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23 June 2022

Rick
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Tēnā koe Rick

Request for Information

We refer to your correspondence dated 14 June 2022 regarding a recent event at the War Memorial Library in Lower Hutt where men, dressed as women, read stories to children.

The LGBT+ community is one of the priority populations that is programmed for at Hutt City Council, to enable fair and equal participation by everyone in the city.

Our recent Pride Week event at War Memorial Library was aimed at a slightly older audience. It was a question and answer session and provided an opportunity to hear about the lives of Erika and Coco Flash in and out of drag. Naenae Library also hosted a story time presented by Erika and Coco, with themes of kindness, confidence and being yourself. Rainbow Storytimes occur at many public libraries throughout New Zealand.

Schedule 4 of the Education and Training Act 2020 outlines the situations where police vetting must be obtained for contractors who have unsupervised access to children.

Contracted performers, like Erika and Coco Flash, are never given unsupervised access to children; storytimes are always attended by many children, parents and library staff. That said, Erika and Coco did confirm ahead of their visit to Hutt City that they have current 'Working with Children Certificates' due to their working lives as a nurse / ambulance officer and hairdresser.

I have enclosed a copy of the Hutt City Council's Programming Framework. Part 9 of this document outlines the Council's policies that apply to external performers. This document was updated in 2020, which included its review by the Council's Leadership Team and Legal Team.

Please note that this letter may be published on the Council's website.

Nāku noa, nā

Susan Sales
Senior Advisor, Official Information and Privacy

Encl: Hutt City Council's Programming Framework 2017

PROGRAMMING FRAMEWORK

Contents

Building literacies and readiness for the future

Addressing inequality and building capacity

Core Programming Areas

Hutt City Libraries' collections and programmes support individuals and communities to develop in the following areas:

- Reading, language and literacy
- Information literacy
- Digital literacy
- Local Heritage and Family History
- STEMM
- Active Citizenship
- Knowledge Creation

This builds Literacies in individuals and community.

- Traditional Literacy
- Information literacy
- Numeracy
- Financial / Economic Literacy
- Digital Literacy
- Media literacy
- Tool literacy
- Multicultural literacy
- Social literacy
- Emotional literacy
- Political literacy
- Spatial Literacy
- Food / Health Literacy

Outcomes

Hutt City residents participating fully on civic, economic, social, and personal levels:

- Basic, secondary, tertiary and lifelong learning
- Full literacy & 21st Century literacies
- Active citizenship, civic articipation & engagement
- Cultural & historical understanding
- Innovation, business and career development – multiple career opportunities
- Lifelong learning & education

Programme evaluation and feedback from residents informs programme development

1 PURPOSE OF THE FRAMEWORK:

This framework provides the structure, guidelines, processes for Hutt City Libraries to develop, deliver and evaluate programmes that are aligned with the strategic objectives of Hutt City Council and that ensure consistency and quality across all 8 libraries.

In the "*new world*" where some libraries operate within a Community Hub environment and others stand-alone, it is crucial that there is a wide understanding of what professional librarianship brings to the party. To achieve this, there is a need for absolute clarity about what core library programming is made up of, and where Libraries' priorities lie. This framework is designed to be used as a tool to help Libraries' decision-making about our priorities and for us to monitor the breadth and depth of our offerings within our identified programming areas,

The Programme Development Manager drives the Framework to ensure that there is/are:

- a sustainable range and depth of libraries core programming that works across all audience segments
- alignment with the strategic objectives of Hutt City Council
- consistency and quality across all 8 libraries
- regular rationalisation, renewal and relevancy checks which are made in conjunction with libraries staff

2 VISION AND GOALS:

Hutt City Libraries' vision is to *involve, inform and inspire*. To achieve this vision, the Libraries have the 3 overarching goals, and 6 programming aims:

Libraries' core programmes are guided by our vision, and meet our goals and aims.		
Libraries' Vision	**Libraries' Goals**	**Libraries' Programming Aims**
involve, inform and inspire	Our multi-skilled libraries' staff deliver outstanding 21st century library services Our libraries foster belonging, identity and connection to knowledge and community taonga Libraries provide programmes that target literacies, active citizenship and stimulate lifelong learning	Developing literacy, fostering the joy of reading, and celebrating literature Empowering our communities to seek, learn, evaluate, use, and create information effectively to achieve personal, social, occupational and educational goals Supporting the development of digital literacy in all its forms Fostering belonging: Local Heritage and Family History Equipping people with the skills required to function in society and participate in community life and decision-making Offering a wide range of opportunities for lifelong learning, and innovation

