

1. Shirley Community Centre Rebuild

1.1 Shirley Community Centre Rebuild | Research:

- "The Shirley Primary School was erected in 1915 to the design of George Penlington, the Education Board Architect in Canterbury. The foundation stone was laid on 16th June 1915. The building is prominent within the local streetscape because of its corner site and spacious setting."

<https://quakestudies.canterbury.ac.nz/store/object/13346>

- "The centre opened as a primary school in 1916 and, after it was replaced by a larger school, the council bought it in 1977 to convert into a community centre, which was used by several community groups."

<https://www.stuff.co.nz/the-press/editors-picks/7486705/New-community-centre-planned-for-Shirley>, 16 Aug 2012

- "Popular community facilities closed because of earthquake damage will be targeted first for repairs under a Christchurch City Council action plan aimed at restoring community life to normal. The plan, still to be approved by councillors, prioritises repairs to about 1000 quake-hit council assets using a ranking system that gives preference to high-use facilities currently closed."

<https://www.stuff.co.nz/the-press/news/7580623/Priority-list-for-popular-community-facilities>, Aug 30 2012

- "21: Shirley Community Centre, 10 Shirley Rd, Shirley, 8013, Recommended Required Work: Replace. Section 38 (claim insured value)"

<https://www.ccc.govt.nz/assets/Documents/The-Rebuild/Community-facilities/CommunityFacilitiesTranche1.pdf>

- "At their meeting of 31 August 2016 the Shirley/Papanui Community Board considered a process for the rebuild of the Shirley Community Centre. The Council has allocated funding of \$2.57 million to cover the capital costs of the rebuild of the Shirley Community Centre. This project is in Tranche 1 of the Community Facilities Rebuild Programme. The Board wishes to proceed with this project and suggests that a process similar to that put in place by the Council for the rebuild of the St Albans Community Centre be followed."

https://christchurch.infocouncil.biz/Open/2016/09/SPCB_20160914_AGN_690_AT.PDF, Page 8-9

- "Shirley Community Centre: Community Facilities. The capital budget for this project is being considered as part of the Long Term Plan process. Consequently, the project will not be reported upon until funding is made available or the project is cancelled. Status: Future, Target Start Date: 1 July 2019"

<https://www.ccc.govt.nz/assets/Documents/The-Rebuild/About-the-Rebuild/Social-Community-Development-and-Housing-Committee-Community-Facilities-Rebuild-and-Heritage-bimonthly-report-February-2018.pdf>, Page 32

- "Shirley Community Centre. The capital budget for this project was removed from the Long Term Plan and the project will not proceed. Removed from Programme."

<https://ccc.govt.nz/assets/Documents/The-Council/Future-Projects/Social-Community-Development-Committee-October-2018-Community-Facilities-Rebuild-and-Heritage-bimonthly-Report-attachment-1.pdf>, Page 14

1.2 Shirley Community Centre Rebuild | Comments:

Recently on the Canterbury Genealogy Facebook page: <https://www.facebook.com/CanterburyNZGenealogy/> "Do you care about the future of the NZSG Canterbury Branch?"

"10 Shirley Road was the home for NZ Society of Genealogists - Canterbury Branch [Est. 1968], for 21 years from February 1990 until the February 2011 earthquakes. We were hoping that a new Community Centre would be built on the same site to serve the local community in many ways, and possibly return 'home'."

"Our city has special needs with what we have been through in the last decade, where the community have shown how strong they can be supporting each other, and desperately need safe and welcoming meeting places to suit all needs."

https://christchurch.infocouncil.biz/Open/2020/11/PICB_20201120_AGN_4525_AT.PDF, Page 61-70

"Established in 1968, that makes the [NZ Society of Genealogists] Canterbury regional branch the oldest in New Zealand."

<https://www.odt.co.nz/star-news/star-christchurch/genealogy-passion-and-addiction-christchurch-woman>

"AMP Capital is seeking offers for the properties with an April 13 deadline, either in one lot or in two separate parcels. Most of the 31 properties are sections with freestanding houses...are on the eastern side of Marshland Rd and both sides of Golf Links Rd."

