

The Network Newsletter – Ebulletin 444, 14 October 2026

Events

Events have been added to the Courses & Events pages on The Network website – see: <https://seapn.org.uk/events/>.

National Year of Reading 2026

“National Year of Reading: linguistic diversity should be central to reading for pleasure [initiatives]”

https://theconversation.com/national-year-of-reading-linguistic-diversity-should-be-central-to-reading-for-pleasure-intiatives-293056?utm_campaign=the-daily-39780&utm_content=the-daily-39780_uk%7C2%7C39780%7C71c7556d&utm_medium=email&utm_source=braze&utm_term=National+Year+of+Reading%3A+linguistic+diversity+should+be+central+to+reading+for+pleasure+intitatives

(Source: *The Conversation*, 5 Oct 2026)

Important article:

“The UK’s National Year of Reading is asking people across the country to ‘go all in’ on reading. But this invitation raises questions for many families: reading what, in which language and in what form?

These questions matter because nearly one in four pupils in English primary schools (23.8%) is recorded as having a first language other than English. This does not mean they are not fluent in English. But it does mean multilingualism is an everyday feature of today’s classrooms.

These same questions came up at a recent festival at the University of Reading devoted to translation and linguistic diversity in children’s books. Delegates from academia, publishing and education explored bilingual poetry, tactile books and translation activities in Arabic and French.

The message was clear: books in different languages do more than support language learning. They connect families, amplify diverse voices and perspectives, and make reading more inclusive. Linguistic diversity should be central to reading for pleasure initiatives and to children’s publishing.”

“Representation Matters: We Belong In Every Story. See Us. Hear Us. Read Us.”

<https://dcmslibraries.blog.gov.uk/2026/10/05/representation-matters-we-belong-in-every-story-see-us-hear-us-read-us/>

DCMS Libraries blogpost “[...] written by Hackney Libraries sharing their reflections on the National Year of Reading in the communities they serve.”

It makes some strong points about representation, eg:

“If we are serious about the National Year of Reading, we must be serious about representation. We cannot simply tell children to read; we must provide the ‘mirrors’ they need to see themselves reflected in the stories we offer.”

Tackling social and digital exclusion – Libraries, Museums, Archives and Cultural and Heritage Organisations

“Getting started with outreach: From your library to the community”

https://www.webjunction.org/news/webjunction/new-outreach-librarians.html?i=5750170&e=john@nadder.org.uk&l=28396_HTML&u=430759381&mid=6281533&jb=2002&utm_source=SFM&utm_medium=email&utm_content=October+7+2026+Crossroads+-+20261007_121331&utm_campaign=wj-crossroads-fy27&utm_term=WebJunction%20Crossroads

(Source: WebJunction Crossroads, Oct 2026)

Helpful practical guide – “eight tips that can help you get started” – to developing outreach provision.

Diversity in books and other materials for children & young people

“US schools hit record book ban, with sexuality and gender identity among top targets”

<https://www.thepinknews.com/2026/10/08/us-school-book-bans-2026/>

(Source: *PinkNews*, 8 Oct 2026)

“PEN America says US public schools saw a record 11,982 book bans over the past year, with challenges often linked to themes including race, racism, sexuality and gender identity.”

Dealing with challenges made to books or resources in School Libraries – a 6-point plan

<https://www.cilip.org.uk/media/u4ijeli3/school-lib-six-point-plan.pdf>

(Source: *News from CILIP*, 7 Oct 2026)

... and, related to this, CILIP have recently produced this guidance:

“This guidance, in long and short versions, is intended to be interim advice while CILIP develops more in-depth pieces of guidance which will be shared as soon as possible.” [p1]

Health & Wellbeing issues – Other Agencies

“Reading, socialising and doing puzzles can help preserve cognitive health – large study shows”

https://theconversation.com/reading-socialising-and-doing-puzzles-can-help-preserve-cognitive-health-large-study-shows-293011?utm_campaign=the-daily-39761&utm_content=the-daily-39761_uk%7C2%7C39761%7C17591050&utm_medium=email&utm_source=braze&utm_term=Reading%2C+socialising+and+doing+puzzles+can+help+preserve+cognitive+health+%E2%80%93+large+study+shows

(Source: *The Conversation*, 2 Oct 2026)

Important article which concludes:

“Our study is not the first to show that cognitive health can be improved with brain training and lifestyle changes.

