Te Ara Hou
The New Pathway

Christchurch City Libraries / Ngā Kete Wānanga-o-Ōtautahi Bicultural Action Plan 2008 - 2010

Treaty commitment framework for successful New Zealand Library Services

Christchurch City Libraries
Ngā Kete Wānanga-o-Ōtautahi

Christchurch City Council

Table of Contents

Why do we need to have a Bicultural plan / population trends	2
Introduction	3
Summary of *Te Ara Hou*	4
Framework diagram	5
Fundamental documents that guide & support *Te Ara Hou*	6
Tikanga / Values	8
Pathways	9
Guardians (Kaitiakitanga)	10
Section One – Bicultural Professional Leadership	
(A) Partnership	11
(B) Recruitment	12
(C) Performance Management (PR & D)	13
(D.1) Activity Management (Places & Spaces)	14
(D.2) Activity Management (Content & Collections)	15
(D.3) Activity Management (Programmes Events & Learning)	16
(D.4) Activity Management Digital Presence	17
Section Two – Bicultural Professional development	
(A) Specialised Māori language training	18
(B) Māori world view	19
(C) Generic Training	20
Section Three – Bicultural Service delivery Service delivery	21

Why do we need to have a Bicultural plan?

Libraries have an obligation to reflect the needs of the indigenous peoples of Aotearoa. This is the first essential step towards multiculturalism and acknowledges the primacy of the culture of the Tangata Whenua, the indigenous people of the land.
A Bicultural Plan will facilitate the following:

- To support Treaty Principles
- To enable staff to give relevant service to Māori customers
- To formulate guidelines for cultural safety issues
- To state how the Library intends to participate within a bicultural context
- To give support to the importance of specific Māori roles in the Library
- To influence how policy is developed
- To state expectations to the Library network
- To set out ground rules for consultation with Mana Whenua
- Making our heritage visible
- Future proofing

The Māori population is projected to increase by an average of 1.4 percent a year from an estimated 620,000 in 2006 to 820,000 in 2026. The growth of the Māori and Pacific populations is driven by births, which can be attributed to their higher fertility rates and a young age structure. The latter also provides a built-in momentum for future growth. By comparison, the slower growth of the 'European or Other' population largely reflects lower fertility rates and an older age structure.
(Government Statistician, 2 April 2008)

The number of people identifying as Māori in Christchurch City is the 3rd highest territorial authority in NZ.

The top 10 are:	Manukau City	47,343
	Auckland City	29,847
	Christchurch City	25,725
	Hamilton City	24,579
	Waitakere City	22,890
	Rotorua District	22,734
	Far North District	22,113
	Gisborne District	19,758
	Whangarei District	17,604
	Tauranga City	16,569

Introduction & Background

Ngā Tapuwae Hou, signifying New Footsteps, was the name given to the inaugural five year Bicultural Plan implemented within the services of Ngā Kete Wānanga o Ōtautahi / Christchurch City Libraries in 2002. An extensive review of Ngā Tapuwae Hou in 2006 resulted in a project to scope and develop a new action plan called *Te Ara Hou*, the New Pathway, signifying that the Footsteps have extended far enough to describe a pathway and a consolidated direction for further work in this area.
The review was constructed against the six objectives (called kete) within Ngā Tapuwae Hou being:

- To develop and implement a process for using the Tiriti o Waitangi as a framework for our business
- Develop and establish relationships with the community
- Encourage and support akoranga / learning for Māori and the community
- Actively promote and support the use of Te Reo Māori
- Make all our libraries welcoming places and easy to use
- Appoint and support Māori colleagues

A guiding framework was developed that outlines a set of broad parameters to give shape & substance to an action plan for the many projects that might be pursued as a result of the review. The framework is based on discussions from staff workshops, meetings with various key stakeholders, preliminary consultation with the Library Leadership Team, a paper from Robert Consedine's *'Visioning workshop'* for Team Leaders and a draft set of Indigenous culturally responsive guidelines for Christchurch City Libraries.

