READING AND LITERACY FRAMEWORK FOR SA PUBLIC LIBRARIES

Acknowledgments

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Reading and Literacy Framework Foreword

We are delighted to present the Reading and Literacy Framework, the result of extensive consultation within the South Australian Public Libraries Network and with other organisations and agencies operating within the literacy sector.

Literacy is a lifelong learning process for all South Australians from birth to seniors and is a crucial skill for everyday life and work. It is a critical factor in economic and social participation, removing barriers to education and employment.

Current studies highlight the need to improve literacy levels in South Australia, and public libraries are uniquely positioned to play an important role in addressing these challenges and achieving literacy goals.

In 2018-19, the economic value of public library services that helped South Australians to improve their literacy competencies and acquire working skills totalled $252 million, and comprised of literacy-related reading, lending, programming, and online activities [1]. Public libraries are local hubs for thriving, literate communities and Councils and the State Government invest considerably in the services and programs they offer their communities. They provide literacy resources for children, youth, and adults at all proficiency levels, making an enormous contribution to supporting a reading culture and the creation of a literate society.

This Reading and Literacy Framework allows for continuous and responsive improvements in literacy through best practice, innovation, and critical reflection. At the centre of the framework is the mission that all South Australians will have opportunities to access and engage with literacy through high quality programs, services, and collections of SA's public libraries.

Four key areas support this mission including:

- community connections

- quality programs, services and initiatives

- collaborating with intent

- innovative resources and dynamic collections

This framework clearly states goals and long-term outcomes for library staff that will provide pathways and opportunities to access literacy and literacy experiences, to help boost the literacy skills of all South Australians.

Finally, we gratefully acknowledge the strong and ongoing support of the Premier of South Australia, Hon Steven Marshall MP as the responsible Minister. His recent initiative in relation to improving Digital Literacy and especially Adult Digital Literacy forms an important component of the Reading and Literacy Framework.

Bruce Linn AM

Chair, Libraries Board of SA

[1] *The value of public libraries in South Australia, SGS Economics and Planning, March 2020*

Reading and Literacy Framework for SA Public Libraries

Literacy

Literacy is crucial in the daily lives of all Australians and yet many adult South Australians struggle with daily activities such as understanding maps, timetables, medication labels or a recipe, let alone reading for pleasure (Australian Bureau of Statistics, 2013). International research by the OECD indicates this figure is potentially as high as 47% of the adult population, and one fifth of working adults aged 16-60 years (OECD Skills Studies, 2017). Additionally, 1 in 5 South Australian children arrive at school without the skills necessary to make the most of their early education (Australian Early Development Census, 2018). In some South Australian communities the figure is much higher with some Indigenous communities on the Lands reaching over 80% (Australian Early Development Census, 2018). Illiteracy limits members of our communities in reduced opportunities to learn, work, play and grow, potentially limiting their capacity to fully participate in our modern connected society.

There is now a wealth of research indicating that literacy is far more than its traditional definition of decoding letters on a page. Today's world is very different from just 20 years ago where reading was mostly performed on paper. With electronic devices and internet coverage at record levels in schools, work places, homes and throughout our community spaces, there are still barriers to overcome in accessing and safely using technology, and then evaluating and understanding the information within (Thomas et al., 2020). Digital technologies have fundamentally transformed our world and will continue to do so. They present challenges that impact on, and are impacted by literacy skills (Department of Education, Skills and Employment, 2020). We cannot address literacy without acknowledging the interplay of digital literacy.

Literacy acquisition is a complex journey that begins in our earliest days as an infant, and extends far beyond school years, requiring proficiency in reading, writing, listening, speaking, decoding, information processing, and problem-solving amongst other skills practiced over many years.

Research also supports what we have known for many years, that it takes social experiences in families and communities to engage in literacy and learning experiences for the best long-term outcomes. Learning happens well before children are 'school aged' as babies learn to babble, and toddlers begin talking. Whether in school or out of school, young people thrive when they have opportunities to explore and discover their interests in a variety of spaces, including at home, in the community, and in public libraries (Shofmann, 2016).