<https://www.stuff.co.nz/business/property/128116425/christchurch-shopping-mall-dumps-expansion-plans-will-sell-30-nearby-homes>

The Shirley Library & Alma Place social housing (<https://oursocialhousing.nz/locations/alma-place/>), could potentially be 'sandwiched' between The Palms two storey car parking building & what size building(s) when these sections are developed?

Shirley Library is still considered the second busiest suburban library in Christchurch, even without dedicated learning spaces (limited after school/holiday programmes) & meeting rooms.

"It [South] is the third-busiest suburban library, behind Fendalton and Shirley, with 4552 weekly visitors."

<https://i.stuff.co.nz/the-press/news/128047707/earthquake-repairs-spell-18month-closure-of-popular-christchurch-library>

Shirley Library has become our community centre by default, since the Shirley Community Centre was demolished in 2012, as our residents are continuing to 'vote' with their feet.

The former Shirley Community Centre was a historic building, used for Cultural, Educational and Recreational Activities. Prior to the September 4, 2010, and February 22, 2011 earthquakes, the well-established centre was used by many community groups. It was a popular and welcoming community asset situated on multiple bus routes, reaching out to the communities of Shirley, Dallington, Richmond, Edgeware, St Albans and Mairehau.

Due to the building's damage caused by the earthquakes, the facility was demolished in 2012 and has not been replaced since, in spite of the area's growing population. In 2022 the land remains empty. Our communities have waited over a decade for a replacement facility, while watching tens of millions of dollars spent on new community facilities in other areas of the city.

Our vision is a new community hub at 10 Shirley Road. We want a modern future-focused library, with learning/meeting spaces for all ages and stages of life. We want a centre that is inclusive and accessible for all. This location is a very visible historic landmark at the beginning of Shirley Road. Leaving it empty without a building, is a constant reminder of what we have lost, that we have been forgotten & have no community legacy for the future generations.



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2. Waipapa Papanui-Innes Community Board

2.1 Waipapa Papanui-Innes Community Board | Research:

"Board Priorities: (for the next two years) The rebuild of a community centre on the land at 10 Shirley Road is designed and commenced."

<https://ccc.govt.nz/assets/Documents/The-Council/Community-Boards/Plans/Papanui-Innes-Community-Board-Plan.pdf>, 2017-2019, Page 10

- <https://www.stuff.co.nz/the-press/news/103484014/christchurch-suburb-overlooked-since-the-earthquakes-community-leaders-say>, 30 April 2018

- <https://www.stuff.co.nz/the-press/news/103563627/is-shirley-christchurchs-forgotten-suburb>, 04 May 2018

- <https://www.10shirleyroad.org.nz/call-for-community-facility-grows/>, 10 May 2018

- <https://www.odt.co.nz/star-news/star-christchurch/renewed-calls-rebuild-shirley-community-centre>, 1 December 2020

"With a choice of community facilities and good amenity, a community is more able to achieve social cohesion, resilience and happiness and wellbeing. The role of a community board is to advocate for and work with the local community."

"Our priorities - What the board will do: Engage with the community over future development of 10 Shirley Road."

<https://www.ccc.govt.nz/assets/Documents/The-Council/Community-Boards/Plans/Community-Board-Plan-Papanui-WEB-Final.pdf>, 2020-2022, Page 6

"The site was currently home to a pump track and playground. That's great, but it won't meet the needs of the whole community," Shirley Recreational Walkers leader Sue Lang. However, she did not trust the council to pull through on the project.

"A decade is a long time to wait for when you've already waited a decade."

"Innes Ward city councillor Pauline Cotter said the future of the project is in the hands of the community..."

It is possible the \$3 million funding could be brought forward if a building plan was ready and viable."

<https://www.odt.co.nz/star-news/star-christchurch/study-determine-feasibility-christchurch-community-centre>, 16 July 2021

"What the Board will do: Engage with the community over future development of 10 Shirley Road."

"Measures of Success: A place for community interactions 'hearts of community' is provided."