There are five overlapping components to the Framework:

1. Treaty of Waitangi which underpins specific tikanga – Māori concepts
2. Guiding Principles – supporting documents
3. Te Ara Hou –Bicultural Action Plan 2008-2010
4. Pathways of development & learning which give direction to the action plan
5. Kaitiakitanga / Guardianship – accountable to specific projects /actions

Other important supporting documents (see pages 6-7) were scanned for direction & regulation.

A Summary of Te Ara Hou

A steering committee guided the direction of the plan bringing together the numerous actions & recommendations into a cycle of projects which were prioritised & signed off by the Library Leadership Team. There are other actions to be considered as these ones are completed.

Te Ara Hou has a dual function. First it is about the future. The intention is to anticipate the directions that the Library should take in order to be relevant to New Zealand society and especially to the needs of Tangata Whenua. It is a model for continuous improvement that can be used to monitor progress and maintain bicultural efforts into the future.

Second, there is a range of projects that will require support and input from team's right across the Library network. The projects incorporate aspects of professional development and learning and, by implication, about seeking the best outcomes for Library customers. While there are obvious implications for Christchurch City Libraries, the rationale for change is not primarily focused on existing structures and systems but on the identification of future learner needs and the construction of pathways that will enable them to be addressed.

Toi te kupu, toi te mana, toi te whenua

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

Framework

Te Ara Hou Bicultural Action Plan 2008 - 2010

Treaty of Waitangi

underpins the following tikanga / values

- Akoranga
- Manaakitanga
- Aroha
- Te Reo

Pathways

1. Bicultural Professional Leadership
2. Bicultural Professional Development
3. Bicultural Service Delivery

Guardianship

- Library Leadership Team
- Places & Spaces
- Content Management
- Programmes Events & Learning
- Digital Services
- Team Leaders
- Ngā Kaiāwhina

Guiding Principles

- Treaty of Waitangi
- 2025 Facilities Plan
- Content Dev Policy
- Lifelong Learning Outcomes
- *'What would the Library look like if we were Treaty compliant'* a visioning exercise led by Robert Consedine
- Draft Indigenous Culturally Responsive Guidelines
- CCC Community Outcomes for ChCh 2012
- CCC Strengthening Communities Strategy
- Standards for NZ Public Libraries: *(Libraries must reflect the aspirations of Māori guaranteed by Te Tiriti o Waitangi)*
- Public Libraries of NZ : a Strategic Framework 2005-2016: "The Treaty of Waitangi is the founding document of this nation, which is reflected in law, governance structures and legislation, including the Local Government Act 2002. The unique identity of New Zealand is inextricably bound up with its indigenous people, the Māori, and this is reflected strongly in the library, heritage and information sectors of New Zealand." (p. 13) This strategic framework describes the challenges ahead for the 73 Local Authority Public Library networks in NZ)
- Formal partnership between LIANZA (Library & Information Association NZ, Aotearoa) and TRW (Te Rōpū Whakahau), Māori in Libraries and Information Management

Supporting documents fundamental to the success of this project

Local Government Act 2002

Reference to the Treaty is now enshrined in legislation and policy including the Local Govt Act 2002 (LGA), which saw the introduction of 'long term council community plans' (LTCCPs), the concept was introduced to "enable democratic local decision-making and action by, and on behalf of, communities and to promote the social, economic, environmental, and cultural wellbeing of communities, in the present and in the future". The Local Government Act 2002 states that local authorities must identify in the long-term council community plan how the local authority will work with Māori in their community to further community outcomes.

Councils have statutory responsibilities to engage with Māori and to recognise the Treaty of Waitangi. The Local Government Act 2002 recognises and respects the Crown's obligations under the Treaty of Waitangi by placing some specific obligations on councils. These obligations are intended to facilitate participation by Māori in local authorities' decision-making processes. The Act includes requirements for councils to:

- ensure they provide opportunities for Māori to contribute to decision-making processes
- establish and maintain processes for Māori to contribute to decision-making
- consider ways in which they can foster the development of Māori capacity to contribute to decision-making processes
- provide relevant information to Māori
- take into account the relationship of Māori and their culture and traditions with their ancestral land, water, sites, wāhi tapu, valued flora and fauna, and other taonga.