Additionally, for adults there is a shift from formal education to a broader perspective that includes a range of hard and soft skills people need to acquire over their lifetime in order to succeed in the labour market (OECD, 2019). Workplaces are changing and adapting in a myriad of ways, often at rapid pace, which requires education to continue beyond formal schooling (National Centre for Vocational Education Research, 2019).

The OECD definition "Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society." (OECD, 2019a).

Employers are seeking higher-level cognitive skills that require strong literacy skills, such as problem-solving, creativity, innovation and decision making. Most of the reading, computational and problem-solving skills relevant to a print environment continue to be relevant in technology-rich environments (OECD, 2019).

While libraries are well-positioned throughout our communities in providing resources and programs for lifelong learning, they are not solely responsible for this outcome and should work in partnership with other providers in this space. Libraries may collaborate with other literacy, education and community stakeholders to complement programs and initiatives.

The challenges to improve literacy rates are great, especially when considered in context with the additional complexities of the digital age such as digital inclusion, misinformation (fake news) and online safety (International Federation of Library Associations and Institutions, 2019). The decisions we make today must be community-centred and based on a strong evidence base to ensure we effectively remove barriers and sustainably create the changes needed. This will guide our actions to advance our goals of increasing opportunities for literacy engagement, enjoyment and life-long learning for all South Australians.

Libraries

For many years public libraries have evolved to engage and support South Australians, well beyond books and printed resources.

Snap shot of SA Libraries

- Over 350,000 participants in children's library programs each year.

- Over 150,000 participants in adult library programs each year.

Library services have huge potential to support individuals, families and communities including: strengthening communities, employment and financial wellbeing, education, digital inclusion, physical and mental health, knowledge and information, cultural engagement, equality, diversity and inclusion.

However all of these rely on community participants being literate and engaged in life-long learning.

Now more than ever, the South Australian community needs its libraries.

"…access to information is a fundamental human right that can break the cycle of poverty and support sustainable development. The library is often the only place in many communities where people can access information that will help improve their education, develop new skills, find jobs, build businesses, make informed agricultural and health decisions, or gain insights into environmental issues." (International Federation of Library Associations, 2017)

Overview

This South Australian Reading and Literacy Framework for Public Libraries has been developed through consultation with the library network and key organisations from Education, Health and Community Services, that addresses the needs of our communities. The Framework provides pathways and opportunities to access literacy and literacy experiences, supporting the development of literacy skills by all South Australians.

The Framework for Public Libraries in South Australia clearly states goals and long term outcomes, identifying strategies for the library network. It identifies the key areas underpinning opportunity to access literacy and learning experiences.

This ensures consistent, evidence-based approaches, while being able to showcase best practice, inform new program development, and identify areas requiring additional support.

It clarifies and consolidates, as well as extending and future proofing, the key role of public libraries in improving and embedding valuable literacy practices and outcomes in our communities, for all South Australians from birth to seniors.

Through the Framework, public libraries will enhance their already strong role in developing literacy by providing further opportunities to support state goals to improve reading, writing and literacy in our communities.

Reading and Literacy Framework vision, mission and principles

Objectives

The outcomes of the Reading and Literacy Framework from *Tomorrow's Libraries: Future directions of the South Australian public library network* report are:

- A long-term direction for literacy improvement, allowing for greater consistency and continuous improvement within the network

- To see an improvement in the statistics, facts and figures relating to literacy in South Australia in nation-wide reports, such as the Australian Bureau of Statistics (ABS), Australian Early Development Census (AEDC), National Assessment Program – Literacy and Numeracy (NAPLAN) and the Australian Digital Inclusion Index (ADII).

Vision

Improve the literacy outcomes of all South Australians (Public Library Services (SA), 2018).

Mission

All South Australians will have opportunities to access and engage with literacy through high quality programs, services and collections.

Principles

There are a number of guiding principles that underpin the Framework's key areas.

- Inclusion

- Diversity

- Access and equity

- Sustainability

- Safe environments

- Collaboration

- Connectivity

- Innovation.