"Progress to date/actions taken: On 21 June 2021 the Council resolved to reinstate \$3.0 million funding formerly set aside for the rebuild of the Shirley Community Centre in FY 2029-30/FY 2031-32 to enable a subsequent annual plan to bring the funding forward if plans are progressed. The Council also added \$35,000 in FY 2021-22 for an updated feasibility study to look at other options, including incorporating the current Shirley library."

https://christchurch.infocouncil.biz/Open/2021/07/PICB_20210716_AGN_5621_AT.htm#PDF3_Attachment_33158_1

Papanui-Innes Community Board Plan 2020-22 - Implementation Monitoring, 16 July 2021

"Do you have any comments about our proposed changes to revenue, spending and borrowing?"*

"Do you have any comments about our capital programme?"*

https://christchurch.infocouncil.biz/Open/2022/04/PCBSC_20220404_MIN_7953_AT.PDF, Waipapa Papanui-Innes Community Board Submissions Committee 04 April 2022, Page 4 & 5

*There is no mention of the Board asking Council to bring the funding forward for the rebuild of a building on 10 Shirley Road.

2.2 Waipapa Papanui-Innes Community Board | Comments:

The Waipapa Papanui-Innes Community Board received less than 80 submissions to their recent 'Have Your Say' consultations:

- <https://www.10shirleyroad.org.nz/your-ideas-wanted-for-10-shirley-road/>, 58 submissions

- <https://www.10shirleyroad.org.nz/shirley-community-reserve-temporary-pump-track/>, 71 submissions

The "Where is our Community Centre" petition [<https://www.10shirleyroad.org.nz/where-is-our-community-centre-petition/>] that was presented to Council as part of the Long Term Plan 2021-2031, received over 1,200 residents signatures/comments.

'Shirley Road Central' verbal submission: <https://councilive.ccc.govt.nz/video/10113>.

*What progress has been made on the feasibility study for the Shirley Community Centre/relocate & upgrade Shirley Library?

Proposed Shirley Community Reserve Landscape Plan

As a member of the 'Shirley Road Central' group, I was unaware of the suggestion for 'temporary' public toilets on 10 Shirley Road. I showed my 14 year old son Ben a photo of the 'temporary' toilets at Westminster Park & asked him if he would use them: "No, it would be dirty, covered in graffiti, used for drugs & sex." The next day he had his Māori class at Hagley. When I picked him up after school, he said to me: "You realise you would be disrespecting the land at 10 Shirley Road, if those toilets were installed?"

Ben said "It's been a place of learning [and still is for Shirley Playcentre]." He knows the history of 10 Shirley Road.

"You take your shoes off, before you enter this place, as a sign of respect...you don't use it to take a 'dump'!"

"Whenua [land forms the foundation] is the place where you stand. It is your connection to the land - a source of life, nourishment and wellbeing for everyone. You can also think about whenua as your place of belonging - that means the spaces where you feel comfortable, safe and able to be yourself." <https://mentalhealth.org.nz/te-whare-tapa-wha>

Ben's comment reminded me of the grandfather I met at our Skip Day event. He had brought his grandson down to 10 Shirley Road, to show him where he went to primary school. After I talked to him about the petition, he said "I hope the Council listen when you present this petition, this site needs to be honored as a place of learning, as part of our communities history."

Why duplicate facilities that are 500m away on Jebson Street (behind Shirley Primary School), next to the Shirley Community Gardens? Public toilets are also available at The Palms & Homebase.

- Christchurch City Council SmartView | Public Toilets: <https://smartview.ccc.govt.nz/map/layers/toilets#/@172.65369,-43.50847,15>.

If the Board/Council are going to spend money on 10 Shirley Road, at least make it useful/'permanent'/sustainable:

- Christchurch City Council SmartView | EV Charging stations: <https://smartview.ccc.govt.nz/map/layers/evstations#/@172.65369,-43.50847,13>. (EV Charging stations are already available at Parklands & New Brighton Christchurch City Libraries).

My concern is the Board is considering wasting more money putting another 'temporary' sticky plaster on the wounds of our communities, who still feel forgotten after the earthquakes. The Board needs to advocate at Council, for what their residents have repeatedly asked them for: the building of a new centre on 10 Shirley Road.