Treaty of Waitangi

A commitment to the Treaty of Waitangi in all aspects of our work is essential to addressing:

- The needs of Māori customers
- The needs of Māori colleagues
- Responsive information delivery
- Te Reo & tikanga learning opportunities for all colleagues
- Building strong relationships with Mana Whenua, Ngāi Tahu and Ngā Mata Waka (other iwi)

All New Zealanders should be proud of the indigenous culture that has created the foundations of our nationhood and been pivotal in the development of Aotearoa-New Zealand. In a global context this blend of cultures provides uniqueness or a point of difference for New Zealand, and should be embraced by all to achieve a strong bicultural society that respects differences and recognises the importance of cultural integrity. Acknowledging the good intent of The Treaty is fundamental to nation building. Māori language & culture are for all of us to take part in and enjoy, as part of our identity as New Zealanders. We all live on or close to a street with a Māori name, or we have Māori neighbours or Māori relatives or Māori grandchildren, we may live in a town or city with a Māori name, or we know Māori people in a number of different settings eg: work, sport & recreation, politics, religion, education, business.

You can't live in NZ and not be involved in something Māori even if it's only the haka at a rugby match. These things just don't exist anywhere else, if Māori culture dies out in this country it dies forever. So it is our moral responsibility & civic duty to embrace the cultural identity of our country and share that with our customers & colleagues. We can do that by embracing values /concepts in our work practices as described on page 8.

Community Outcomes for Christchurch to 2012

These Community Outcomes belong to us, the people of Christchurch. The Council has led a process to find out what we as a community wish for Christchurch now and in the future. While the Local Government Act (2002) makes it clear that the whole community is charged with identifying and progressing the Community Outcomes, it is the City Council's role with the agreement of relevant groups and organisations, to monitor and report progress.

A City of Inclusive and Diverse Communities

- Our diversity is seen, heard, valued and celebrated. All people feel a sense of belonging and participate in the community

A City of People who Value and Protect the Natural Environment

- Our lifestyles reflect our commitment to guardianship of the natural environment in and around Christchurch. We actively work to protect, enhance and restore our environment for future generations.

A City for Recreation, Fun and Creativity

- We value leisure time and recognise that the arts, sports and other recreational activities contribute to our economy, identity, health and well-being

A City of Lifelong Learning

- Our learning opportunities help us to participate in the community and the economy. Quality education is available for people of all ages

CCC Strengthening Communities Strategy

The Strengthening Communities Strategy is a framework to guide the Council's work with community organisations, which in turn work in a range of ways to help develop strong communities. With the passing of the LGA 2002, Local Authorities are expected to promote the social and cultural, as well as environmental and economic well-being of their communities to ensure fair and equitable access to services and resources.

The following Strengthening Communities Strategy principles' relate to the outcomes of *Te Ara Hou*

Treaty of Waitangi

- Council recognises & respects its responsibilities under the TOW - as in the LGA 2002 and is committed to working with local iwi, hapu & the wider Māori community"

Diversity

- Council welcomes diversity in its community, whether it be identities, ethnicities, interests or abilities, and the richness diversity contributes to our community

Participation

- Council supports and encourages participation by all individuals and groups in the community life and local decision-making, and will work to remove any barriers which may prevent full community participation.

Social Justice

- Council recognises it has a role in supporting and strengthening communities by providing opportunities for all people to have fair and equitable access to services & resources. Council also respects the rights of all individuals & their communities, acknowledging that addressing disadvantaged benefits the wider community

Partnership

- Council will form partnerships with community and voluntary organisations, govt agencies, Māori, iwi and other stakeholders to enhance the communities well-being

2025 Libraries Facilities Plan

The Facilities plan provides a framework to plan the future development of the libraries network to meet Christchurch's changing geographic and demographic needs during the next 20 years. The plan places emphasis on partnerships as critical for future development of the network.

Tikanga / Values

In our multicultural society the values of minorities must sometimes give way to those of the predominant culture, but in New Zealand, the Treaty of Waitangi gives Māori values an equal place with British values. However in an organisation as large as our one, it is likely that the values of the dominant society are applied in the assessment of proposals, policies & practices. The implementation of *Te Ara Hou* can address this situation by being used as a tool to facilitate the integration of concepts & values core to Māori tikanga which will enrich the culture of our organisation and the services we deliver.