Reading and Literacy Framework overview

The Reading and Literacy Framework provides South Australian public library staff with guidance on four key areas vital to achieving long term outcomes:

- **Community connections:** Provide opportunities for everyone in the South Australian community to access and deeply engage with literacy and connect with others

- **Quality programs, services and initiatives:** Evidence-based, sustainable programs that offer access and engagement with materials, services and activities for people with varying literacy levels, cultures and abilities

- **Collaborating with intent:** Strategic partnerships and alliances offer libraries significant benefits including wider access and engagement with the community, increased local and global knowledge, and improvements in accessibility and flexibility of delivery

- **Innovative resources and dynamic collections:** Quality, meaningful, relevant resources and collections that are responsive and inclusive to the community and its needs.

Evaluation

Evaluation in each key area will ensure continuous and responsive improvements taking into account best practice, innovation and critical reflection. Evaluation over time ensures that the goals, strategies and outcomes remain effective, relevant, sustainable and meaningful for both the community and library services. While some essential long term goals have been identified for each key area, it remains up to each library service to consult with their community members and/or strategic partners and identify the specific needs and goals for their local area. Consideration can then be given to identifying further measures of success or outcomes to determine when goals are reached, and how to sustain those results.

NOTE: The Outcomes Measures Project will be highly beneficial in informing library services across all key areas of the Framework.

Target market

The Reading and Literacy Framework is primarily for all South Australian library staff to guide and support short and long term goals and outcomes.

The Reading and Literacy Framework is also relevant and informative for:

- Families

- Community members

- Students and teaching staff (preschool, early childhood, school, college, further educations, university, Registered Training Organisations, private training providers, community centres, etc.)

- New arrivals and migrants

- Those seeking literacy support

- Adult learners

- Not-for-profit or benevolent organisations and/or stakeholders supporting literacy and/or learning

- Local Government

- State Government

- Federal Government

- External organisations and businesses

- Peak bodies and professional associations

- Projects or campaigns supporting literacy, or with literacy/learning as a key component.

1 COMMUNITY CONNECTIONS
Everyone has opportunity to access and engage with literacy.

2 QUALITY PROGRAMS, SERVICES AND INITIATIVES
Engaging to educate, inform and enrich our community.

4 INNOVATIVE RESOURCES AND DYNAMIC COLLECTIONS
Quality, meaningful, relevant resources and collections that are responsive to the community and its needs.

VISION: IMPROVE THE LITERACY OUTCOMES OF ALL SOUTH AUSTRALIANS

MISSION: All South Australians will have opportunities to access and engage with literacy through high quality programs, services and collections.

PRINCIPLES: Inclusion, diversity, access and equity, sustainability, safe environments, collaboration, connectivity and innovation.

3 COLLABORATING WITH INTENT
Our libraries connect, collaborate and share resources with all stakeholders.

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1. COMMUNITY CONNECTIONS
- To provide opportunities for all in South Australia to access and deeply engage with literacy and connect with others in the community in meaningful ways
- To advocate for libraries as ideal community spaces to facilitate individual, group, inter-generational, and family learning
- To continuously analyse and build understanding of the local community, reduce barriers to access and develop successful strategies which connect and engage diverse community members.

2. QUALITY PROGRAMS, SERVICES AND INTIATIVES
- To provide evidence-based, sustainable programs that offer access and engagement with resources, services and activities for people from varying cultures and backgrounds, literacy levels and abilities
- To promote children's early literacy development, so that families and communities are better informed and seek support as concerns arise
- To offer at every age and stage, from birth to senior years, literacy development and enrichment opportunities
- To support and increase digital literacy so that every South Australian has the digital access and skills needed to participate in the digital world
- To measure the quality of the programs and services offered, in addition to numbers of people attending.

3. COLLABORATING WITH INTENT
- To collaborate with strategic partners and organisations who share goals around literacy
- To develop a clear definition of core strengths and identify the value proposition to clearly communicate with intended stakeholders or partners
- To regularly consider where possible, cross-sectoral approaches, techniques and delivery of services.