These overarching Libraries' goals and programming aims are realised through the use of the four different types of public library spaces - which may be notional rather than actual dedicated physical spaces (Jochumsen, Rasmussen, & Skot-Hansen, 2012):
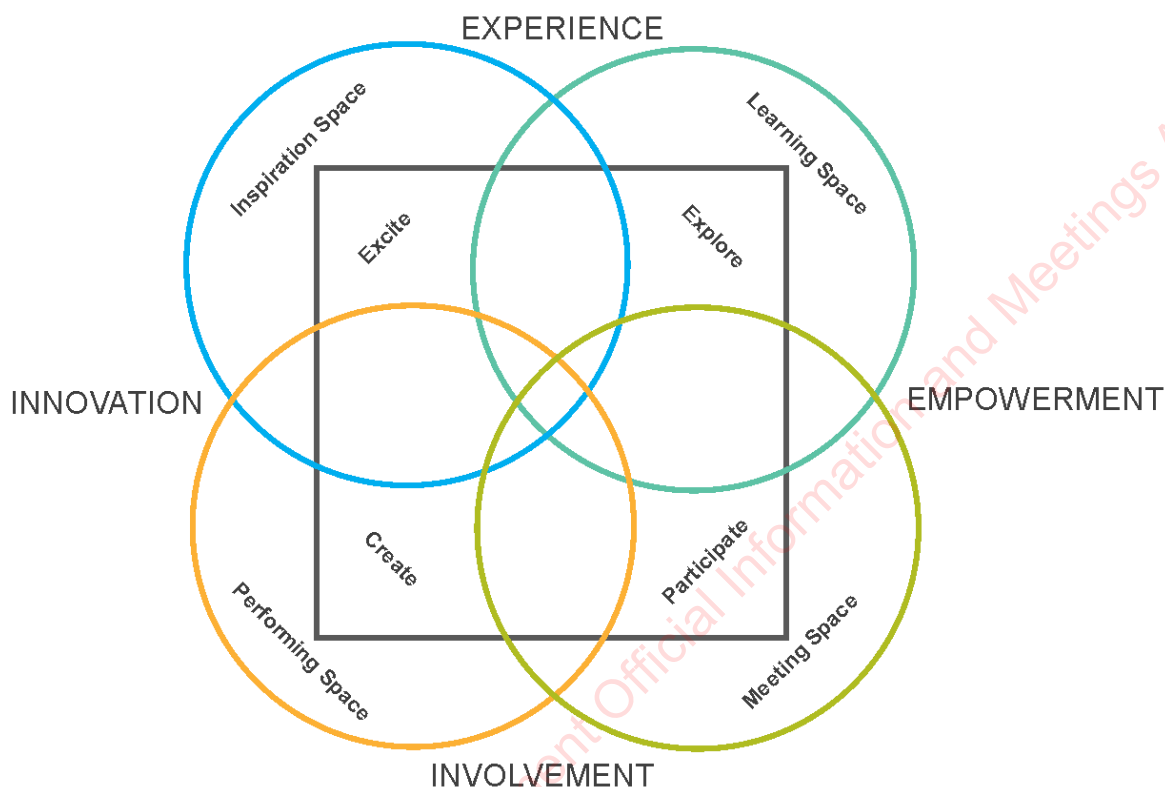
The four different spaces strengthen the four functions of public libraries and their programming:
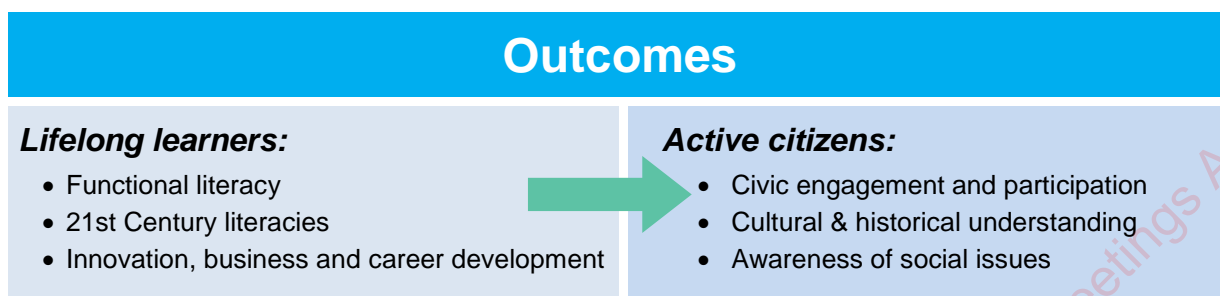
The four spaces:

1. **inspiration space** - where you are *inspired* to leave your comfort zone to interact with new information and ideas through different media,
2. **learning space** - where you are *informed* and can become *involved* with your world through discovery and exploration, and develop your skills and competencies,
3. **meeting space** - where you are *involved* in your community, and can meet and engage with people from different backgrounds and with different perspectives, and
4. **performing space** - where you are *inspired* to innovate and create new knowledge

Four functions of a public library & its programming:

1. experience
2. involvement
3. empowerment
4. innovation

3 OUTCOMES

The outcome of the Libraries' vision is to develop lifelong learners and active citizens who participate on civic, economic, social, and personal levels:

Outcomes	
Lifelong learners:	**Active citizens:**
• Functional literacy	• Civic engagement and participation
• 21st Century literacies	• Cultural & historical understanding
• Innovation, business and career development	• Awareness of social issues

Hutt City Libraries helps people become functionally literate as this is the foundation for both basic and further learning. We also support residents in becoming *lifelong learners* – not just for today but for the future. Our resources, programmes, and services provide opportunities to develop 21st Century literacies, competencies and character qualities and by doing this, we develop the confidence and the courage to be curious, innovative, and resilient.

By promoting *21st Century skills*, Libraries stimulate, support, facilitate and equip individuals and groups to be able to participate in and contribute to the modern knowledge society; to attain the fullest possible development in personal, social and vocational and professional life; and, to become thoughtful, engaged, *active citizens*. (Zepke, 2013)

Our programmes support the 4 imperatives of active citizenship (Hargreaves, 2011):

1. *Economic* - developing 21st century learners for an innovative and creative knowledge-based economy
2. *Social* - developing better lives for all in a world that reduces inequalities
3. *Ecological* - education for sustainable living
4. *Generational* - developing dynamic and responsible citizens and leaders for the future who can properly address the other three imperatives

For a list of 21st Century Skills as identified by the World Economic Forum (Soffel, 2016), refer to Appendix B.

For more information about active citizenship, the role of the Library in enabling people to be active citizens, and how this is achieved at Hutt City Libraries, refer to Appendix C.

4 PROGRAMMING GUIDING PRINCIPLES:

To achieve Hutt City Libraries' vision and goals, our programming adheres to the following guiding principles:

Community Engagement and Responsiveness:

Hutt City Libraries programmes respond to community needs.

While maintaining quality and alignment with Hutt City Council's strategic priorities, Hutt City Libraries will respond quickly to community needs and develop programmes that fill education and information gaps in core programming areas.

Libraries actively identify community needs through:
- discussions and engagement with community groups and organisations;
- direct approaches from community groups;
- feedback from programme evaluation forms;
- customer feedback

Libraries will consult, engage and work with communities to develop appropriate programmes. *Community engagement* plays an important role in informing programming decisions.

Consistency:

Regardless of which Hutt City Library you go to, you will receive consistent service and programmes.

In the Community Hub environment, core Libraries programming is the priority for the Libraries programming team to deliver to all libraries regardless of whether they are stand-alone or within hubs. To provide consistency across the eight libraries, programmes will be documented.

Each programme will have a formal plan[1] that:

- describes the programme, objectives, and outcomes
- documents content
- identifies the intended audience
- identifies which core programming area is being met
- provides guidelines for presenters
- identifies training delivery requirements
- specifies the evaluation plan and is updated with the results of the evaluation, including decisions made and actions taken.

This formal documentation is our intellectual property which must be permanently kept, accessible to all, with changes authorised by a small designated group of staff.

The other element to maintaining consistency is that partnerships and relationship management are developed and maintained after by the Libraries' programming team where there is an actual or potential global offer.

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[1] A copy of the plan template is in Appendix E.

Sustainability:

Hutt City Libraries will offer and maintain core library programmes that are sustainable.

Consistent assessment of programmes with regards to resource intensity will ensure that resources are applied appropriately and responsibly. Factors such as strategic alignment, coverage of particular audience segments, community need, attendee numbers, capacity, and staff preparation time will be taken into consideration. Core programmes will be replicable, cost-effective, and not reliant on a single person for its success.