There are a number of tikanga that can be applied to the *Te Ara Hou* framework, We have chosen four of them.

Akoranga

To teach or to learn. Used to encompass the many & varied learning styles & opportunities

- Formal / informal education
- Community based learning
- Wānanga & Indigenous knowledge
- Professional development opportunities

Aroha

- Empathy, selflessness, tolerance, warmth, goodwill, building aroha into the structures and procedures of an organisation is an ongoing task that requires constant practice
- Areas of focus include:
  opportunities for people to have their say, share views, debate issues and make decisions

Manaakitanga

Expresses respect, care, support and hospitality. Where there is aroha and a sense of whānau in an organisation, manaakitanga will develop. It is often expressed:

- in the way visitors are welcomed
- in induction of new staff

in the sharing of problems arising from work.

Te Reo Māori

He taonga tuku iho a te Atua (gift of the gods). Māori language is the life-blood and sustenance of the culture. Using Māori language:

- affirms and preserves the language and culture of Māoridom
- gives recognition to the validity of the language as an official NZ language

Pathways

Bicultural Professional Leadership

Respecting & valuing peoples differences' & promoting equity, fairness & organisational unity through *partnerships, recruitment processes. performance management & activity management*

Bicultural Professional Development

Confident capable people with an enlightened understanding of the Māori world view through *Treaty of Waitangi workshops, Marae experiences, & Language & culture workshops*

Bicultural Service Delivery

Kanohi ki te Kanohi (face to face) *This pathway is the final step in the journey towards 'Destination Te Ara Hou'* Staff are feeling confident & capable about providing an excellent bicultural service to all Library customers

Ko te kai rapu, ko ia te kite
He who seeks will find
A proverb to encourage anyone searching for knowledge

Three new pathways have been chosen with the expectation that teams across the Library network will follow the pathways together. ***The framework will act as a signpost giving direction and support.***

The recommendations & outcomes from the 2006 review of Ngā Tapuwae Hou (the previous bicultural plan), subsequent meetings of the steering group along with Robert Consedine's visioning paper have all been combined and directed into these pathways to identify a range of actions & projects. While this method may appear to be weighed down by options, it can be grounded by applying other criteria such as probability, desirability and equality.

Guardians / Kaitiakitanga

- ***Library Leadership team***
- ***Team Leaders***
- ***Places & Spaces***
- ***Content management***
- ***Programmes Events & Learning***
- ***Digital Services***
- ***Ngā Kaiāwhina***

Of the many variables that will shape the bicultural journey for Christchurch City Libraries / Ngā Kete Wānanga-o-Ōtautahi, all will be influenced by a range of key factors eg: significance, budget, staff/people resourcing, training opportunities and, commitment to Treaty based outcomes through '*Destination Te Ara Hou*'.

The pathways for *Te Ara Hou* will be inclusive & challenging and will require Kaitiaki/guardians to lead the way. The task for the Kaitiaki will not be to develop an all-encompassing strategy but to facilitate a process that allows for multiple contributions and inputs. The major role for the guardian is one of compliance ensuring that the process, direction, and outcomes of the projects/ targets they are responsible for are:

- consistent with the overall aims and objectives
- regular communication with the Kaiwhakahaere on the outcomes
- accountable in terms of budget & available staffing
- culturally inclusive
- well managed with sensitivity for the kaupapa

Ma muaka kite a muri
Ma muri ka ora a mua
Those who lead give sight to those who follow
Those who follow give life to those who lead

Section One -
Bicultural professional Leadership

RESPECTING & VALUING PEOPLES DIFFERENCES AND PROMOTING EQUITY, FAIRNESS & ORGANISATIONAL UNITY

(A) Partnerships **B)** Recruitment processes **(C)** Performance Management (Pr&D) **(D)** Activity Management

