

Christchurch City Libraries

# A lifelong learning strategy

December 2003



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## ***Mission***

Our purpose is to inform, educate, entertain, involve and inspire. The outcome is improved social, cultural and economic well-being for the people of Christchurch.

We are in the business of connecting people with information and ideas to create knowledge and enrich lives through the power of stories.

## ***Strategic goal***

### **Learning and literacy**

Supporting your learning....

- Encouraging and promoting reading
- Computers for use and learning
- Working with and supporting educators

...to grow knowledge together

## **Introduction**

Christchurch City Libraries recognises that people need to be information literate, independent learners to participate fully and productively in contemporary society. To this end, we have identified *Learning and Literacy* as a key strategic goal, as identified in our Strategic Plan.<sup>1</sup>

This strategy document outlines key issues to strengthen and enhance our educational role. The primary reasons for developing this strategy at this time include:

- Recognition that our learning and education-oriented services have developed in an ad hoc manner and can be improved by further coordination;
- A need to respond to the shift towards lifelong learning delivered in a range of contexts<sup>2</sup>
- A range of technological developments that have the potential to enhance and strengthen the education role of libraries;
- A perceived demand by library users for a wider range of services, some of which involve significant educational components;
- A desire to provide integrated cross-sectoral services that support individual learning; and
- The further enhancement of the ‘intermediary’ education role played by the library, especially among groups that do not generally access formal education.

We are committed to ensuring that any broadening of the libraries’ role in education and learning is matched by professional development strategies and high quality resources that ensure consistently excellent service.

## **Context for the strategy**

Government policy in New Zealand is largely silent on the role of public libraries, unlike in the United Kingdom where, in response to a report of the Library and Information Commission<sup>3</sup>, the British Government affirmed the need to strengthen coordinated links between library and education sectors in order to support lifelong learning.

Initiatives include developing collaborative approaches to enhance learning, supporting technological development and access to technology, developing ‘access maps’ within regions to enable users and learners to reach resources or assistance in other sites on a managed basis and supporting the continued development of library staff in learning strategies<sup>4</sup>.

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<sup>1</sup> The Plan: the strategic directions for Christchurch City Libraries, 2002-2007. Revised framework July 2002

<sup>2</sup> Tertiary Education Commission (2002) Tertiary Education Strategy

<sup>3</sup> Library and Information Commission (UK) (2000) Empowering the Learning Community.

<sup>4</sup> DfEE and DCMS (2001) The Government’s Response to the report of the Library and Information Commission “Empowering the Learning Community”.

The British Government has recently released its *Framework for the Future* for the whole library sector<sup>5</sup>. The report notes that the modern mission of libraries includes the following:

The promotion of reading and informal learning;  
 Access to digital skills and services including e-government;  
 Measures to tackle social exclusion, build community identity and develop citizenship (2003 p. 7).

In New Zealand, the government's publications rarely mention libraries as a source of education and learning, but our network is in a good position to respond to a number of key education policy goals. These include to<sup>6</sup>:

Ensure all children and students gain strong learning foundations  
 Help families, whanau and communities to effectively engage in education  
 Support those at risk  
 Encourage and facilitate community and family involvement  
 Encourage and facilitate community and continuing education  
 Create and improve opportunities for adult education  
 Respond to demographic, social and economic changes  
 Support greater collaboration between institutions  
 Support the preservation of Te Reo Māori  
 Create opportunities for community cultural involvement

An overall theme of education policy at the present time is the need to build strong collaborative links between key institutions to enhance learning. A collaborative context provides a range of opportunities for us to enhance and further develop education and learning services.

The importance of libraries in enhancing learning can be demonstrated in the findings of several major research and best practice reviews in New Zealand in recent years. The NZCER longitudinal study of 'competent children' found both high library use and clear links between libraries and high achievement in children at age 10:

Eighty-three percent of the children said they used a library. Children who used a public library every 3 weeks had higher scores than others<sup>7</sup>.

Another report commissioned by the Ministry of Education looked at the results of a range of studies on the relationship between school achievement and library use. The authors conclude:

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<sup>5</sup> Department for Culture, Media and Sport (2003) *Framework for the Future: Libraries, learning and information in the next decade*. London: DCMS.