Once a programme has been adopted, priority should be given to offering it as many times, and in as many libraries as is sustainable. Adding to the breadth of a programme offer takes precedence over creating new programmes.

Connections:

Hutt City Libraries programmes connect people with the collections, people and ideas.

Programmes will reflect and showcase library collections, e-resources, and services. Conversely, these collections, e-resources, and services will inform and support programmes.

Through partnerships, our programmes will connect residents with current or new ideas, up-to-date research, and experts. They will connect with new opportunities for learning and potential career pathways.

Because of the inherent nature of our programmes (i.e., they bring people together), they provide people with opportunities for social inclusion; to connect with others in the community. Social inclusion is an outcome of our programming.

Evaluation:

Hutt City Libraries is a learning organisation that values evaluation and continuous improvement.

All new ideas for programmes are assessed against a set of criteria to ensure they are relevant, timely, and aligned with strategic priorities. They will also be assessed to ensure that they are not duplicating existing programmes already offered in the community.

Hutt City Libraries evaluate its programmes to gauge customer satisfaction, to assess impact, to monitor quality, to maintain relevance, and to affect improvements.

All programmes have an appropriate evaluation plan which will be executed and analysed with decisions regarding appropriate modification, methodology improvements, expansion, reduction, and continuation/discontinuation being made, and communicated.

An effort vs benefit analysis exercise will be required for every programme. Programmes that are resource-intensive and provide minimal benefit will be discontinued.

5 LIBRARIES' CORE PROGRAMMING AREAS

Libraries provide programmes that target literacies, foster active citizenship, and stimulate lifelong learning. They cover a range of topics of interest and of benefit to our residents. Core programming areas include:

1. Reading, language and literacy

Literacy is the ability to read to gain understanding and write to express meaning. It is a fundamental skill that allows people to interact with the world around them, acquire and pass on new knowledge, learn and apply new skills, gain employment, share their histories, and participate productively in their community.

Literacy begins very early. Literacy learning starts with sounds and visual input, and moves into gesturing, speaking and listening, which leads into reading and writing. Literacy learning in childhood is a strong indicator of future success in education and in life. A child's ability to communicate well also affects self-esteem and confidence.

As adults, literacy opens opportunities, affects income levels, keeps the brain healthy, encourages innovation and creativity, and enables productive engagement and empathetic participation in society. For many, literacy also provides enjoyment and can influence general overall happiness.

Hutt City Libraries will offer programmes that:

- Cultivate the love of reading and promote reading as an enjoyable activity
- Encourage early literacy skills in babies, toddlers, and young children
- Develop literacy skills of children
- Support children and adults in becoming lifelong readers and learners
- Assist individuals who did not acquire basic reading skills to improve their literacy levels
- Support migrants and refugees with learning the English language

For example: Baby Bounce & Rhyme, Preschool Storytime, Book Groups, MCLaSS English classes

2. Information literacy

The Alexandria Proclamation of 2005 states that "information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals." (UNESCO) An information literate person is able to recognise when information is required, efficiently locate and access appropriate information, evaluate the quality and authenticity of information, assess the credibility of the source(s), incorporate new information into their existing knowledge, effectively use and communicate information, and create new messages.

Hutt City Libraries will offer programmes that:

- Develop information literacy skills
- Develop critical thinking skills and foster enquiry
- Develop skills in using technology to find, evaluate, create and communicate information

3. Digital Literacy

In the 21st Century, digital literacy has emerged as an essential skill to fully participate in life, especially since local authorities, government agencies, banks, companies and various service providers are moving more online.

A digitally literate person is able to effectively navigate and fully participate in the digital world, and enjoy benefits such as improved well-being, better social and family connections, improved access to educational and employment opportunities, and active citizenship (Public Libraries of New Zealand, 2012, pp. 13-14). They are also lifelong learners.

Despite today's world being a digital one, there is still a digital divide between those who are considered "digital natives" and those that have little or no digital skills. There is also a digital divide based on social inequalities. Public libraries have an important role in helping to close these gaps.

Hutt City Libraries will offer programmes that:
- Develop basic digital literacy skills on different types of digital devices
- Support individuals to become confident in their use of technology
- Support individuals to (better) access online services

For example: Stepping UP classes, ESOL+ Computing classes with MCLaSS, SeniorNet sessions

Refer to the Libraries' Digital Literacy document for more information.

4. Local Heritage and Family History

Hutt City Libraries provides collections and specialist help at its Heritage Centre based at Petone Community Library with entry-level genealogy materials available at each of the 8 libraries.

Local history provides a connection between people and time and place. It connects the residents of Hutt City to the land, and strengthens local pride and identity.

Hutt City Libraries will offer programmes that:
- Showcase the unique local heritage of Hutt City
- Help people discover their family history
- Explore family military history
- Collect local history and community content

For example: Ancestry.com workshops, FindMyPast workshops, Discover Your WWI Soldier

5. Science, Technology, Engineering, Mathematics and Manufacturing (STEMM)

Hutt City Libraries supports Hutt City Council in its desire to develop the STEMM sector by exposing residents of all ages to different STEMM topics through its programmes via talks, presentations, classes, workshops and interactive activities, etc.

Hutt City Libraries will offer programmes that:
- Introduce STEMM topics to residents of all ages
- Spark and foster interest in STEMM
- Open residents to the possibilities of study and careers in STEMM
- Through partnerships, connect people with current ideas, up-to-date research, and experts
- Encourage innovation
- Support Clubhouse-to-College/Clubhouse-to-Career (C2C) pathways[2]

For example: Hour of Code, Code Club Aotearoa, Hot Science – Cool Tales, Science Starters

6. Active Citizenship

Strong communities are resilient communities. Public libraries play an important role in transforming communities. They help address inequalities and build equity in their communities. Through their resources, programmes and services, they build empathy and promote inclusion across abilities, ethnicities, cultures and other areas of diversity.

Hutt City Libraries will offer programmes and events that:
- Strengthen communities and community identities and promote community cohesion
- Allow individuals to develop, strengthen and grow as individuals and within their communities
- Support the development of dynamic and responsible citizens and leaders for the future
- Prepare 21st Century learners for an innovative and creative knowledge-based economy
- Promote sustainability and resilience
- Celebrate and respect diversity while reduces inequalities
- Facilitate positive interactions between different community groups

For example: Sustainable Living, Financial Basics for Business, Age Concern visits

7. Knowledge Creation

An emerging mission for librarians is to improve society through facilitating knowledge creation in their communities". (Lankes, 2011) Libraries and its programmes are more than just places where people can attain knowledge and learning. It is also where people can engage with knowledge exchange and creation. Hutt City Libraries is keen to develop this area of programming.