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3. Christchurch City Council - CPTED, LTP 2021-31 Activity & Asset Management Plans

3.1 Christchurch City Council - Crime Prevention Through Environmental Design (CPTED) | Research:

"Parks, reserves and routes alongside waterways are often perceived as being unsafe areas, especially after dark. Providing a range of recreational opportunities and spaces in order to ensure activity throughout the day and a range of users. Pathways can be made to feel safer by ensuring the provision of adequate sight lines along the route & by avoiding areas of potential entrapment or concealment along the pathway. Use of parks at night should be discouraged and only paths that are essential designated routes should be lit. Particular care should be taken when considering the area around toilet facilities...ensuring good visibility, with toilet doors opening directly onto public space and planting kept low. Careful choice and location of seating can help to make public open spaces more popular and increase safety. Planning seating layouts to encourage social interaction and casual surveillance."
<https://www.ccc.govt.nz/assets/Documents/Culture-Community/Community-Safety/CPTEDFull-docs.pdf>, Page 16-23

"...the seven qualities of safe places (access; surveillance and sightlines; layout; activity mix; sense of ownership; quality environments; and physical protection), also set out in the guidelines, are the core considerations of CPTED."
"Changing the physical features of a place in order to promote safety and reduce opportunities for crime is more cost effective over the lifetime of that place, than applying management or technology solutions that require ongoing expenditure to support them."
<https://www.ccc.govt.nz/assets/Documents/Culture-Community/Community-Safety/TheRoleofCPTEDinPost-EarthquakeChristchurchArticle.pdf>

"CPTED is a crime prevention philosophy based on proper design and effective use of the built environment leading to a reduction in the incidence and fear of crime, as well as an improvement in quality of life. CPTED reduces criminal opportunity and fosters positive social interaction among legitimate users of space. The emphasis is on prevention rather than apprehension and punishment." "What are the National Guidelines? 1. Access: Safe movement and connections, 2. Surveillance and sightlines: See and be seen, 3. Layout: Clear and logical orientation, 4. Activity mix: Eyes on the street, 5. Sense of ownership: Showing a space is cared for, 6. Quality environments: Well designed, managed and maintained environments, 7. Physical protection: Using active security measures"

"Integrating safety at the outset of a development's design brings long-term social and economic benefits. Getting it right first time saves future costs of correcting or managing badly designed development. Safe popular places with high pedestrian counts are better for business, reflected in higher turnover, employment, profit, rents, capital values and rates."
<https://www.justice.govt.nz/assets/Documents/Publications/cpted-part-1.pdf>
<https://www.justice.govt.nz/assets/Documents/Publications/cpted-part-2.pdf>

"We are proposing a shift to integrated service delivery arrangements whereby Council physical services are grouped together in convenient locations for citizens to access - a Citizen Hub with no wrong doors."
<https://www.ccc.govt.nz/assets/Documents/The-Council/Plans-Strategies-Policies-Bylaws/Strategies/Citizen-Hub-Strategy.pdf>

3.2 Christchurch City Council - Crime Prevention Through Environmental Design (CPTED) | Comments:

"Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will be the shape of Aotearoa." Dame Whina Cooper
- The 10 Shirley Road site has the Shirley Playcentre, children's playground & the Shirley Primary School across the road. Public toilets that aren't connected to another facility are a 'high risk' situation, for unsupervised children.
- This is an opportunity to educate the community, that there are already public toilets in the area. New signage [history of the site] has been suggested by our 'Shirley Road Central' group, it could have QR code links to the CCC SmartView website?
- If residents are already concerned about the level of weeding maintenance, would they also be unhappy at the state of the toilets & request an increase to the frequency of cleaning, more operating costs?
- 10 Shirley Road is surrounded by the Dudley Character Area & house prices have increased, therefore rates are increasing:
https://smartview.ccc.govt.nz/map/layers/ratingunits_value#/@172.65369,-43.50847,16
My concern is that local residents are required to adhere to the Dudley Character Area Design Guide & they won't be happy their rates are being spent on a 'temporary' toilet (that could detract from their house values), instead of a 'permanent' centre.

- As the 'Shirley Community Reserve', the 10 Shirley Road site is mainly used by Shirley Primary School parents/children at drop off/pick up times of the day. 'Quick fixes' like the pump track & multi purpose table, do not cater for our preschoolers & adults that are at home during the day. Our children/youth are at our (recently/currently being redeveloped) local four schools during the day, with access to sports fields & new playground facilities. The funding that has already been spent to 'activate' 10 Shirley Road, could have been used for planning/designing a new centre.