<sup>6</sup> These are mainly derived from: Ministry of Education (2002) *Briefing for the Incoming Minister of Education*.

<sup>7</sup> Wylie, Cathy et al (2001) *Competent Children at 10: Families, early education and schools*. Wellington: NZCER. p. xxix.

School libraries are found to increase early grade achievement in 16 out of 18 studies. The amount of instructional time was another area in which quite consistent positive effects were uncovered<sup>8</sup>.

Finally, a recent 'best practice synthesis' commissioned by the Ministry of Education cites libraries as a key institution for helping to improve academic outcomes for low-income children:

When parents and children can access local community institutions (e.g. libraries, medical facilities) and social agencies (e.g. to receive income entitlements) children's achievement can be enhanced beyond the level which schools alone can accomplish<sup>9</sup>.

These excerpts indicate the importance of libraries in enhancing learning during the school years. We believe that this role is not limited to younger age groups, but spreads across the lifespan.

The New Zealand Government has developed an interest in bridging what is known as the 'digital divide', where access to computing and internet opportunities is limited to certain groups. Their 'Connecting Communities' strategy notes the role of public libraries in offering web-based services, training and access to the internet<sup>10</sup>.

There is yet another reason for developing this plan now. Under the new Local Government Act, the Christchurch City Council is required to develop a long-term Council Community Plan covering all aspects of city life. This plan will describe the social, economic, environment and cultural outcomes for the city and describe how the Council and other organisations will work to build communities. Learning and literacy feature strongly in the plan and have been identified as key priorities for action by the Council, other agencies and the community. This strategy outlines how libraries will contribute to these outcomes.

### ***The role of the library***

Christchurch City Libraries has always been involved in supporting learning from its earliest beginnings as a Mechanics Institute in 1859. At the simplest level this has involved helping people access information and books. In recent years this has been extended to a wide range of programmes and courses, electronic access and personalised one-on-one assistance. In a period of accelerating change and development, the library has added and upgraded services to meet the demands of its customers and embrace the opportunities opened up through improved digital services.

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<sup>8</sup> Nechyba, Thomas, McEwan, Patrick and Older-Aguila, Dina (2003) *The Impact of Family and Community Resources on Student Outcomes: An Assessment of the International Literature with Implications for New Zealand*. Wellington: Ministry of Education. p. 73.

<sup>9</sup> Biddulph, Fred; Biddulph, Jeanne and Biddulph, Chris (2003) *The complexity of community and family influences on children's achievement in New Zealand: Best Evidence Synthesis*. Wellington: Ministry of Education.

<sup>10</sup> NZ Government (2002) *Connecting communities: A strategy for government support of community access to information and communications technology*.

For example, the computerisation of catalogues led directly to the need to offer courses and programmes on computer use. The development of remote access required internet training and enrolment in email services and use of word processing. Services have developed around these needs. A summary of the range of current services is attached as Appendix 1.

In our role of supporting lifelong learning we provide:

- Quality resources, both physical and electronic
- Computers for public use
- Internet access
- Study spaces and homework zones
- People to help
- Programmes and training in libraries and in the community
- Support for community initiatives

### ***Principles of the strategy***

The lifelong learning strategy supports a vision of inclusive education and learning opportunities in formal and informal settings throughout life. The principles which underpin the strategy will form the basis of our priorities for the future.

#### **Social inclusion**

The library is a repository of resources that can assist at risk and excluded groups to gain access to social and economic goals. While local people have free access to the library network, it is recognised that some groups are unlikely to use library services.

Socially excluded families tend to come from one or more of the following groups: those living in areas of high deprivation (levels 8-10 on indices of deprivation), elderly persons, new migrants and refugees from non-English speaking backgrounds, people with disabilities and people living entirely on social security benefits. By no means all people in these groups are socially excluded.

The principle of social inclusion drives the development of programmes that may be delivered in the community, in order to take services and life long learning opportunities to those who for whatever reason are not accessing libraries and information.