Hutt City Libraries will offer programmes that:
- Develop skills in using technology to find, evaluate, create and communicate information
- Support communities to document and share their stories

For example: Digital storytelling (being planned)

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[2] These pathways were developed to support Clubhouse Members in planning for the future and realizing their potential. By leveraging the technology skills and experience they gain at The Clubhouse, the goal is to provide young people with the skills and knowledge needed to take an active role in ensuring their own success. C2C helps Clubhouse Members explore professional jobs and academic opportunities, and learn from people who have already succeeded in their careers. (The Clubhouse Network) http://www.computerclubhouse.org/c2c

Prioritising Libraries' Core Programming Areas

If there is a need to prioritise programme development activity plans, the top row (below) have equal first priority, then the second row. Third is knowledge creation, an emerging core programming area we are keen to build.
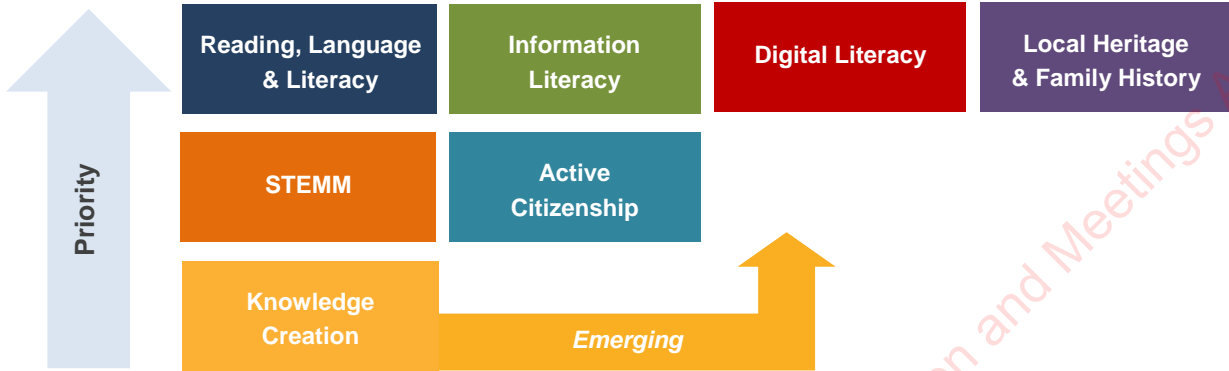
When there are competing priorities, the Programme Development Specialist is responsible for prioritising programmes.

6 AUDIENCES

Libraries' programmes are *accessible* and open to the general public. Some of our programmes may be geared towards specific age groups and audiences such as children, teens, adults, senior citizens, ethnic communities, job-seekers, etc. Within these groups, programmes may also target different proficiency levels (i.e., basic, intermediate and advanced).

Libraries are also working towards marking key milestones in people's lives such as being a new-born, new entrants starting school, starting high school, leaving school, first jobs, tertiary or further education, becoming parents, changing careers, becoming self-employed, starting a business, retirement, etc.

More information about Hutt City residents and audience groups is in Appendix D.

7 TIERS

There are three tiers of Libraries' programmes:

Tier One	Tier Two	Tier Three
Libraries-led Programmes & Services	**Partnership Programmes & Services**	**Community-led Programmes & Services**
Delivery: • Organised, funded and promoted by Libraries as a core public library programme • Delivered at as many of our 8 libraries as feasible and appropriate • Development and delivery follows a formal process • Developed, planned, and delivered by Libraries staff • New programmes follows the pilot, evaluate, continuous improvement model	**Delivery:** • Organised, developed and delivered in conjunction with partner organisation(s) • Aligned with our strategic priorities • A formal agreement is in place that outlines roles and responsibilities of each party, including in-kind contribution, funding and promotion • Should not duplicate what other community groups or organisations are delivering, unless a specific delivery gap has been identified • Both parties will evaluate the programme and decide to continue, improve or discontinue	**Delivery:** • By community, for community – driven by the needs of the community • Developed, delivered, funded, and promoted by an external organisation or group • Libraries may contribute if they choose (e.g., with free venue hireage, promotion, or resources such as free internet access) • May duplicate what other community groups or organisations are delivering, in which case, Libraries may want to facilitate a conversation with the relevant groups.
Strategic Objective: • Meets Libraries' strategic priorities and objectives • Falls within at least one of the seven core programming areas	**Strategic Objective**: • Must meet strategic objectives for both parties. For Libraries, this will be in at least one of the seven core programming areas.	**Strategic Objective:** • It is community-led and meets the community's strategic objectives. Thus, it may not meet Libraries' strategic objectives

Note: In addition to the three tiers, there is a range of community and public programmes that are not core Libraries programming that take place in Hubs.

8 PARTNERSHIPS

Hutt City Libraries acknowledge that to offer innovative and engaging programmes, it needs to work with external partners. Partner programmes can be of great mutual benefit. We benefit by being able to provide expert talks and credible content, by having access to different networks in the community, and by sharing resources. Through partnerships, our programmes connect residents with current or new ideas, up-to-date research, and experts. They also connect with new opportunities for learning and potential career pathways.

We also acknowledge that running all programmes in-house can create stress due to limitations with regards to capacity, ability (i.e., specialist knowledge in different highly-skilled fields), funding, resources, and time. The traditional way of running programmes in the new world is neither viable nor sustainable.

For our partners, they benefit from our networks and marketing channels. They provide a new audience and market segment to tap into. Partners find that, by collaborating with us, they gain a certain level of credibility and trust through association.

We actively seek reputable external partners to achieve our programming goals. This allows us to divide tasks and responsibilities between the partners, each working to our strengths and by doing so, multiple our successes.

When choosing our partners, the Programmes Team undertake due diligence in the following areas:

Due Diligence Criteria	Questions Hutt City Libraries Asks
Reputation and credibility	Is the potential partner organisation well-respected? What is the public perception of them? Are they doing the types of things or working in the fields that we want to develop programmes in.
Values	Is there a match between the two organisations? Are there shared values?
Skills and resources	What skills does the potential partner organisation have we do not?
Approach	Is the potential partner innovative? Are they open to feedback from our staff? Are they actively committed to continuous improvement?
Ambition	Is the potential partner ambitious? Do they want to work hard to deliver the best and succeed?
Culture Fit / Fun	Will the staff from both organisations have fun in the process of delivering programmes? Will we work well together?

In all of our interactions with potential and existing partners, we are clear and transparent. We have open and honest conversations and work hard at building the relationship by maintaining good communication, doing what we say we will do, responding in a timely manner, and building trust on shared understandings and values. We regularly touch base and make sure that our co-branded programmes are still of mutual benefit.