- As the 'Shirley Community Centre', the 10 Shirley Road site was used by some residents of the surrounding communities, with a few activities hosted by the community groups in 'their' rooms, using the space during the day & at night.
- As the 'Shirley Centre', the 10 Shirley Road site could include the relocated/upgraded Shirley Library with dedicated Learning Spaces/Meeting Rooms. This space would be used more widely by residents of the surrounding communities & would be the easiest library/citizen hub/centre to access with bus stops to some of our major bus routes on Shirley Road. The dedicated Learning Spaces & Meeting Rooms would allow for after school/holiday programmes, community education & opportunities for residents to engage with support services. With the investment by developers to build infill housing & the increase to social housing in these communities, a new centre is not a 'want', it is a 'need' now for our growing population.

- "The reinstatement of the four well-beings is formal recognition that councils have a significant role to play in lifting the quality of life of our people, and the health of our environment," says LGNZ President Dave Cull.
<https://www.lgnz.co.nz/news-and-media/2019-media-releases/reinstated-well-beings-endorse-councils-community-focus/>

3.3 Christchurch City Council - Long Term Plan 2021-31 Activity and Asset Management Plans | Research:

10. How much capital expenditure will be spent, on what category of asset, and what are the key capital projects for this activity?
20053, Shirley Community Centre , 2029/30 = \$245,000, 2030/31 = \$3,461,000, Total = \$3,706,000
<https://ccc.govt.nz/assets/Documents/The-Council/Plans-Strategies-Policies-Bylaws/Plans/Long-Term-Plan/LTP-2021-final/LTP-2021-Final-Activity-Plan-Community-Development-and-Facilities.PDF>, Page 21
- <https://ccc.govt.nz/assets/Documents/The-Council/Plans-Strategies-Policies-Bylaws/Plans/Long-Term-Plan/LTP-2021-final/Asset-Management-Plan-AMP-Community-Facilities-LTP-2021-2031.PDF>
- <https://ccc.govt.nz/assets/Documents/The-Council/Plans-Strategies-Policies-Bylaws/Plans/Long-Term-Plan/LTP-2021-final/Asset-Management-Plan-AMP-Libraries-LTP-2021-2031.PDF>



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4. Christchurch City Council - Integrated Planning Guide

4.1 Christchurch City Council - Integrated Planning Guide | Research:

<https://ccc.govt.nz/assets/Documents/The-Council/Plans-Strategies-Policies-Bylaws/Urban-Design/Integrated-Planning-Guide-2019.pdf>

The evidence base linking individual and community health to where we live, work and play is strong and growing. We know that all plans, policies and developments can potentially affect the physical and psychological health of people for good or ill. (Page 6)
The design of our environments can influence, directly and indirectly, the health and wellbeing of individuals and communities. Investing in the health of the population will also lead to comprehensive benefits not only for individual wellbeing but for productivity, social connectedness and economic growth. (Page 12)

Te Pae Māhutonga supports our vision of a thriving, prosperous community through the imagery of the Southern Cross, which represents the health promotion goals of environmental protection, healthy lifestyles, active participation in civil society and secure cultural identity. (Page 15)

Equity: While equality is the effect of treating all people in the same way, equity refers to more than just equal access or support. Equity recognises that people with different levels of advantage require different approaches and resources to get equitable (fair) outcomes. Equity is focused on ensuring that efforts and resources are used wisely to improve outcomes for those most in need. Providing more opportunities for educational success, addressing income inequities and unemployment and improving housing standards are all measures that directly improve health outcomes. (Page 25)

Community resilience: When communities are resilient, they gain benefits above and beyond disaster management, such as social capital and cohesion. Planning for resilience can also result in spaces for public use and environmental protections. (Page 26)

Cultural diversity: A strong sense of cultural identity is recognised as a key factor supporting an individual's health. Living in an environment of inclusion, acceptance and tolerance enhances mental health and promotes social cohesion between people within a multicultural community. (Page 28)

Neighbourhood amenity: Well-designed public amenities encourage local residents to use them and increase social and emotional wellbeing and connection. How does the project/site connect with other nearby amenities? Does the project respect and contribute to neighbourhood identity? Does it maintain and future-proof any heritage features? (Page 29)