#### **Access to digital opportunities**

The Internet provides opportunities for getting information, communicating and working collaboratively with others. The library network offers opportunities for everyone, whether they are 'plugged in' to the Internet or have never used a computer, to gain access to digital opportunities. We recognise that while Internet use continues to grow, there are many people who still have no access. In order to uphold the principle of access to digital opportunities, the library must also provide opportunities to learn the skills needed to use our digital services.

The principle of providing access to digital opportunities drives the need for providing free access to the Internet through libraries and the development of learning spaces and electronic opportunities for learning.

### **Collaboration**

Working in partnership avoids duplicating the efforts of other public and private providers and complements and supports their goals. We seek to work with a range of organisations involved in the delivery of and support for education and learning. These include early childhood centres, primary and secondary schools, public and private tertiary providers, adult education groups and a range of community organisations that support learning and learners.

The principle of collaboration drives the establishment and development of relationships which combine the strengths of organisations involved in education and learning, with the skills and resources offered by the library.



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## **Strategy 1: Literacy for life**

Libraries work to build positive reading experiences for adults and children knowing that reading “because you like it” is the most powerful tool for literacy development. Reading stimulates the imagination and develops creativity; it helps develop independence in learning.

The skill of reading is more important than ever. The rise of the Internet has not displaced reading as most web pages are still text based. Being unable to read cuts people off from their own potential and the society around them and removes people from daily life experiences and opportunities.

The library will support and promote the skills of reading, literacy and language as core skills for education, work and full participation in society. In particular, we will enhance the full range of our resources to support literacy learning throughout the lifespan.

### **Early learning**

The goal of the early learning strategy is to promote the development of language, literacy and the love of reading in babies and young children. This is an area of current priority and covers the age range 0-6 years.

The main ways to reach young children are through whanau/ family and early childhood education, and to this end we will continue to offer a range of services including pre-school visits and work with parent and community organisations, recognising the importance of the family’s role as first teachers. The aim of these services is to raise awareness among parents and caregivers about the importance of early literacy, and to facilitate access to library services.

### **Reader development**

This strategy encompasses both support for those learning to read, whatever their age, and helping emerging readers broaden and extend their reading and experience the pleasure of reading as a leisure activity. The practice of reading creates readers. The ability to comprehend complex ideas contained in text only happens with practice and sustained effort. We can provide advice, resources and opportunities to acquire and extend the skill of reading.

Options include support for reading recovery programmes in schools; literacy and book promotion in schools; liaison with adult literacy groups and support with resources; programmes that connect people with similar interests through book groups and reading events; support for initiatives such as work place literacy; electronic and print guides to suggest titles to broaden reading interests.

### **Second language literacy**

This strategy supports those for whom English is not their first language. Some new migrants are literate in their first language, some are not. Whatever their situation, new migrants need to acquire English if they are to be full members of New Zealand society. We see the need to support second language literacy as a

key life long learning goal. The library will continue to work with organisations such as the Refugee and Migrant Centre to provide services for new migrants. This may include the expansion of collections in a range of languages and the provision of specific education and learning services.

People from Pacific Nations, whilst not necessarily being new migrants to New Zealand also need support in English language reading skills. Central Government is focused on initiatives to strengthen literacy for Pacific peoples and promoting literacy within Pacific communities is an area of growing strength for the library.

As well as new migrants, students come to New Zealand to learn English. They are highly motivated and have a short timeframe to achieve their goals. The economic benefit to Christchurch of this educational sector is considerable and we will continue to support these students through the provision of materials and study space, working with the providers to ensure equitable access and cost sharing.

## **Strategy 2 – Supporting people to learn**

“Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand”.<sup>11</sup>

In today’s knowledge society, information is increasingly being conveyed digitally which creates the need for people to develop digital information literacy skills. “Included in digital information literacy are emerging literacies such as computer, network, software, visual ... and Internet literacy.”<sup>12</sup>

Christchurch City Libraries provides a significant public access point to such information and we have a key role to play in preparing people for the demands of today's information society.

### **Programmes for learning**

Our programmes will be guided by the principles of information literacy to enable learners to:

- Know when they have a need for information
- Identify information needed to address a given problem or issue
- Find and evaluate needed information.