The range of our external partners include other Hutt City Council departments, government agencies, non-for-profit organisations, charitable trusts, social enterprises, companies, entrepreneurs, business incubators, research organisations, ethnic community groups, tertiary institutions and hobbyists. This diversity allows for the Libraries to have a wide-range of programmes.

9 EXTERNAL PERFORMERS

Hutt City Libraries sometimes works with external performers in order to delivery programming.

An external performer may be a writer, a poet, an illustrator, an artist, a musician, a singer, a magician, an actor, a dancer, an entertainer, etc.. Their role is to perform in front of an audience at one or more of our libraries. Their performance may be a one-off, a series, or a regular occurrence.

Similar to external partners, working with external performers can be of great mutual benefit. They may offer skills and/or knowledge that complement what we have on offer. They may also bring in audiences that are new to Libraries, and they may bring positive promotion of Libraries as a result of association and collaboration. In return, they may benefit from having greater exposure, public promotion, and access to new audiences and market segments. Some may benefit financially.
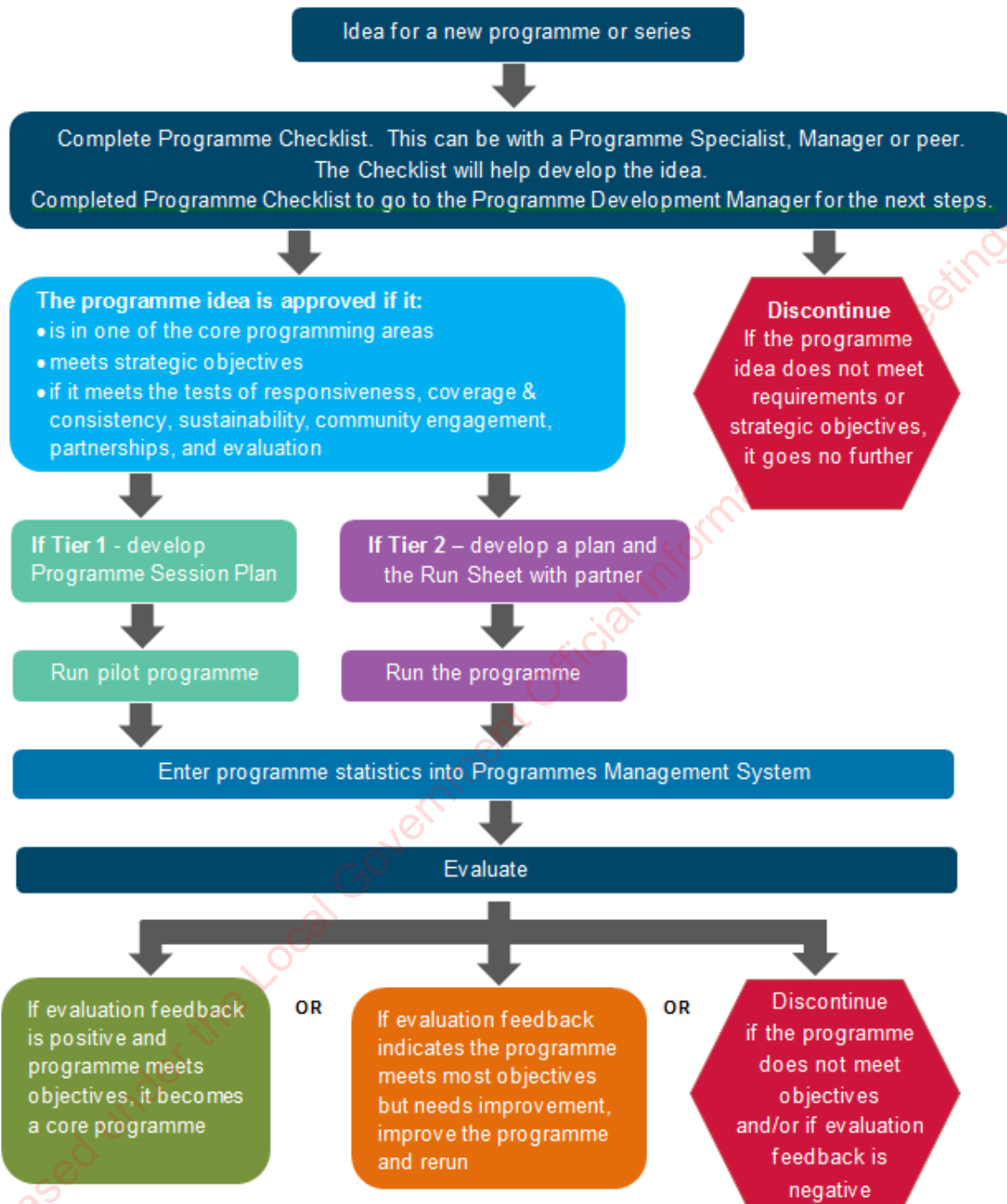
When considering working with an external performer, the Programmes Team will undertake due diligence in areas similar to those taken into consideration when choosing external partners: reputation and credibility; values; skills and resources; approach; ambition; and culture fit / fun. In addition to this, the Programmes Team will vet the potential external performer and check their references to see if they are suitable to work with the public.

For performers who will be working with any children, they will be asked to undergo police vetting, especially if they will be working closely with children (i.e,, in a workshop environment). While at the library, performers are not to be left alone with any children for safety reasons. There will always be a police-vetted library staff member present.

It is acknowledged that sometimes, due to circumstances, it is difficult to undertake police vetting in time for the performance. In this case, the Programmes Team will make a judgement call based on their research and due diligence.

10 PROGRAMME DEVELOPMENT PROCESS

Programme ideas undergo a robust, responsive and agile development process:

Idea for a new programme or series

Complete Programme Checklist. This can be with a Programme Specialist, Manager or peer. The Checklist will help develop the idea.
Completed Programme Checklist to go to the Programme Development Manager for the next steps.

The programme idea is approved if it:
- is in one of the core programming areas
- meets strategic objectives
- if it meets the tests of responsiveness, coverage & consistency, sustainability, community engagement, partnerships, and evaluation

Discontinue
If the programme idea does not meet requirements or strategic objectives, it goes no further

If Tier 1 - develop Programme Session Plan

If Tier 2 – develop a plan and the Run Sheet with partner

Run pilot programme

Run the programme

Enter programme statistics into Programmes Management System

Evaluate

If evaluation feedback is positive and programme meets objectives, it becomes a core programme

OR

If evaluation feedback indicates the programme meets most objectives but needs improvement, improve the programme and rerun

OR

Discontinue
if the programme does not meet objectives and/or if evaluation feedback is negative

When ideas are first presented, they are assessed using the *Programme Checklist*.