Public services: Good-quality, accessible public services (particularly social, educational, recreational and health facilities) have a positive effect on wellbeing. Does the project present opportunities to improve access to public services and facilities? Does it present opportunities to co-locate community services, facilities and businesses? How will the future housing stock affect infrastructure needs in the area? How might this impact in turn affect long-term prioritisation of infrastructure? (Page 30)

Community safety: Reducing crime rates can enhance people's physical and mental wellbeing, as well as enhancing social cohesion. Does the project present opportunities to use better planning to improve community safety? Can you identify opportunities to enhance the design of streets and neighbourhoods through improving infrastructure? (Page 31)

Active lifestyles: We know that the environment heavily influences a person's lifestyle and activity levels. Ready access to open spaces and safe walking and cycling routes enables people to exercise regularly. Does the project support active transport modes? Are the spaces or sites accessible to all? Consider needs related to, for example, mobility scooters, prams, language, and visual and intellectual disabilities. Does the project improve opportunities for play and exercise? Is it easy to walk around a site or locality? Are there direct, attractive walking routes to building entrances? Are there clear links to public transport routes? (Page 32)

Transport: Active transport options such as cycling and walking have a range of environmental benefits, including that they produce no air pollution, noise pollution or greenhouse gases. Does the project make the most of opportunities to promote active and public transport? Have you considered accessibility for all (including people with disabilities, youth, older people, families with young children, and lower-income earners)? (Page 33)

Housing stock: Housing that is affordable, secure, dry and warm is critical for ensuring good health outcomes. The housing options available in a community will also influence peoples' economic opportunities, costs of living, and how much time they spend commuting each day. Does the project support and promote universal design building that is affordable, energy efficient, sustainable and of high quality? Will the project improve existing housing and living conditions? (Page 34)

Natural capital: The natural resources, land and ecological systems that provide life-support services to society and all living things are our natural capital. Does the project consider optimal ecological requirements for wildlife and maximise the experience of natural heritage in the region? Does the project present opportunities to improve or increase access to recreational and natural areas and parks? Does the project recognise the importance of the natural environment to Māori and other communities, such as kaitiakitanga principles? How does the project improve the connection of residents and tourists with the natural environment? (Page 36)

Resource sustainability: The quality of air, water and soil, and the productivity of land underpin the health and prosperity of our society. The quality of environmental and green space is positively associated with health. How does the project promote sustainability best practice? Does the project minimise the use of non-renewable resources and energy, encourage waste reduction and promote reuse and recycling? Does the project optimise opportunities to improve air quality (e.g., through supporting residents to install modern heating, insulation, and solar and wind technologies)? (Page 38)

Economic development: Prosperous businesses, good-quality employment and job security can increase health and wellbeing as well as making it easier to follow a healthier lifestyle. Does the project present opportunities to encourage new businesses or ways of supporting existing businesses? Does the project encourage business opportunities for residents and local businesses? Can the project include opportunities for training and employment? Can the project stimulate the local economy by giving preference to the use of local skills, materials and businesses? Can you identify innovative business opportunities (e.g., products focused on resilience and sustainability such as water reuse and solar energy systems)? How are you promoting the project or area (e.g., to residents and visitors; creatively using both traditional and social marketing; and linking to active and public transport routes)? (Page 39)



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5. Christchurch City Libraries - Architecture & Design Study

5.1 Christchurch City Libraries - Architecture & Design Study | Research:

"User perceptions of library buildings: Architectural and design element preferences in the public library"

By Debbie Fox, Christchurch City Libraries

<https://lianza.org.nz/wp-content/uploads/2020/07/NZLIMJ-Vol-54-Issue-4-Fox.pdf>, Vol 54, Issue No. 4, July 2014

"The research findings generated a number of themes: a preference for modern design; a predominant concern for functionality over design; an emotional response to some design elements; a strong desire for multi-use spaces; the need for flexibility in design elements; a heightened consciousness of building safety; incorporation of green technologies; connectivity with the outdoors; the desirability of light, airy and welcoming spaces...the importance of libraries to communities and the need to ensure design meets the needs of, and reflects the identities of, those communities."

"By establishing that the library is important to the community as a social gathering place, the importance is established of the physical manifestation of what we call the library. A building that is important to the community should have community input into its design. Furthermore it seems obvious that if this physical entity is to survive, let alone be successful in any guise, then it must meet the needs of its community."