Within this context, we will continue to develop programmes, including orientation tours and classes, that will provide instruction in the effective use of library resources, both print and digital, and the web to find relevant and reliable information. We will also provide customised instruction for groups in order to meet their learning needs and/or course requirements.

We are committed, through a variety of strategies currently in place and unfolding, to the use of cutting-edge information and communications technology to enhance and broaden our services and support learning.

We are planning, as part of this strategy, an upgrade of all aspects of our delivery of programmes to support information literacy. This will include undertaking, where appropriate, a needs analysis of learners, to determine level of skill and prior learning, identifying and documenting learning outcomes, and ongoing evaluation of courses to examine relevance, effectiveness and standard of teaching performance.

A range of procedures will be put in place to improve the quality of the education and learning courses we deliver.

<sup>11</sup> American Library Association Presidential Committee on Information Literacy – Final Report. (1989)

<sup>12</sup> Stern, Caroline, Information literacy unplugged: teaching information literacy without technology. UNESCO White Paper, 2002.

We will also ensure that all staff gain an understanding of the core principles of information literacy. Those staff who spend a significant amount of their time teaching will be supported to obtain teaching and learning skills through professional development.

### **Resources for learning**

A fundamental task for libraries has always been to bring together collections of materials both for current use and for future users. Collections are now both physical and electronic but whatever their format it is the content that is needed by the learner.

Christchurch City Libraries remains committed to providing quality resources to support the individual pursuit of knowledge. In addition to physical materials there are three growing areas of emphasis in providing resources for learning:

Increasingly, content is in electronic format and we are committed to growing the range of resources available by subscription for delivery via the Internet, enabling customers' access anywhere and at any time.

Access to unique material in the physical collections is possible through digitisation. With research based learning now embedded in the school curriculum the pressure on primary source material is significant. Digitisation of these materials provides access while at the same time preserving the original item.

Where appropriate, new electronic content to meet learning needs will be created. This may be through:

- the production of original content
- aggregating resources on a topic
- creating portals or gateways around a customer group (eg Pulse, the library's website for teens) or around a topic (eg localeye, the Christchurch and Canterbury gateway).

Instructional content can also be delivered in the online environment through the development of interactive online tutorials and the use of web-based course software.

The website will be re-developed over time to improve the learning focus, and the question of whether all internet services should be provided free of charge will be resolved. There will be increased access to resources through flexible and innovative on-line services.

The link between physical and electronic resources will become seamless through harnessing the power of web navigation and sophisticated search interfaces.

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### **Strategy 3: Learning environments**

At certain times in a person's life he or she will attend formal learning programmes in recognised educational organisations. But for most people the opportunity to learn happens in informal settings in self directed ways over their lifetime. Public libraries have supported this activity by providing resources and places for learning. This strategy is about continuing to develop the virtual and physical environments to support learning, both in the libraries and in the community.

Technological developments in recent years have both demanded and empowered changes to the use of physical space in learning environments. Current demands are for more collaborative spaces, the opportunity for improved interaction, easy access to technology to support learning and increased use of the internet to deliver learning opportunities at a distance. We are responding to these demands in a range of ways.

#### **Study zones**

Building on the success of the homework zones in some community libraries and the study areas in the central library, we will focus areas of our libraries for study purposes. Central Library has over 400 study spaces currently, however most are focussed on individual study, with only some spaces suitable for group learning. The disposition of learning spaces in central library, as in other libraries, is limited by a range of factors, not the least of which is space.

As the lifelong learning strategy is rolled out there may be a need to re-orient the space towards more group oriented learning. Such areas need to be close to the physical resources and have some computer access, either for the learners own laptop or provided by the library. The furniture may need to be mobile and easily rearranged to suit the needs of any one day. In the larger libraries, some part of the space may be able to be booked in advance for group study. The atmosphere needs to be conducive to study but take account of the study habits of young people, who like a relaxed atmosphere with the ability to listen to music or talk as they study.

#### **L-spaces (or Learning Zones)**

Opportunities for individual and collaborative learning are enhanced by using computer hardware and software as well as other technology such as video. The interest and growth in self paced e-learning is burgeoning, with the COOL IT e-learning programme rolled out through libraries being a first major step.