But our study is the first large trial to explore the effect that even small, daily activities can have on cognitive health. Our results also show that even simply giving advice and pointing people towards brain-stimulating activities that they can do can have a real impact.

The key message of our study is crucial. It shows that the brain remains malleable and can learn new things well into older age. This means even the small things you do each day can really make a difference in combating cognitive decline.”

“The circumstances you grow up in are linked to how long you live”

https://theconversation.com/the-circumstances-you-grow-up-in-are-linked-to-how-long-you-live-293460?utm_campaign=the-weekender-39881&utm_content=the-weekender-39881_uk%7C177%7C39881%7C5710647a&utm_medium=email&utm_source=braze&utm_term=The+circumstances+you+grow+up+in+are+linked+to+how+long+you+live

(Source: *The Conversation*, 10 Oct 2026)

Interesting overview:

“Across 474 separate comparisons, more than eight in ten found higher death rates among people who had experienced greater disadvantage in childhood.”

“Healthy Dialogues Toolkit”

<https://healthydialoguestoolkit.com/>

(Source: email from Jo Ward, 9 Oct 2026)

Very useful, practical guide to working with children and young people. The “Find your starting point” menu is a good way in to using the toolkit (see: <https://healthydialoguestoolkit.com/chapter-16/>).

“Healthy Dialogues was created first for Black and mixed-heritage children and young people in South East London, and for the families and communities around them. It is also open to anyone supporting a child or young person: if you are a parent, carer, educator, youth worker, community worker or professional anywhere in Britain, you are welcome to use what helps and share it with others.” [Taken from: <https://healthydialoguestoolkit.com/chapter-28/>]

LGBTQ+ issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

“MGS achieves LGBT Charter Award”

<https://www.museumsgalleriesscotland.org.uk/news/mgs-achieves-lgbt-charter-award/?ref=wearequeeraf.com>

(Source: email from QueerAF, 10 Oct 2026)

Museums Galleries Scotland’s work recognised:

“Our ongoing work to become an LGBTQ+ inclusive organisation has been recognised with a Silver Charter Award from LGBT Youth Scotland.

The award reflects our commitment to ensuring that LGBTQ+ staff, stakeholders, and community partners feel supported and included. It is

an important part of our wider efforts to embed anti-oppression into all areas of our work.”

Queer Up North digital archive

<https://queerupnorth.org/>

(Source: Museums Association email updates, 6 Oct 2026)

“A free digital archive documenting Queer Up North, the festival that helped shape queer culture in 1990s Manchester, launched on Friday 2 October. Running from 1992 to 2002, it was the first multi-artform LGBTQ+ festival in Europe and helped establish Manchester as an international destination for LGBTQ+ arts.

The archive brings together 1,420 images, 275 artefacts and 29 oral histories, selected by founders Tanja Farman and Gavin Barlow. Posters, flyers, tickets and billboards trace the festival's story, from its origins in the marches against Section 28 to performances by Diamanda Galás and David Hoyle.

It also features new work inspired by the festival's legacy, including visual art, creative writing and a documentary. Produced with Manchester Histories, it was funded by the National Lottery Heritage Fund, with additional support from the Granada Foundation.”

LGBTQ+ issues – Other Agencies

“Guidelines for Trans-Inclusive Fieldwork”

<https://inclusivefieldwork.leeds.ac.uk/trans/?ref=wearequeeraf.com>

(Source: email from Queer AF, 3 Oct 2026)

Valuable new resource:

“These guidelines were created through a series of focus groups with trans+ researchers and self-described allies, as part of the *Pathways: Participatory Approaches to Trans-Inclusive Field Research* project [...]

Trans+ researchers commonly face barriers to safe, inclusive, and equitable participation in fieldwork, necessitating additional support and understanding from colleagues and supervisors. The needs of trans+ researchers are both physical and psychological and will vary substantially between individuals, as well as being likely to change for individual trans+ people over time. For example, trans+ people who choose to medically transition may have different needs from those who only transition socially; trans men may have different needs from trans women; and researchers who can choose whether to disclose their trans+ identity may face fewer immediate risks than researchers whose transness is more apparent. However, despite this diversity of circumstances, the practical needs of trans+ people are rarely unique.”