"The study found that not only were the libraries important and highly valued in their communities but also that the buildings themselves reflected the community's individuality: Many library leaders have advocated increasing the civic society role for public libraries. Under this new rubric, new designs and renovations often include meeting spaces and flexible layouts in order to accommodate local community interests in using the library as a public commons (May & Black, 2010, p. 6)."

"Loder's 2010 study of 'green' libraries also revealed that not only has energy conservation become important in designing (academic) libraries but that increasingly spaces are being designed for users rather than books."

"...looked at such issues as user comfort in areas ranging from climate and acoustics, to the visual nature of the space even acknowledging that the use of different colours has a psychological effect on the user (Hohmann, 2006, para. Comfort)."

"...planners became aware of the strong community interest in environmental concerns - location, walkable cities, tree preservation etcetera. In direct response, the architects proposed registering the building for the LEED certification programme and sustainable technologies were incorporated into the building's design (Schaper, 2003, p. 63)."

"confirmation of the social importance of libraries: libraries as place, as social hubs, and the educative value of libraries in a community."

"Links to public transport were also mentioned by a couple of respondents especially as a means of ensuring that everyone has access to the library, regardless of whether they have their own transport or not."

"There was a very strong feeling amongst most participants of the need for libraries to provide wifi, sockets to enable users to charge mobile devices as well as the provision of areas/benches for those who wish to work on their own laptops...this was an especially important service for the young and for community visitors such as tourists or travelers."

"...connection with the outdoors whether by direct access or via a window was seen as having a positive effect on the wellbeing of library users."

"desire for multi use spaces was also tied into the effects of the earthquakes in that (a) there is now a shortage of meeting rooms as so many community centres have been destroyed...include as many different facilities into a building complex to serve the community and to make good use of available land."

"Opinions varied as to whether these spaces should be enclosed or separated in some way with some participants stating that they believed it was important not to enclose these children's and teen spaces as it helped with socialization—modeling appropriate behaviour."

"...the need for a variety of furniture to be provided - a direct correlation to the desire for multi use spaces as in many instances each of these different space and activities requires different types of furniture for example a mixture of practical, upright chairs and desks for study and computer use whilst also making provision for sofas and softer chairs in reading areas."

"...the use of solar panels, recycling of rain water to flush toilets, using timber from managed plantations, less concrete to minimise the carbon footprint..."

"...part of the library's educative value in society to have these technologies available so that Christchurch people could see them in action possibly when considering them for use in their own home or business."

"Although not directly associated with user design preferences the confirmation of the social importance of libraries—libraries as place; as social hubs; and the educative value of libraries is nevertheless important as it reinforces the importance the community places on libraries and therefore the need to ensure building design meets the needs and desires of these communities."

"Another feature of the social importance attached to libraries is the educative function they provide to their communities...the part libraries play in engendering a love of books and thereby making a contribution to literacy."

"Libraries are integral to developing strong communities, being places where cultural diversity is celebrated and communities are engaged, inspired and informed (Canterbury Earthquake Recovery Authority, 2012, p. 79)."

"Too often architecture is seen as real estate and property, but it is a cultural product. All of these buildings that we have lost, they are our history and informed our identity and our understanding of what it is to be Christchurch (Gates, 2012, p. A.3)."



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6. ReVision Youth Audit Shirley Library

6.1 ReVision Youth Audit Shirley Library | Research:

https://christchurch.infocouncil.biz/Open/2021/12/YTAC_20211201_AGN_5468_AT.PDF (Page 20-37)

"The Shirley Library performed below average, in the Youth Friendly Spaces Audit, scoring a total of 64.5% and producing a Net Promoter Score of -50...The audit was completed by 6 diverse auditors ranging in age from 12 to 18."

"A common theme was that young people would really love to see some more activities for youth. Young people don't want to have a space that is at the back corner of the library. A young person suggested that they would change the layout to be more obvious where the youth space was and would make it larger. Another auditor really wanted to have a space that was at the heart of the library and was slightly removed at the same time. Young people were also perplexed as to why the PlayStation was right next to the children's books and felt that the PlayStation along with the accompanying bean bags should be moved into the young adult area. Another common recommendation that young people felt would make the place livelier would be to add more plants and greenery. Not only would this create a "better vibe" as one auditor said, but the young people felt that it would make the Shirley Library feel even more homely."