As the L-spaces are developed they will be both physical and virtual environments. They will provide opportunities to not only connect people with ideas but also connect people with people. The spaces and programmes will be actively managed to maximise collaborative learning opportunities.

As well as programmes delivered by the library, the L-spaces will be available for use by community development and learning organisations. The facilities will be available free of charge to public or non-profit groups and organisations, providing that the programme is offered free of charge. These areas will have free access to the full internet, including email.

### **The South Learning Centre / Pūtahi Akoranga**

The Learning Centre is focused on developing innovative programmes for children using a wide range of ICT and has the potential to be an incubator to trial educational and learning opportunities for a wider audience. It is a place where library and education comes together in a new way.

### **The Upper Riccarton joint school/community library**

This forthcoming development will provide an integrated focus on education and learning in the first joint city/school library in the country. While opportunities for this kind of partnership are sparse, the library will consider ways in which this unique development can add to the learning and education facilities of the network of libraries.

### **Targeted learning environments**

The library will investigate the possibility of a range of targeted learning environments to support particular identified needs. Future proposals include the possibility of a mobile information technology/ learning space (the learning bus); enhancing learning facilities in the Linwood area in collaboration with local community organisations and CPIT, and a new youth focused learning facility for the Aranui area.

## **Strategy 4: Learning partners**

Through the consultation process used in developing this strategy a number of important opportunities for collaboration have been identified. Potential partnerships for the future will be assessed against the following principles:

- There is a match between what our libraries can offer and what other organisations want to achieve
- The agreed partnership outcomes align with our strategic goals and priorities
- There are potential benefits for both parties and those benefits outweigh the identified risks
- The partnership provides a means of reaching an agreed outcome in a more effective way than through other means.

We recognise that it is crucial to our strategy to work collaboratively with other groups and organisations, businesses and those committed to developing high quality learning materials for the information age. We look forward to developing new relationships to support this learning strategy.

### **Schools**

Schools are the main institutions for learning for children and a central role of the library is to support schools to achieve learning goals. The library already supports schools through mutual visits, web-based learning materials, assistance for teachers to access curriculum materials, homework centres and other means.

There is a perceived need to enhance the visibility, accessibility and services of the library with schools, and particularly to ensure that services are well understood and advertised widely on an ongoing basis. A range of services offered to schools and students are currently under utilised, although many schools have indicated a wish to make better use of library resources and services. We will consider providing further assistance with transport to assist schools in accessing local libraries.

### **Libraries**

The current social and political context, the opportunities afforded by technology and the similar goals and aspirations all point to the need to work more closely with other libraries in the region, within New Zealand and internationally. Where appropriate we will look to work in partnership with other libraries to enhance and further develop education and learning services and to ensure our services complement each other.

This includes working with the National Library of New Zealand which has identified that they will be “responding to identified needs in schools by developing services in partnership with education providers”<sup>13</sup>. The role of the National Library’s schools service and the public library are complementary. We intend to develop a memorandum of understanding for working together to support

<sup>13</sup> Informing New Zealand: framework for planning. National Library of New Zealand, 2003/04.

schools. A possible collaborative project is the extension of our LiveOnline service to provide curriculum and homework support for school children in association with the National Library and other libraries in New Zealand.

## **Māori**

*Ngā Tapuwae Hou : new footsteps*, is the Libraries new bicultural plan which addresses specific Māori learning needs and outlines our response to these.

The plan is built around four areas relevant to this learning strategy: meeting the needs of Māori communities, supporting Māori staff, providing a gateway to Māori knowledge and information and providing opportunities for learning te reo and tikanga Māori. A key goal is to strengthen our resources in te reo Māori by employing Māori-speaking staff and expanding our Māori language collections.

The recent appointment of a Kaitakawaenga (Māori Liaison person) will further enhance relationships with whanau, hapu and iwi within our community and build up the profile of the Library and the Māori services we offer.

A range of partnerships will be sought with Ngāi Tahu to support their own education and language strategies and various other projects will be explored as a result of this.