4. INNOVATIVE RESOURCES AND DYNAMIC COLLECTIONS
- To continue to grow a customer driven collection through community engagement, as well as making evidence-based decisions regarding collection development
- To increase reader engagement through meeting the needs of the community, particularly those with reading and literacy challenges
- To ensure collection policies are up to date, forward thinking and responsive to community needs.
- To support access to quality literacy resources which is cognisant of the fact that this underpins other forms of literacy and learning including digital literacy, financial literacy, etc.

Key areas

1 Community Connections

Provide opportunities for everyone to access and engage with literacy and connect with others in the community.

> "Our libraries are valued as institutions of civil democracy and community engagement. They are hubs of knowledge, creativity and innovation, bringing together the physical and digital worlds and providing opportunities for learning and leisure, linking the people of South Australia to each other and the world." (Tomorrow's Libraries Vision 2030: Smart Libraries, Smart Communities).

Libraries are vital social spaces and community hubs providing places for interaction and engagement between communities, families, groups and individuals. Libraries powerfully impact on the community because they are connected to people's needs at a local level, as well as state, national and global levels.

Libraries strengthen community connections by welcoming all people to read, connect, create and learn through engaging in a range of social, formal, informal and informational activities to meet wide ranging needs.

Goals

- To provide opportunities for all in South Australia to access and deeply engage with literacy and connect with others in the community in meaningful ways

- To advocate for libraries as ideal community spaces to facilitate individual, group, intergenerational and family learning

- To continuously analyse and build understanding of the local community, reduce barriers to access and develop successful strategies which connect and engage diverse community members.

Strategies may include

- Offer inclusive opportunities supporting all members of our community to engage with meaningful literacy learning and skill development

- Use community strengths as starting points for engagements

- Use community-led approaches and participation to build, strengthen and enhance family learning and community connections

- Meet changing community needs by striving to know their needs and wants over time. Seek ongoing feedback from the community in developing or adjusting library services, programs and collections

- Provide quality experiences that connect and engage

- Assist communities to source activities and groups that can benefit their own well being and life long learning

- Intentionally facilitate and contribute to shared activities and community events to build stronger social networks and strengthen community resilience

- Where possible, deliver outreach activities to the wider community

- Ensure all library staff and volunteers are advocates for libraries and the services, programs and resources that community can connect with.

Professional Learning

- Support library staff through provision of on-going professional learning in developing deeper understanding of community barriers which may include physical, social, emotional, digital, environmental and literacy challenges

- Support library staff with professional learning from a range of sectors (health, education, etc.) to develop an understanding of disadvantage in the community and inclusive practices

- Support library staff with professional learning in key literacy areas such as early childhood development and literacy, adult literacy, digital literacy, English as an Additional Language or Dialect (EALD).

Outcomes

What does this look like:

- Outreach and community programs are run by those library services that are able to offer library programs, services and collections externally. This may include visits/pop-ups at schools, kindergartens, play groups, shopping centres, aged care homes, community events, community centres, etc.

- One-off community events may include: visiting authors/illustrators, guest speakers or subject experts on specific topics, community events and workshops, writers festivals, micro-business or start-up expos, etc.

- Ongoing programs and other opportunities such as Lego clubs, robotics clubs, maker spaces, digital citizenship programs that support digital literacy development for adults, conversation cafes, citizenship education, cultural festivals, literacy workshops, story time sessions, etc.

- Celebrations relevant to community and area, considering purpose, as well as areas of need or interest

- Planning for the needs of older residents in retirement villages and housebound services, which are likely to increase

- Family programs that support literacy development in the early years and the transition to preschool or school

- Reviewing the library environment considering visual images and messaging – looking for ways to include pictorial and visual information to communicate beyond English or standard newsletters/signage and be as highly visible and accessible as possible.

Libraries are "Active Connectors". This role as 'active connectors' is something all public libraries can recognise, value and expand upon. (ALIA Public Libraries Advisory Committee, 2014).

