained that building communities such as archivist groups, student associations, and boards have been very instrumental in enabling them to achieve progress in the management of their archives.

Above all, the passion of the archivist has been the key enabler to pushing them through all the challenging situations they face in maintaining the archives in the school. Because of their passion, they have a few concerns about most of the issues they face.

Challenges

From the perspectives of archivists interviewed in this study so far, the main challenges they face in the performance of their tasks related to expertise. This is the lack of professional training and skills development, resourcing, time, space, recognition, and the lack of awareness of the existence of the archives on the part of key stakeholders. These issues affect the effective maintenance and preservation of their collections.

Training and skills development

Most of the archivists in this study do not have professional qualifications in archives administration. Based on initial findings, there seems to be a serious lack of skilled archivists in the school sector.¹⁸ According to the interviewees, most of the schools they know share the same professional archivist for a while. Most school archivists learn archiving skills on the job by taking advantage of training opportunities through professional development workshops and conferences to develop their knowledge and skills. One archivist described how they received some training and skills development through ARANZ conferences and workshops, saying “I have attended several ARANZ conferences, especially when they dealt with education matters...used to be every second year...I am not a member. I have also attended several workshops days up in Auckland with the school archivist there and I learned a lot. But somehow, the archiving of school history has been subsumed into school records management and the last Auckland session was totally on that... the retention and disposal schedule.” The line between the role of school administration and archiving is not always a clear one. Thus, school archivists need to be supported with resources to develop their skills and expertise to enable them to effectively manage their archives.

Resourcing

Resources are key to the success of any venture, and they come in different forms including time, space, funds, collaboration, and many other forms of support. The archivists interviewed reveal that they can see a lot of training opportunities, but they require financial support from the school.

However, not every school has enough finances to support its archivists to attend professional development programmes. Each of the archivists emphasised that funding is one of the major issues as most schools are expected to pay their archivists from the schools' operational grants. One of the archivists for instance stressed that "having also been a school librarian for many years, I know that funds for the archives have been one that has been cut back significantly in schools' operational grants. Some schools get support from the pupils' associations. But not all schools have wealthy past pupils' associations to make up the difference, and there will always be the issue of succession planning, which continues to affect funding."

Other archivists also commented that their principals have explained to them that the school's budget is not enough to fully cover the archives. They receive promises every year that the school archives would be included in the next year's budget, but it never happens. Despite the limited support, some of the archivists use their own resources to attend training workshops and conferences to develop skills in managing the archives for their schools. Using personal funds to support training and development is a gesture that needs to be recognised and commended. But the archivists interviewed believe they have issues with how their efforts are recognised in the school community.

Recognition

The archivists interviewed in this study perceive that stakeholders do appreciate them enough. However, they believe they are not given the needed recognition for the task they are performing. Most of them were concerned that they are usually not involved in the decision-making processes by the school, especially when it comes to what records to keep in the archive or destroy. This issue also affects the collecting process of materials and their value for the archives. In some of the schools, the administrators or other staff members keep what they want in separate places. The archivist only looks after some memorabilia of the school's history that have been handed to them and does not have access to other forms of records they can collect for the archive. One of the archivists for instance, lamented that "without my two volunteers, it would be a lonely job since there is not a great deal of engagement and appreciation from the school. Nobody recognises that we are here. Fortunately, I get some support from the Old Boys Association. They come here most of the time for different types of information to enable the organisation of their

events. Apart from them, it does not look like other people in the school know that we are here. Things may change with a new Headmaster.”

Another archivist indicated that when they started their work, everything was scattered. The staff of the school just located an unused space in the attic and dumped any material they were no longer using there without telling the archivist. It takes the archivist a lot of time to arrange the materials as the dumping does not stop. Staff and stakeholders do not seem to recognise that a lot of work is being done here to put some order in the arrangement of these materials. In other words, not every record of enduring value in the school finds its way into the school archives because some the schools do not recognise the importance of involving the archivist in the effective collection of materials. Also, archivists do not have much authority in the school to determine what type of record goes in the archive, although the Ministry of Education Fact sheet states that schools collect and maintain all school records following the Public Records Act (2005) of New Zealand.¹⁹

Inadequate facilities

Because the majority of the materials in the archives are in formats that do not require strict preservation conditions to maintain (for example, some forms of memorabilia) most archivists believe that they do not require sophisticated facilities to keep their collections. Yet, the current facilities available for the majority of archives are woefully inadequate. There are inadequate storage rooms and spaces, limited or no storage cabinets, poor room temperature and storage conditions, all of which are causing the faster deterioration of the materials. Most of the schools visited have had their archival spaces constantly moved from various rooms, chambers, or parts of buildings, none of which are conducive for keeping archives, including old toilet spaces.