The Library will work with Kohanga reo, Kura Kaupapa Māori, and other Māori adult learning organisations to provide access to learning resources of relevance to Māori learners of all ages.

We welcome and invite opportunities to work with Māori groups from all tribal areas to share skills and resources as a step towards lifelong learning for all of us – tātou tātou.

*'Toi te kupu, toi te mana, toi te whenua'*

*Affirming the knowledge and values of indigenous peoples  
in the age of information.*

## **Community-based and tertiary learning organisations**

The library will continue to develop strategic partnerships with community groups and organisations to provide expanded learning opportunities within or outside of the library. Existing partnerships with the University of Canterbury, Christchurch Polytechnic Institute of Technology and Hagley Community College are successful examples of collaborations of this type, as is the pilot literacy project with the College of Education and the support for Addington Net.



## ***Next Steps***

The strategy contained in these pages will be introduced progressively. A companion document containing implementation details for each of the strategic areas will be developed. These outline the details of the strategy, the people charged with implementing them, a timeline for achieving its goals and a statement of desired outcomes. The first step in the successful implementation will be the appointment of a Lifelong Learning Manager who will be responsible for the co-ordination of actions across the library network.

In national and international terms, the education and learning services of the Christchurch City Libraries are of excellent quality. This strategy will position the library as a world leader in the development of free, high quality learning services within a city. Much of this will be achieved by working in partnership with other organisations, and the library expects significant achievements from such collaborative ventures in terms of new ideas and services.

This strategy, then, although it contains the seeds of many new developments, is itself a beginning of a new era. It does not include every single action that will take place over the next five years to improve education and learning services and relationships. A final requirement of the strategy is that the library remains open to opportunities for further development, and the possibility that resources will be marshaled in ways not conceived of here.

Our commitment is to remain at the forefront of innovative and high quality technological developments and, where possible, implement them within the library network to improve learning opportunities for all our users.

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## **Appendix I: Current services and service development**

Life long learning implies the provision of resources appropriate to different age groups. Christchurch City Libraries currently delivers education and learning resources across the lifespan in a range of ways.

### **Babies and preschoolers**

Services for babies include an introduction to library services through the 'books for babies scheme' which provides a book, information on reading to young children and library enrolment forms, and Babytime sessions run in some libraries which offer stories, actions and rhymes aimed at stimulating development.

There is a range of pre-school services offering programmes for individual children and their caregivers and to a wide range of early childhood education services. Pre-school storytime sessions seek to build early literacy through interaction. Headstart is monthly themed programme held in the Centre for the Child which often includes special guest presenters.

Pre-school groups are very welcome in the libraries. On these visits they get a tour of the library, stories, use of multimedia and enrolment information to be taken home to parents. As well, community libraries often visit local pre-schools, again providing enrolment information and telling stories. Finally a special outreach service is offered to certain pre-schools, which are visited twice a term with crates of books and a story session. Sixty pre-schools are enrolled for this programme.

### **Primary school**

There is a wide range of services for children of primary school age, with a focus on library enrolment and developing literacy. Over half of Christchurch schools organise class visits to libraries on a regular basis. Many community libraries also visit schools, often in conjunction with activities such as Book Week. The Travelling Roadshow is a special interactive programme for years 1-3 students, available to schools that cannot visit a community library.

Most libraries have a homework zone, some of which are staffed between 3.30 and 5.00pm each school day. A range of educational activities and games are available on dedicated computers, and some libraries have Playstation zones and Sky TV. The library's website has a Kids' stuff page, and a range of other promotions are organised throughout the year.

### **Senior School Services**

Web-based services feature with older children. GlobalNet is an integrated teaching and learning site, the Internet gateway offers a safe, organised access route to thousands of web sites and a youth website is under construction. The South Learning Centre will contribute to the education and learning facilities of the whole library network and liaison with school libraries, plus individual assistance to students, provides a way to contribute directly to senior school study.

### **Adult Services**

The core of adult services are provided 'on demand', especially catalogue usage, database searching and hotmail. Aside from the network of libraries, the mobile library makes 26

stops per week around the city. New migrant families, in particular, can make use of the 'big tick' after-hours library orientation. Tours are organised for a very wide range of adult groups.