- Working with the Council or external provider to map and profile the council area, ie to show where low literacy levels are in the council area or no/limited internet access

- Regularly engaging with users and non-users of libraries to determine if meeting the community's needs and wants, through surveys, face to face groups, forums and outreach consultation

- Facilitating expert speakers (eg, Speech Pathologists, Occupational Therapists, or in Specific Learning Difficulties such as Dyslexia) to present information sessions for the community, or training to advise staff on inclusive practices in library programming and collection development.

Tools for understanding your community

The following tools and services are available (but not limited to) which help develop an understanding of local areas, communities and the changes they undergo over time:

- Profile ID – Demographic resources to understand your community profile *https://profile.id.com.au/*

- Australian Bureau of Statistics (ABS) *https://www.abs.gov.au/*

- Australian Digital Inclusion Index (ADII) *https:// digitalinclusionindex.org.au/*

- Australian Early Development Census (AEDC) Data Explorer. *https://www.aedc. gov.au/data*

- Early language and literacy in NSW public libraries: Framework for delivering and evaluating early literacy sessions. Chapter on Community Analysis for early literacy sessions. *https:// www.sl.nsw.gov.au/public-library-services/ services/ early-language-and-literacy-nsw-public- libraries/ community-analysis*

- Local Council or Local Government Association surveys and reports.

2. QUALITY PROGRAMS, SERVICES AND INITIATIVES

Engaging to educate, inform and enrich our community.

South Australian libraries offer far more than books. Libraries offer a wide range of educational and enriching programs, services and initiatives that aim to meet the communities needs and support their development.

The community can access or find support with e-Resources, wifi, computers, meeting rooms, art spaces, and diverse child, youth and adult programs.

Libraries provide high-quality, free or low-cost programs, services and initiatives that are also held in safe spaces for social interaction, digital connection, lifelong learning and rich cultural experiences.

"Literacy development begins at birth." (Bon and Working Group on Literacy and Reading Strategies, 2019).

"Effective library programs and services help individuals to change their knowledge, skills, attitudes and behaviours and communities to be more inclusive, productive and creative." (Phillips, 2016) "Public libraries support formal and informal learning,

especially reading and literacy, through all stages of life. Very young children are given a better start in life through baby rhyme-time and story time sessions. Older children can take advantage of study space and homework clubs to improve their performance at school. There are classes for adults and opportunities to learn new skills at any age." (ALIA Public Libraries Advisory Committee, 2014).

Goals

- To provide evidence-based, sustainable programs that offer access and engagement with materials, services and activities for people from different cultures and backgrounds and with different literacy levels and abilities

- To promote children's early literacy development, so that families and communities are better informed and seek support if they have concerns

- To offer at every age and stage literacy development and enrichment opportunities

- To support and increase digital literacy so that every South Australian has the digital access and skills needed to participate in the digital world

- To measure the quality of the programs and services offered, in addition to numbers of people attending.

Strategies may include

- Developing and adjusting programs and services to be meaningful for the participants and intentional in meeting community needs

- Utilising existing national Frameworks and supporting resources in reviewing, aligning and/or developing programs and services

- Providing multiple access points in reading, viewing and/or listening for information, education, enrichment and leisure

- Using strength-based approaches in programs that build on existing knowledge and skills

- Digital literacy featuring in every library plan and considered as a key community literacy across the life span

- Play-based strategies for Early Years (0-7 years of age) are essential, including offering child-led play experiences. Providing a range of resources that include suitable literacy resources, books, toys, furniture and props for children, and family sessions encouraging interaction and communication with their family or care-giver

- Supporting cultural responsiveness in services and programs to ensure access, inclusion and learning outcomes for Indigenous children and community members

- All programs, services and initiatives are culturally inclusive, accessible and safe for all participants

- Programs/services supporting a wide range of community needs, including engaging those who are disadvantaged and vulnerable

- Providing optimal conditions for learning, including feeling safe and that it's healthy and comfortable to take risks

- Providing programs that are practical, hands-on and/or interactive activities, especially for Family Literacy programs