Inadequate collaboration

Working together with other key stakeholders is essential for the archivists interviewed, as most of them are new to the archival profession. Some of the people archivists want to collaborate with include teachers, school administration staff, school librarians, principals /tumuaki, boards, proprietors, and other archivists' groups. But most of these stakeholders do not even know that their schools have an archive or think of collaborating with the archivist. Most of the archivists engaged so far are working in

secondary schools. Some of them were not sure whether primary schools also have archives or not. But they collaborate better with other archivists from secondary schools. This is because they understand the issues they face better. Some of the archivists also indicated that they have attended workshops where the presenters were school archivists from primary schools, and they found the issues discussed at those workshops to be completely different from what they are facing in the secondary school. This makes it more difficult for archivists working in primary and secondary schools to collaborate.

Lack of awareness of the archivist role

From the perspectives of the archivists interviewed so far, there is a lack of awareness on the part of stakeholders about the importance of the role of the archives in the school. The archivists believe the archives are very significant in supporting the successful delivery of the curriculum. This belief stems from the way they have seen some teachers making use of some of the materials from the archives to support teaching and learning in the classroom. But they observe that most school stakeholders do not appear to see the importance of the archives. According to the archivists interviewed, some school leaders believe that anybody can manage the school archives. So, they do not see the need to spend other resources to equip the archivist. Because the archives are not seen as very important, school leaders are not willing to give archivists a lot of working time. Most archivists are allocated 4 hours two times a week. Also, the Ministry of Education Fact Sheet stipulates that it should be the discretion of the archivist to determine which materials should be stored as an archive or not.²⁰ It is not appropriate for other staff members to decide what should be kept and what not to keep. But in most schools, the archivist is just given the records that others have decided to keep. In most cases, the school leader decides or delegates other staff such as ICT staff, librarians, or school administrators to make that decision and not the school archivist. But school archivists believe that at least they should be contacted for their opinion or be involved in the decisions to determine what needs to be kept in the archive or not. Sometimes some archivists come to work and see some materials just dumped around their working area. When they ask, they are told a teacher, or a staff member came by to drop off the materials. Sometimes it is difficult to locate who brought in the items in order to find out the backstories of those materials.

So what?

Based on the interviews so far, the archivists demonstrate clear passion and spirited effort to consistently push through obstacles to maintain the value of school records and archives. This also means that when the school archivists are well supported, they will achieve more benefits for the schools. At the moment, the archivists emphasised that their passion is more about their school than the archive, which is often seen as a thankless task. One archivist explained that “we all do different things and are at different places in our projects and that have different backgrounds. The sharing of it all is valid.”

Through the author’s initial engagement and observations in this project, some new initiatives have started to support the school archivist. For instance, there are efforts by a group of stakeholders to create a stronger School Archivists Community to strengthen collaboration and support for one another. Through this initiative, some past principals, teachers, archivists and other stakeholders have started regular meetings to discuss the issues they face and find possible ways to address them. Also, suggestions for training opportunities have been discussed with the archivists by the author. So, engaging the school archivists through projects like this is important. The hope is that this will generate more conversation in the wider archival community. Such conversations can create awareness of the integrity of the role of archives in schools and the resilience the archivists are showing to maintain value of school records to benefit the schools and members of the community, especially those with links to the schools. The majority of the school archivists are not Archives and Records Association of New Zealand (ARANZ) members. So, through the engagement in this project, they have been encouraged to take ARANZ membership. This way, they can take advantage of some of the training opportunities ARANZ provide. In 2022 the ARANZ Council signed a Memorandum of Understanding with the Open Polytechnic. In the MoU, the Open Polytechnic provides a 10% discount on all course fees for ARANZ Members for the *NZ3467 New Zealand Diploma in Records and Information Management (Level 6)* and *OP7040 Bachelor of Library and Information Studies*. In addition, *LIS507 Principles of Records Management* and *LIS610 Archives Management* courses are provided fees-free under a relevant qualification. So, school archivists are encouraged to take ARANZ membership so that they can take the free courses with the Open Polytechnic. This will create a useful step in addressing the lack of training and qualification issues that most school archivists are facing.