### **Computer Services**

A wide range of computing training is offered, from the ad hoc, one on one hotmail tutorials of the community libraries through to full courses on computing applications such as Internet searching, Word and Publisher. There are also a range of courses on library databases and catalogue skills. Most, but not all, of the more advanced services are run from the central library.

The libraries' website offers a range of resources, from the CINCH community organisations listings to organised resources and linkages to other sites.

### **Māori**

With the building up of the collection, there is significant future potential for the library to contribute to Māori education and learning. Currently there is a shortage of resources and no bilingual capacity in the community libraries.

### **Other population groups**

There is a new focus on developing services for Pacific people. New migrants are often brought to the library by the Refugee and Migrant Centre. Foreign students in Christchurch are heavy users of the study space in the Central Library.

### **Other services**

Outreach services target at risk groups, prisons (indirectly) and housebound or rest home groups. Genealogy is a key activity requiring significant individual assistance. There are a range of specialised classes on library resources offered to groups, while a programme of speakers operates throughout the year.

## **Appendix II: Ideas for future development**

The following ideas have been gathered during the course of developing the strategy. Some have been committed to within the strategy and others will be further researched and assessed for action as the strategy is implemented.

**A Lifelong Learning Manager** will be appointed to lead the implementation of the strategy.

**Preschool story time in Māori and other languages** – story time sessions are not currently offered in Māori, Pacific languages or the languages of new migrants into the city.

### **Korero: Māori storytellers in the library**

We will explore the possibility of providing an opportunity for Māori storytellers to either read or narrate stories of relevance to Maori, in both Māori and English, within libraries and community sites.

### **Hands on learning in the community**

We will look at taking ‘learning kiosks’ out to community venues such as shopping malls to give people a hands-on trial of resources available through the library.

**L-spaces** are groups of e-stations, ranging from 4 to 8 in number, perhaps grouped around a single large screen where people can learn in groups from each other, from a tutor or mentor or work individually on self paced programmes. In the smaller libraries the tutor may be based at another location (such as the South Learning Centre) with or without a local support person.

**Schools Information Service** - to ensure that all schools are well-informed about what is available through the library and so we have a better understanding of, and ability to respond to, school needs. The service will work with all schools and particularly in new strategic partnerships with secondary school libraries.

**Pacific Partnerships** with the goal of growing literacy in English and encouraging this through the use of libraries. Expanding Pacific language collections in selected libraries is another goal. Support will be gauged for Samoan and Tongan language pre-school story time sessions.

### **Redeveloping the website**

The website is also a learning environment, and it will be redesigned to make access to education and learning materials clearer and allow for future developments.

**Teaching resources** developed for the network to maintain consistency and minimise duplication of effort. Printed and online guides focus on relevance, ease of use and accessibility; colleagues are confident, able users of technology and electronic information and supported to obtain teaching and learning skills.

**Older persons** are major users of library services, often delivered through mobile services. Delivery of computer training, internet access and mail services to older people in sites throughout the community will be investigated as part of this strategy.

**Free internet access** to support learning and access to information. The UNESCO declaration supported by IFLA advocates for this basic human right.

**Enhance the full range of resources** to support literacy learning throughout the lifespan; expansion of collections in a range of languages; more resources available by subscription via the Internet; digitisation of materials to support research based learning; electronic content created to meet learning needs.

**Reader development initiatives** include extending the Travelling Road Show to 7-12 year olds; support for reading recovery programmes in schools; literacy and book promotion in schools; liaison with adult literacy groups; programmes that connect people with similar interests through book groups and reading events; support for work place literacy.

**Study space** re-oriented towards more group learning; looking for cost sharing with English language providers.

**Targeted learning environments** – possibility of a mobile technology/learning space; collaborative ventures in Linwood and Aranui.

**Access to libraries** – possibility of providing further assistance with transport for schools.

**Extension of LiveOnline service** to provide curriculum and home work support for children in collaboration with National Library of NZ and others.

**The Library will work with Kohanga Reo**, Kura Kaupapa Māori and other Māori adult learning organisations.