If successful, a *Programme Descriptor* is written for the programme. This document is our intellectual property. If the programme idea is large, a project plan outlining milestones and deliverables may be created at this stage.

The *Programme Session Plan* and the *Programme/Event Run Sheet* are used as a guide for the facilitator/presenter about the format and delivery of the content, and the resources required.

11 DISCONTINUED PROGRAMMES & EVALUATION

Discontinued programmes

Programmes with strong interest from the public, of high value to the community, and alignment with at least one of the seven core programming areas will become regular programmes.

Programmes that are found to be of little interest to the public, of limited benefits (compared to the effort and resources required), not sustainable, and not meeting outcomes will be assessed. Where appropriate, intervention strategies will be applied to improve these programmes.

Programmes that do not meet its target numbers, receive negative evaluation feedback, and/or do not pass the effort vs benefit analysis exercise will be discontinued.

Evaluation

Hutt City Libraries is a learning organisation. As part of our continuous improvement cycle, we evaluate our programmes to assure quality and to ensure we are following our guiding principles.

Refer to the Libraries' Evaluation document for information about the continuous improvement cycle; what, when and how we evaluate; and how feedback informs our programming decisions.

APPENDIX A: DEFINITIONS

Programming

Programming is the "behind the scenes work" to develop, plan, implement, deliver, and evaluate a participatory activity, designed to educate and/or inform attendees and to give them further skills and/or knowledge.

Programming can include events, presentations, workshops, demonstrations, talks, demonstration, panel discussion, etc. as a stand-alone, a series or an ongoing programme.

(Ongoing) Programme

A programme is regular in its frequency and is ongoing. There is no defined end date. For example, Baby Bounce and Rhyme, Preschool Storytime, Book Groups, Stepping UP

Series

A series is a set of two or more programming activities that are thematically linked and that has set start and finish dates. A series can be run at one library or it may rotate through different libraries.   For example, Planning for the Future – Science You Need To Know, Hot Science – Cool Tales, Money Talks – Financial Literacy Series

Event

An event is stand-alone and a one-off programming activity that is planned in advance. Sometimes, events are run to celebrate a particular holiday or observance. For example, Hutt City Skyscraper Challenge (for Skyscraper Day), and Poetry Evening (for National Poetry Day).

Pop-Up Event

A pop-up event is a stand-alone that is spontaneous to meet a sudden interest in the community. These events are infrequent and require very little planning. For example, Pokemon Go Pokestop pop-up

Clinic

A clinic provides people with the opportunity to have a one-to-one conversation with an expert about their personal situation. For example, Law Clinics, and JP Visits to the Library.

Outreach

Outreach is any service or activity that is taken out of the library to inform people about our resources, services and programmes for the purpose of engaging with the community, creating new partnerships, attracting new members and re-engaging with inactive members.

APPENDIX B: 21ST CENTURY SKILLS

The World Economic Forum identifes 21st Century Skills as being the following (Soffel, 2016) :
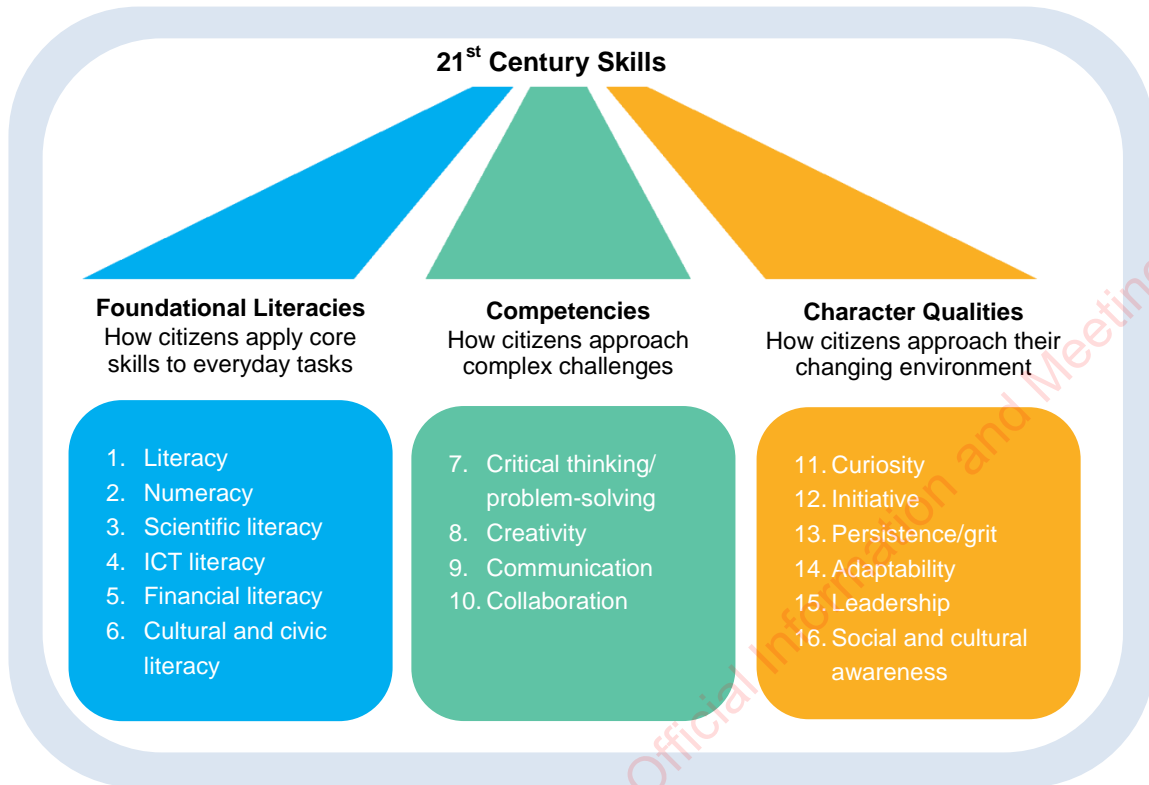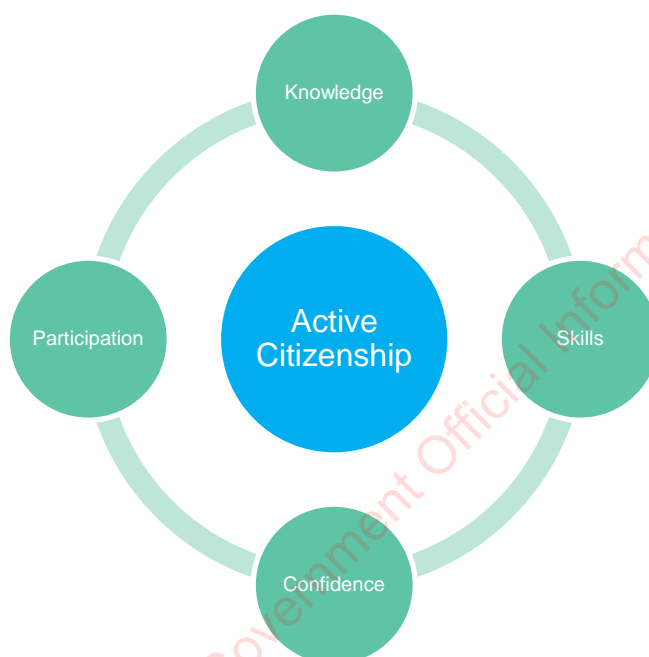
APPENDIX C: HUTT CITY LIBRARIES AND ACTIVE CITIZENSHIP