(A) Partnerships

Bicultural professional Leadership

Partnerships	Action Statement	Measurements	Timeframe
That the linkages between the Māori community, Libraries & Learning Centres' strengthened	Work with CCC community advisors to develop a Community/networking plan for each Library/ Learning Centre. (Agreed terms of reference)	Increased use of Library & Learning centre services by the Māori Community.	May 2009
Otautahi Māori Womens Welfare League	1. Build relationships with the Leagues service arm, 'Puawaitanga" 2. Kaiwhakahaere attend League meetings	Visits per year Monthly hui + MWWL conferences	
Kahukura, Ngāi Tahu cultural Learning programme	1. Kaiwhakahaere sits on the advisory panel 2. Provides resource assistance for the school modules	Meetings attended Book lists & electronic resources	
Nga Hau E Wha Marae	Collaboration for Matariki at the marae community event	Numbers attending the events Event to take place again in 2009	June 08
University of Canterbury (Marketing students)	Work with students to develop & implement a research project based on the question "Are our Libraries welcoming places for people from different ethnic & cultural backgrounds?'	▪ Customer focus groups held & documentation of Māori responses produced ▪ Final results available	July 08 Oct 08
LIANZA / TRW	Encourage LIANZA/TRW to look at National strategies for Māori working in Libraries Bicultural Convenor for 2009 LIANZA Conference	National Action agreed to Sub committee meetings successful conference	2008 2008/09

(B) Recruitment

Bicultural professional Leadership

Recruitment processes	Action Statement	Measurements	Timeframe
Enhance existing HR Practice to attract Māori staff.	Advocate for continual improvements to current HR Practices to attract more Māori to CCL	Process Activity Outcomes	a) April/May 2008 b) Report July 2008 c) Action October 2008
That the employment of staff with a high level of skill in Te Reo Māori me ona tikanga is essential in order to provide quality service to a significant part of the Māori community, and that every efforts should be made to recruit and retain such staff within CCL	1) Include Te Reo & tikanga as desirable competencies 2) Make Te Reo or a commitment to undertake Te Reo training one of the core competencies required for certain positions 3) Explore options for creating a sense of place & review the management of the Ngā Pounamu Māori Centre.	Process Activity Outcomes Kanohi ki te Kanohi – face to face customer service.	Priority one Solution Timeframe 2008
Look at recruitment processes. Are we creating barriers and obstacles through our recruitment criteria?	*Attracting Māori will require creative recruitment strategies eg:* Establish a focus group to look at recruitment processes in other organisations and prepare recommendations based on best practice.	Focus group established & commendations prepared & presented to LLT	March 2009 (Working party formed) 2008

(C) Performance management

Bicultural professional Leadership

PR & D	Action Statement	Measurements	Timeframe
That the linkages between the Māori community, Libraries & Learning Centres be strengthened	Review the role & function of Ngā Kaiawhina & implement changes & develop terms of reference	Ngā Kaiawhina role clarified in function & colleagues are supported in that role. Present recommendations to LLT	Begin Nov 2008 Present to LLT Dec 08
All staff will implement agreed upon Te Ara Hou Actions into their PR&D annually.	Discuss the implementation of Te Ara Hou goals into all staff PR&Ds annually.	Process Activity Outcomes	Quick overview at TL forum Aug 2008 TL forum explore options for involvement Nov 08
Te Reo Māori Skills & training Understanding the Māori World view	1) The PR&D process must include bicultural actions 2) Develop a PR&D checklist 3) Advocate for inclusion of the checklist at the review of Team Leaders PR&D.	PR&D PR&D accepted practice	Commence 2009 July 2009

(D.1) Activity management — Bicultural professional Leadership

Places & Spaces	Action Statement	Measurements	Timeframe
Create buildings that are inviting and visually stimulating by collaborating with Māori architects and creating ownership of place by using Māori art forms as part of the design	1) Identify future upgrades & refits 2) Secure budget allocation for Bicultural components of refit 3) Secure system for input into Bicultural components of refit 4) Include bicultural input into protocol for future refits 5) Link Māori artwork in the refit programme 6) Continue to maintain & develop bilingual signage in all our Libraries 7) Identify appropriate elements of Māori world view to incorporate into building design	Visible bicultural elements in all refitted libraries Eg: colour, design, artwork, signage, layout	June 09
Address the need to build a library in suburbs with high Māori populations, e.g. Aranui	Already being addressed in the Draft 2025 project	New Library/ Learning Centre in Aranui	Via the 2009 – 2019 LTCCP planning process