- Maintaining and sustaining literacy after the school years

- Using active learning strategies and activities in programs for older students and/or adult learners

- Advocating within communities for life long learning – it's never too early or too late

- Inspiring children and community members to reach their full potential

- Increasing critical thinking and fostering curiosity

- Using engagement strategies that support wellness and wellbeing, through connection and growth for community members

- Advocating at Local Government, State and National levels for increased opportunities to access literacy and language through quality programs, services and initiatives

- Library programs and events providing opportunities for parents/caregivers, whatever their literacy level, to connect by sharing books and other literacy practices with their children

- Library policy documents are regularly reviewed, updated and implemented

- Library statistics and data reporting is used to inform decision-making and practice.

Professional Learning

- Support library staff to become knowledgeable and skilled in supporting communities and literacy. Professional Development opportunities assist library staff to consider service and needs-based approaches

- Adaptability in the workforce – continually cultivating staff skills to anticipate and respond quickly to changing environments, and meet user needs *(https://www.nsla.org.au/about-nsla/strategic-plan).*

The following is an extract from the ALIA Early Childhood Literacy strategic framework.

Early Childhood Literacy (birth to six years of age)

The ALIA Early Childhood Literacy strategic framework builds on what public libraries already do and provides the opportunity to create a stronger focus on early literacy.

AT A BASIC LEVEL, EVERY PUBLIC LIBRARY SHOULD:

- Carry out a local family needs analysis and provide resources – picture books, parenting books

- Enable Professional Development access for appropriate staff

- Hold regular story times/provide regular story time opportunities

- Bring community partners together

- Record and report early literacy achievements

- Include responsibility for early learning in at least one member of staff's role statement.

AT THE OPTIMUM LEVEL:

- Early literacy features in every library plan

- Professional Development offered to other agencies

- Library staff invited to other agencies' Professional Development sessions

- Promoting resources and making them widely available eg bulk loans for preschools and kindergartens

- Outreach for vulnerable, hard-to-reach, non-library users

- Actively creating programs for all ages

- Actively providing parenting support to families and being active in the space eg programs for teenage mums

- Participating in academic and other research

- Collaborating (real/online) with other libraries locally/nationally about the development of resources and programs

- Actively participating in the national reading and literacy discussions

- Participating in the provision of early literacy.

Outcomes

What does this look like:

- Training in specific early childhood domains to upskill library staff enabling them to keep abreast of current research and best practice (accredited and non- accredited short courses and workshops).

- Early childhood programs in the library on a regular basis

- Homework clubs or support through Homework Help opportunities

- Job-Ready clubs and programs for adults

- Participation in state-wide digital literacy programs

- Support with Australian Citizenship Test assistance sessions

- Adult and community literacy programs support life skills, such as cooking, home repairs, gardening or using digital/mobile technology

- Public and school libraries provide cybersafe training and resources to ensure that all people, both students and adults have safe and secure online experiences.

Tools for quality programs, services and initiatives

- Australian curriculum documentation covering early years, school, vocational pathways in schools and industry pathway programs *https:// www.sa.gov.au/topics/ education-and-learning/ curriculum-and-learning/ south-australian-curriculum*

- Digital Literacy Skills Framework (DLSF, April 2020) *https://www.dese. gov.au/foundation-skills- your-future-program/ resources/digital-literacy- skills-framework*

- Australian Core Skills Framework *https:// www.dese.gov.au/skills- information-training- providers/australian- core-skills-framework*

- Aboriginal Education Strategy: 2019 to 2029 SA Department for Education *https://www. education.sa.gov.au/ sites/default/files/dept- ed-aboriginal-education- strategy-2019-2029.pdf*

- National Strategic Framework for Aboriginal and Torres Strait Islander People's mental health and social and emotional wellbeing *https://www. niaa.gov.au/sites/default/ files/publications/mhsewb- framework_0.pdf*

- Early Years Learning Framework (EYLF) *https://www.dese.gov. au/national-quality- framework-early-childhood- education-and-care-0/ earlyyearslearningframework*

- The ALIA Early Childhood Literacy strategic framework

- Proposed National Early Language and Literacy Strategy.