The Library is in the business of providing information services to their communities – it's the first place people think of when they need information. Reading and information literacy are at the heart of acquiring information, building knowledge and stimulating imagination and creativity, and are core business for the Library. The Library brings technology, local business, community and educators together in an interactive space with the aim of generating innovative and creative solutions to sharing information. The Library stimulates, supports, facilitates and equips people to be able to participate in and contribute to the modern knowledge society and become active citizens.

There are four key elements which enable people to be active citizens.

Key elements	The role of the Library in enabling people to be active citizens	Examples of what we provide at Hutt City Libraries
Knowledge • Know what's going on around you • Understand your rights and responsibilities as a citizen • Understand how the structures and processes of community decision making work	• Provide free access to information, systems and processes for participating • Present information and ideas in non-biased and non-judgemental ways so people can explore their understanding, beliefs, involvement and make informed choices	• Access to content and collections both print and digital • Election booths in Libraries • Community Law Clinics • Displays • Council information • Justice of the Peace

Key elements	The role of the Library in enabling people to be active citizens	Examples of what we provide at Hutt City Libraries
Skills • Have the broad literacy skills needed to navigate your way in the world. • Know what information you need and where to go to get it. • Be able to articulate your ideas	• Support development of a wide range of literacy skills including digital and information • Equip people with the broad literacy skills to function in society	• Access to content and collections both print and digital • Digital literacy through Stepping Up • Guidance on suitable resources to meet information needs through interactions with Library professionals
Confidence • Value your life experience • Have a point of view and express it in a way that challenges but does not cause harm to others • Have self-esteem and self-worth	• Advocate for the equity and right to information of all types and for free	• Access to content and collections both print and digital • Programmes delivered in partnership with Work and Income including Job Seekers, and Sole Parent Youth
Participation • Actively engage with the community(ies) you live in or are involved with • Make change happen	• Provide spaces where people can come together and be involved as a community • Encourage people to be actively involved in decision making	• Programmes and events that bring people together like Hour of Code, Food for fines, Sustainable Gardening series

APPENDIX D: AUDIENCE DEMOGRAPHICS – RESIDENTS OF HUTT CITY

This information is based on the 2013 Census information.

GROUP	DESCRIPTION
Babies **Under 2 years** **22% of the population in Hutt City are under 15 years, compared to 20.4% nationwide**	3% of the population in Lower Hutt are 0-2 years. There are 1300+ newborns in Lower Hutt each year. Parents can join their babies at the library from birth The basic structure of language is learned through baby talk with adults. Language skills progress from speaking a few words at age 1, to constructing sentences at age 2. Library staff model how to use words, rhyme and song to interact with babies through the use of repetition. Social aspect for parents and caregivers
Preschoolers **2 to 4 years**	5% of the population in Lower Hutt are 2-4 years. Most children will be in some form of early childhood education Language develops rapidly. On average children will have a 14,000 word vocabulary by age 6. Social interactions with playmates teach about the world. Fine motor skills are still developing Library programmes introduce links between words, rhyme and song to activities.
Children **5 to 9 years**	7% of the population in Lower Hutt are 5-9 years The ability to understand logic and the ability to think about thought develops, which enables organisation of own learning Starting school between the ages of 5 and 7 years is a big milestone, together with learning to read independently Children start to independently use and find items at the library
Tweens **10-12 years**	4% of the population in Lower Hutt are 10-12 years Development of abstract thinking allows for further development of language skills e.g. metaphor, humour, and complex grammatical structure Transition to puberty and college are big milestones. Importance of peer groups increases, as well as moral and social conventions.
Teens **13-16 years**	6% of the population in Lower Hutt are 13-16 years Reasoning, abstract thought, scientific thought, and the ability to grasp irony and sarcasm fully develops. Issues of identity emerge, potentially leading to crisis in sense of self. Conformity to peer pressure increases. Use of the library traditionally drops off at this stage
Young adults / school leavers / graduates **17-20 years**	6% of the population in Lower Hutt are 17-20 years Fluid intelligence – the ability to cope with new problems and situations is reached by the end of this period Tertiary students have their own specialist facilities at respective tertiary institutions, although can be supported by SMART
Adults **20-60 years**	Just over 50% of the population in Hutt City fall into this adult category Subgroups - Adult hobbyists / recreational groups - Community groups and individuals that have a wide variety of interests. i.e. sports, cooking, crafts, gardening - Lifelong learners – we provide a range of materials in electronic and print to support lifelong learning - Migrants / new English speakers - Lower Hutt is known as one of 7 major migrant hubs in NZ. Growing migrant population. Have limited English and/or literacy skills. - Visitors to the city - visitors and tourists wanting local / community information and/or internet / computing access. - Infrequent / non users - Customers that rarely use the library. 'Out of towners' - Make up around 1% of users.