Conclusion

The overarching aim of this article is to promote the importance of the functions of archives in the school and to advocate for the recognition of the role of the school archivists in New Zealand. Despite the important functions of the school archives and the useful roles of the school archivists, most of them are not usually supported by key stakeholders to mitigate the challenges they face. Based on earlier findings, this is a situation that does not seem to have changed much over the last ten years.²¹

Although most of the archivists interviewed receive their training on the job, most schools' budgets do not cater to their needs, including training support through workshops and conferences. Where budgetary needs are met, some secondary school archivists face the issues of effective collaboration with other school archivist groups. Archivists also report a lack of respect for the archivist in the school system and they have inadequate storage facilities and resources to enable them effectively to preserve the materials. Each of these aspects were raised by Welland in 2015, showing little has changed since.²² Even though these challenges can be overwhelming, the passion and belief of the school archivists demonstrated by those interviewed enables them to show integrity and resilience in the face of all the issues. They show they adapt to the challenges and achieve their purpose of maintaining the value of school records to support the effective delivery of the school's curriculum. Because these archivists are passionate about their school and their archives, they achieve progress even with limited resources. They demonstrate that where there is a will, there is a way. They have their will, and the way is opening for them to achieve their purposes for the archives in schools. This resilience is the key factor that is motivating most of the archivists engaged in this study. When they are well supported, and given needed recognition by key stakeholders, they will be fully equipped to maintain the value of the records to support the schools. Archivists talked to so far believe that they can be more effective if school authorities and other staff support them to attend workshops and conferences and take up training opportunities both online and through other means. They also believe that involving them in schools' decision-making processes will provide useful perspectives that can contribute to the effective development of the school.

This article has been written to encourage all school archivists on the work they are doing, and to initiate a conversation that will bring all New Zealand school archivists together. Hopefully it will inspire further, more effective, collaboration between them and their stakeholders to address issues of common interest to them and their various schools.

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Endnotes

1. See, for example, Welland, "The Role, Impact and Development of Community Archives in New Zealand"; Newman, 'Sustaining Community Archives'.
2. Two useful articles introducing the literature are Poole, "The information Work of Community Archives" and Welland and Cossham, "Defining the Undefinable".
3. For example, Welland covers the perspective of the school archivist in her research, "The Role, Impact and Development of Community Archives in New Zealand" and summarises some access-related issues in "Some Issues of Access". There are also

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occasional articles in Archifacts discussing elements around school archives. For instance, Goldsmith, Battley, and Tamaira cover “Native Schools to Kura Kaupapa Maori” and Charlton mentions school archives in “Working with Legacy Media”. Miller also mentions the running of school archives workshops in “Ingenuity, Persistence and Hard Labour”.

4. Sanderson, “Types of Records and Archives Organisations”.
5. Archives and Records Association of New Zealand (ARANZ), <https://www.aranz.org.nz/membership/special-interest-groups-sig/>.
6. For a useful overview of this aspect, see Walsham, “Doing Interpretive Research”; Creswell, “Research Design”; Kaplan and Maxwell, “Qualitative Research Methods for Evaluating Computer Information Systems”.
7. Ministry of Education, “School Records Retention and Disposal Schedule Information Pack”.
8. Ibid.
9. Ministry of Education, “School Records Retention and Disposal Schedule Information Pack”. 5-7.
10. Ibid.
11. Ibid.
12. Society of American Archivists, “Core Archival Functions”.
13. Ibid.
14. Fernekas et al. “Building a High School Archives Programme”.
15. Mackey, “Of Lofts, Evidence and Mobile Times”.
16. Ibid.
17. St. Germain, “Remembering the Backstory”.
18. This area seems to be one of ongoing concern for many archivists involved in small community archives in New Zealand. See Welland, “Us and Them” as an example.
19. Ministry of Education, “School Records Retention and Disposal Schedule Information Pack”.
20. See Ministry of “School Records Retention and Disposal Schedule Information Pack.
21. See Welland’s findings in “The Role, Impact and Development of Community Archives”.
22. Ibid.