(D.2) Activity management

Bicultural professional Leadership

Collections & Content	Action Statement	Measurements	Timeframe
Māori subject headings fully integrated into our catalogue records	1) Ensure that all new catalogue records have Māori subject headings applied as appropriate by training all cataloguers to apply correct headings 2) Share the process & the outcomes of applying the Māori subject headings to all Library colleagues	Catalogue records	June 08 Then business as usual Dec 08
Written versus Oral versus Art – offering different information formats Carvings – Waiata – Moko	1) Catalogue Māori artworks, (existing & new) as part of the collection eg: tukutuku panels 2) Provide information on each Māori artwork (A) In situ (B) In the catalogue with covers/images (C) On the website	Visible Māori artworks in refitted libraries, made more visible on the Library catalogue the Library Website along with other relevant information	June 09
Collecting community & customer stories'	1) Feed into the exploration of establishing systems of collecting community stories to ensure their fit with Māori storytelling methodologies 2) Identify critical elements of communicating with Māori prior to collecting stories	More Māori stories appearing on our website & in our collections	June 09

(D.3) Activity management

Bicultural professional Leadership

Programmes Events & Learning	Action Statement	Measurements	Timeframe
CCL Lifelong Learning Strategy ensures that all Programme Design & Delivery supports Te Ara Hou	a) embed biculturalism into all Programme design & delivery b) ensure the programme guidelines include bicultural elements c) develop specific programmes for Māori customers – existing & future needs d) develop learning resources to support education outcomes e) develop a set of longer term objectives for Māori activites within PEL f) establish a pool of contract staff to assist in Te Reo Māori service delivery to customers eg; Storytelling, kapahaka	a & b) Literacy programme developed c) Māori language week programme &, Whakapapa sessions d) Matariki resource developed & Reading Crusade input	Ongoing key targets / standardisation
Roadshow “library” as a career to Intermediate/High School Students.	Create a unique CCL strategy to generate interest in working in the Library & Information field as a career choice	Navigate 08	2008 planning project group Programme role out 2009

(D.4) Activity management — Bicultural professional Leadership

Digital presence	Action Statement	Measurements	Timeframe
That the Ti Kouka Whenua website be maintained and new content sought.	1) review content of TKW to ascertain major gaps 2) identify holders of relevant info 3) request interviews & gather pertinent info 4) generate into web format 5) publish for public viewing	Existing Information enhanced New content added Possible links to the Digital content Plan	1 & 2 Oct 08 3 & 4 June 09
The library website is available in Te Reo Māori	Investigate the possibility of developing a Māori language interface to the library website	Process Activity Outcomes	July 09 (Subject to LLT sign off)
The Library catalogue interface is available in Te Reo as well as English (bi-lingual).	Investigate the feasibility of developing a Māori language interface to the library catalogue	a)Setting up project group Report presented to LLT b)Process Activity Outcomes	Begin Oct 08 Interim Report April 09
External access to digital content	1) trial the placement of external dedicated terminals in Māori spaces i.e marae. 2) review adjust and repeat.	Process Activity outcomes	Start June 08 at Nga Hau e Wha marae Interim report September 08

Section Two - Bicultural Professional Development - Confident Capable people

(A) Specialised (Māori Language) **(B)** Understanding the Māori world view (culture) **(C)** Generic Training & Learning

(A) Specialised Māori Language Training — Professional Development

Specialised Māori language	Action Statement/s	Measurements	Timeframe
Te Reo Māori skills/Training *Because Te Reo Māori is an official language of NZ*	1) Maintain the high standard of bilingual signage in all libraries facilities & continue to support all new staff to participate in training workshops.	1) Bilingual signage visible. Two workshops offered annually	Ongoing
	2) Continue to support Te Reo training for staff through the provision of internal & external training courses	2) Local provider sourced with provision of an internal course for colleagues on an annual basis	Ongoing
	3) Study Support /Flexibility of hours will be offered to those wanting to pursue a more comprehensive qualification e.g. tertiary qualification?	3) Course enrolments; colleagues confident in delivering a more culturally appropriate service	Ongoing
	4) Continue to support existing specific Te Reo training/learning for Children's Librarians	4) More Te Reo being used in story times & generic children's programmes	Ongoing already happening with good feedback)