3. COLLABORATING WITH INTENT

Our libraries collaborate and share resources with all stakeholders.

Libraries don't compete, they collaborate (ALIA Public Libraries Advisory Committee, 2014). Strategic partnerships and alliances offer libraries and those they partner with, significant benefits. These include wider access in the community, increased knowledge, and improvements in accessibility, flexibility and adaptability.

Relationships with other organisations, people or projects increase literacy opportunities that align to shared goals and provide opportunities to benefit all. Partnering with intent is a stated Public Library Services goal that underpins improved service delivery and reach (Public Library Services (SA), 2018). Diverse, strategic and productive partnerships are responsive to the changing needs and ongoing challenges in communities.

Additionally, people can collaborate and learn within the library service by engaging in and enjoying programs and resources together.

Goals

- Collaborate with strategic partners and organisations that deliver on shared goals around literacy

- Develop a clear definition of core strengths and identify the value proposition to clearly communicate with intended stakeholders or partners

- Regularly consider cross-sectoral approaches, techniques and delivery of services.

Strategies may include

- Strengthen networks through actively building strong relationships and partnerships

- Build shared purpose and gain a greater understanding of community diversity, needs and wants, especially those most disadvantaged and vulnerable

- Understanding that catering for and meeting diverse needs within communities is a challenge that will require flexible thinking and new approaches

- Priority given to collaborating with Indigenous community members or organisations

- Being open, accountable and transparent with collaborating partners and organisations

- Partnering and learning from people and organisations ensuring respect and inclusion for all cultures and diversity in our communities

- Long or short term alliances with like-minded organisations or projects

- Provide information and/or learning opportunities to services, and organisations to increase their knowledge around literacy and the role of libraries.

Outcomes

What does this look like:

- Supporting digital literacy programs and workshops for reducing barriers and addressing the skills required. This may include Digital training workshops, such as 'Tech Savvy Seniors SA' in regional libraries through partnership with Telstra and SA Government

- Paint the Westside REaD (Charles Sturt Library)/Paint the Parks and Gardens REaD (Port Adelaide Enfield) – collaborative community partnerships with varied groups including businesses, government agencies and not-for profit organisations to build early literacy across the community.

- Marion, Port Adelaide Enfield, Holdfast Bay and Charles Sturt pooled budget and staffing resources to host large scale online Book Week sessions in 2020. These enabled nationally recognised authors and illustrators to appear online in local schools

- Representative community groups work with the library to build programs and collections eg Vietnamese focus group for language collection, cultural celebrations eg Diwali/Harmony Day

- South Australian Libraries Children & Youth Services (SALCYS)/Public Library Services/Public Libraries SA collaboration hosted a Libraries SA stall promoting the importance of reading with your baby/young children and joining local libraries, at the Pregnancy, Babies and Children Expo to promote the SA public library network

- Collaborating with secondary schools and/or senior schools to provide programs and workshops (homework help, STEM, book clubs, life skills, resume and job applications, financial literacy, digital literacy skills etc) specifically for teens and young adults.

Tools for collaborating with intent

- Connect with your own council portfolios to see where you can work together

- Engage/connect with not-for-profit organisations such as Communities for Children

- Join professional networks through PLSA and PLS.

4. INNOVATIVE RESOURCES AND DYNAMIC COLLECTIONS

Quality, meaningful, relevant resources and collections that are responsive and inclusive to the community and its needs.

While a library may 'house' a collection of books, the library service is about creating readers and opportunities for learning. Reading enriches and transforms lives and supports life-long learning and participation in society. The quality and accessibility of the resource collection is a key factor to consider.

South Australia has an enviable One Card system that greatly enhances the depth of library collections as well as increased accessibility. By connecting every public library collection through One Card, library users may access the resources of every library in the state to order and receive items at their local or preferred library at no cost. Library users are able to access specialised collections or reserve popular items at the click of a button. This is of particular importance

to regional and remote library services and their communities playing a critical role in removing barriers to access.