GROUP	DESCRIPTION
Seniors **60 +** **Will have large overlaps with the adult segment above**	18% of the population in Hutt City is aged 60+ Abilities to receive information, store it in memory, organise it and interpret it decline. Short term memory and language based on memory declines but vocabulary continues to grow The library offers some programmes and collections specifically aimed at the needs of this group Subgroups • Print disabled / visually impaired / housebound - accessibility of resources is fundamental here and this group requires differing format / content options
Organisations	Subgroups • Schools / teachers – Educator cards and class visits support the use of the public library alongside their own school libraries • Businesses - Providing information and resources to local businesses ensures the Library contributes to the LTCCP and the city's economic development.
Pacific peoples	Hutt City has a higher % of Pacific Peoples than in NZ (10.4% compared to 7%)
Maori	Hutt City has a higher % of Māori than in NZ (16.2% compared to 15%) Lower Hutt iwi is Te Ati Awa

APPENDIX E: PROGRAMME DOCUMENTATION

This section includes a copy of the following programme documents:
- Programme Checklist
- Programme Session Plan
- Programme / Event Run Sheet

PROGRAMME CHECKLIST:
NAME OF PROGRAMME

Date	Click here to enter text.
Your Name	Click here to enter text.
Programme - Brief Description	What is the programme? What does it look like?
Which goal(s) does this activity deliver on? *Click on the relevant goal(s)*	☐ Our multi-skilled libraries' staff deliver outstanding 21st century library services ☐ Our libraries foster belonging, identity, and connection to knowledge and community taonga ☐ Libraries provide programmes that target literacies, active citizenship, and stimulate lifelong learning
Core Programming Area *Click on the relevant core programming areas*	☐ 1. Reading, language and literacy ☐ 2. Information literacy ☐ 3. Digital literacy ☐ 4. Local heritage and family history ☐ 5. Science, Technology, Engineering, Mathematics and Manufacturing (STEMM) ☐ 6. Building Communities ☐ 7. Knowledge Creation

Responsiveness	Where did the idea come from?
	    • Feedback from customers? Customer Survey form?
	    • Community groups?
	    • Programme Evaluation forms?
	Is this in response to community goal(s) and/or gaps? If so, which one(s)?
	What is the problem, opportunity or challenge it is addressing?

Audience	Who is the programme aimed at? (Refer to the Audience section of the Programming Framework)
Objectives	What are the objectives and intended outcomes?
Benefits	What are the non-financial and financial benefits for the Libraries?
Coverage & Consistency	Does this fit with the **1 library – 8 sites** concept or is this specific to only one site? If this is for one site only, what are the justifications?
Sustainability & Resources required	Is this dependent on one person? What impact does it have on staffing? Is this already being offered in the community? Is this duplication? What resources are needed to make this programme happen? What budget does this programme require? What costs are involved?
Tier *Click on the relevant tier*	☐ **1 – Libraries-led Core Programme** ☐ **2 – Libraries Partnership Core programme** ☐ 3 – Community-led (Tier 3 programmes are not Libraries programmes)
Connections & Partnerships	If this is a Tier 2 Core Libraries Partnership programmes, who would the partner be?
Delivery Format	What kind of programme is it? Talk? Presentation? Workshop? Panel discussion?
Risks	What are the potential risks? How would the risks be reduced and/or mitigated?
Measure(s) of Success	How do you know if the programme is a success?
Approved	Click here to enter text.
Date	Click here to enter text.

PROGRAMME SESSION PLAN:
NAME OF PROGRAMME

Venue/Library	Click here to enter text.
Date	Click here to enter text.
Time	Click here to enter text.
Facilitator	Click here to enter text.

BEFORE THE SESSION:

Set-up / required	How do you need the venue set up? Who will set it up? When?
Resources required	What resources are needed? Who is organising this? Does anything need to be ordered?

PLAN:

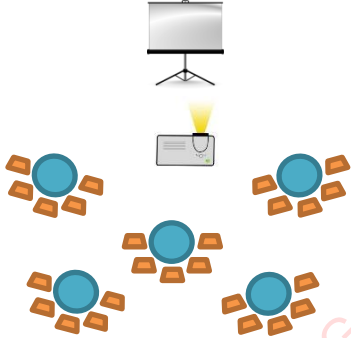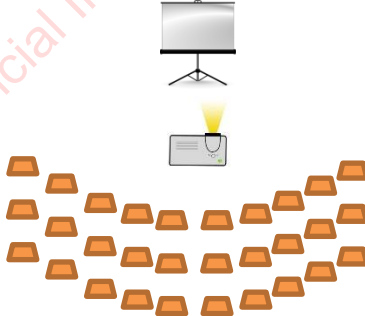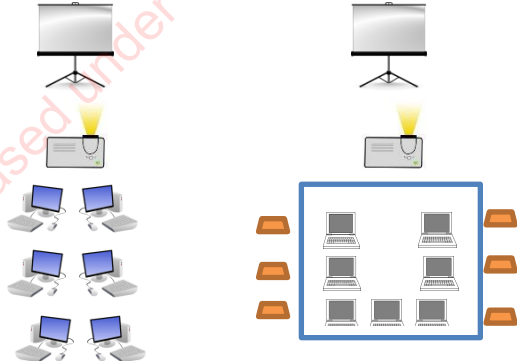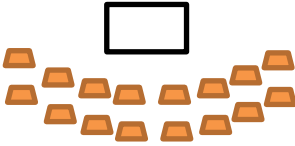| Time	Activity	Resource(s) Needed
Click here to enter text.	**Welcome & Housekeeping:** • (Fire) exits, facilities (i.e., toilets) • What to do in case of an emergency • Photo consent form if required	Click here to enter text.
Click here to enter text.	**Overview:** • *What we are going to cover during the session/course*	Click here to enter text.
Click here to enter text.	**Activity:** Click here to enter text.	Click here to enter text.
Click here to enter text.	**Activity:** Click here to enter text.	Click here to enter text.
Click here to enter text.	**Activity:** Click here to enter text.	Click here to enter text.
Click here to enter text.	**Evaluation:** • Ask participants to complete an evaluation form • At the same time, please take a head count	Click here to enter text.
Click here to enter text.	**Closure:** • Thank the participants for coming • Provide reminders of future workshops / sessions / classes • Promote items in the collection, resources, services…	Click here to enter text.

PROGRAMME / EVENT RUN SHEET:
NAME OF PROGRAMME OR EVENT

PROGRAMME / EVENT PARTNER(S) OR PRESENTER: Click here to enter text.

DETAILS OF THE PROGRAMME / EVENT:

Venue/Library:	Click here to enter text.
Date:	Click here to enter text.
Time:	Click here to enter text.
Audience:	Click here to enter text.

TYPE OF PROGRAMME/EVENT: *(delete all types not relevant)*

Workshop

- Screen & projector at the front for speaker
- Laptop for speaker
- Tables and chairs for participants

Presentation / Talk

- Screen & projector at the front for speaker
- Laptop for speaker
- Chairs in a semi-circle for audience

Computer-Based Class

- Screen & projector at the front for speaker
- Laptop for speaker
- Computers and/or laptops for participants

Demonstration / Discussion

- Whiteboard at the front for the speaker
- Table may be required by speaker
- Chairs in a semi-circle for audience

NOTES: *Reserve a car park, set up live-stream, take photos etc.*

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