(B) Understanding the Māori world view — Professional Development

Māori World View Cultural training	Action Statement	Measurements	Timeframe
Understanding the Māori World view / Understanding Tikanga	1) Work with a local provider to plan & implement a training module for colleagues	1) Enrolments in course	Provider found & new module ready by June 09
	2) Continue to advocate & lobby HR unit to offer this module or a similar one as a professional development opportunity for all CCC colleagues	2) Recommendation received & decision made	Recommendation completed Oct 08
	3) Provide PD opportunity for more Library colleagues to attend a TOW workshop	3) Colleagues identified and registered	ongoing
	4) Arrange a forum on *Māori & the Digital world* for the Digital Team & others who would benefit	4) forum underway	Feb – Apr 09
	5) Organise some PD opportunities for PEL Team to help them to understand & recognise important cultural elements of Māori literacy & Lifelong Learning.	5)a. PEL team attended Matariki event at Ngā Hau e Wha Marae	Start June 08 ongoing for 2009
		b. PEL Team meetings	Sep 08 - ongoing

(C) Generic training & Learning — Professional Development

Generic training/Learning	Action Statement	Measurements	Timeframe
Ngā Pounamu Māori Centre: Collection Management skills for Ngā Kaiawhina	1) Generate a set of guidelines & a core list of Māori resources as a training tool for Ngā Kaiawhina to assist with their collection knowledge & maintenance of NPM collections across the network 2) Develop a refresher module about the contents of the existing collections in libraries and introduce the guidelines 3) Develop a session to look at Māori electronic resources on the Library website	Guidelines in use, Improved Nga Kaiawhina confidence Module underway 3 x sessions per year (Possible Library Liaisons session)	Guidelines to be completed by Dec 08 March 09 Mar/Jul/Nov 09
Professional mentoring and support to existing Māori staff	1) Establish a pool of Library Buddies for Māori staff 2) Establish informal set of guidelines around role of buddies 3) Include Buddy system into Induction programme	Utilise the LIANZA professional registration mentoring system to give it a framework and a context for measuring the success.	May 2009
Understanding the Māori World View	1) Produce a Library Treaty toolbox to include relevant & supportive messages & info as a learning & training tool to support the development of TAH	Toolbox developed & launched at Library liaison session. Copies available on the Library Intranet & website and available as a brochure	Draft completed for evaluation by LLT Mar 09
Te Reo Māori skills & training	Create a guide for using Te Reo in team meetings eg: Bilingual signage, waiata, mihimihi (introductions)	Guide completed and available on Intranet	Dec 08

Section Three - Bicultural service delivery – kanohi ki te kanohi (face to face)

This section contains the actuals/deliverables and is the final step in the plan. As the actions in the Professional Development & Professional Leadership sections are signed off this section will begin to increase & develop and the vision will become a reality.

Service delivery	Actions	Measurements	Timeframe
Te Reo Māori skills/Training *Because Te Reo Māori is an official language of NZ*	***Bilingual signs*** 1) New Bilingual signage for all NPM collections 2) Investigate ways to support & motivate colleagues learning Te Reo Māori, to embrace & apply their learning into their work practices	Signs on display & catalogues changes made as required More staff using Te Reo Māori	Ongoing Mar/Apr 09
That the linkages between the Māori community and the Library Learning Centre's and Community Libraries be strengthened	That Community Libraries and the Learning Centres will offer programmes/ events to the public that include appropriate Māori Content at a minimum of four events per year with a view to increasing Māori Content over time. Events coverage must include main stream alongside specific Māori focused ones.	Evaluate contents of events calendar and Community Library and learning Centre Programmes and Promotions. Document attendance foot count at events. Record new memberships/ sign up numbers from events	Dec 2008 ongoing

Christchurch City Libraries
Ngā Kete Wānanga-o-Ōtautahi

Christchurch
City Council