Resources that support literacy development at all ages and stages, such as synthetic phonics programs, audio books, large print and books specifically developed for those with dyslexia, or resources for adult learners, are becoming more widely available as part of collections. In addition to literacy resources there are online services, software and electronic devices that specifically assist those with reading challenges. Providing access for these digital supports is another key area for libraries to consider, through reducing barriers to information and communication technologies and supporting digital inclusion and participation in society.

Many libraries also continue to offer specialist or curated collections with rich local and community history. There is also

a growing interest in offering opportunities in creation and documentation of new local stories with diverse content and communities learning together.

Toy libraries are often co-located within public libraries and have an integral role to play in supporting families with building language, literacy and numeracy skills in young children, and older children with literacy and learning challenges. Toy libraries cater for everyone, including those with additional needs, and culturally and linguistically diverse families. Research proves that toys and loose parts significantly increase children's vocabulary and conversations, thus directly impacting literacy skills. Resources at Toy Libraries include toys and play adjuncts that directly support speech development, fine and gross motor, sensory, pre-reading, reading, maths and STEM skills. Toy libraries are an attractive drawcard for families and carers while supporting literacy development.

Goals

- To continue to grow a customer driven collection through community engagement, as well as making evidence-based decisions regarding collection development

- To increase reader engagement through meeting the needs of community, particularly those with reading and literacy challenges

- To ensure collection policies are up to date, forward thinking and responsive to community needs

- To deliver literacy and learning resources across multiple media formats allowing for increased community engagement, which is cognisant of the fact that this underpins other forms of literacy and learning including digital literacy, financial literacy, etc.

Strategies may include

- Including local/community knowledge to enhance and enrich special collections

- Developing curated collections that are accurate and accessible to support digital and information literacy

- Providing Professional Development for staff in Readers' Advisory (RA) Skills including both active and passive RA

- Library staff who advocate for collections and the role they play in supporting reading and literacy

- Managing community language collections ensuring representation and inclusion

- Ensuring resources are available for all proficiency levels in a range of formats, particularly providing age and skill-appropriate materials for those with reading and literacy challenges

- Developing and promoting Toy Libraries as an educational, fun and low-cost resource available for families, carers and community

- Promoting wider range of access to resources, and considering new methods of promotion and delivery such as pop-up libraries, bulk loans to Kindergartens and Aged Care settings, participating in community events, etc.

- Supporting access to online and physical collections

- Developing and supporting collections providing resources for specific programs, including adult literacy courses, job skills resources, community interests, etc.

- Ensuring robust collection development and management policies for physical and digital collections

- Ensuring collections are responsive to SA Department of Education curriculum

- Promoting One Card access to SA community providing an understanding of accessing resources across the state

- Using evidence-based decisions and proactively seek community engagement to develop collections

- Identifying and supporting specialist areas or subjects that may be specific to a library and/or area

- Advocating for funding for collections, and professional learning opportunities in collection management

- Being open to new educational and learning strategies and technological developments.

Outcomes

What does this look like:

- Communicating with community about what they want and need in the collection eg, inviting community members to be part of resource purchasing or reviewing

- eBook groups & book discussion groups

- Digital & STEM hubs supporting increases in community and student access to digital technology and participation in STEM learning

- Specialist collections based on library location (eg, wine collection in the Barossa, Holdens collection in Playford, etc)

- Online resources and support in using them (training in online learning courses, eMagazines, eBooks, Audiobooks, English training, family history)

- Targeted displays of collections eg, Market Place display (Tea Tree Gully)

- Workplace skills courses and resources, providing skills in basic reading, writing and comprehension of workplace tasks. (Salisbury/Playford)

- Mobile Libraries being used in multiple ways such as regular visits to aged care homes and kindergartens, as well as one-off opportunities including community pop-up events

- Remote access to online subscriptions and digital resources – gives students more flexibility and regional community members accessibility

- Capturing and sharing our community memory by securing and preserving our stories, culture, heritage and history.

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