"When asked whether the Shirley Library felt like a safe place, one young person said, "it can be a safe place if you need to get away from stuff and read a book." Another young person mentioned that they felt safer in the space when there were less people around. When asked how they felt on arrival, one young person highlighted how they felt like they weren't meant to be there as they couldn't see anyone their age. Young people generally felt safe arriving at the Shirley Library as many were familiar with the route to get there; it was only when they had to leave when it was dark that they felt unsafe...everyone else who left either by public transport or foot/bike expressed feeling unsafe. A couple of young people highlighted how dark the mall and library car park were and this increased how unsafe they felt leaving the Library."

"On a positive note though, the young people highlighted that the librarians were always very friendly and that they felt comfortable to approach them if they ever felt unsafe and/or needed to express concern."

"The young people expressed that getting to and from the library by public transport was relatively easy. However, they felt that the Library could be better sign posted."

"For those that biked, the consensus was that there weren't enough bike stands (only one) and the bike stands that were present were not modern bike stands that ensure your bike is safer."

"The young people felt that there could be more toilets available for users in the library and also some gender neutral options that weren't the disabled toilets. They would recommend providing more toilets and more inclusive options like at Tūranga Library."

"Young people expressed that they felt that there was good information about other services, however, felt that information about the 'youth clubs' could be better advertised and more easily accessible."

"The suggestion of more chairs and comfy places to sit such as more bean bags etc. was also raised again within this discussion around resourcing. This highlights a strong consensus that the Shirley Library should have more places for both young people and all library users to sit. In terms of books, young people were in agreement that there needed to be more new books circulating in from other libraries and more books for them as young adults."

"When asked if the space reflected their culture many of the young people said that it doesn't feel multicultural and that they would love to see more Te Ao Māori and Te Reo Māori around the space."

"The average net promoter score is low and suggested that young people would not recommend the space to others."

6.2 ReVision Youth Audit Shirley Library | Comments:

"The Youth Audit Tool is an asset created by the youth sector of Christchurch, and offers a low-cost, robust methodology for capturing youth voice in the development of places and spaces around the city."

https://christchurch.infocouncil.biz/Open/2021/12/YTAC_20211201_AGN_5468_AT.PDF, Page 13-19

As a parent of a teenager (diagnosed with ADHD, Autism & Sensory Processing Order), I'm concerned that the 'Canterbury Youth Audit Check Card' (Page 18) doesn't include youth who are neurodivergent or have disability issues.

We currently live 5 minutes away from Shirley Library in Richmond. Ben now refuses to go into this library as the environmental design & interior layout is overwhelming & triggering for him.

I'm a researcher/designer, I grew up going to my local library weekly & as a teenager the Central Library was my second 'home.' I've stopped going to the Shirley Library, as I find getting into the Palms car parking building stressful. There are usually no parks available outside the library. It is easier to find a park on the first floor, but then you have to go through the mall to get back out to the library in the car park. I currently have chronic pain & lugging library books is exhausting, so I now prefer to go to Fendalton or South Library, as they are standalone libraries in destination spaces: park settings with easy accessible car parking.

I agree with the 'Youth' comments above.

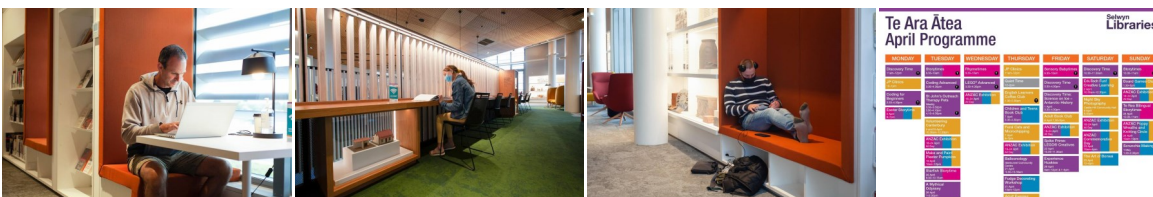
I've been advocating since 2018 for the Shirley Library to be relocated to 10 Shirley Road & upgraded to include dedicated learning spaces & meeting rooms, a fit for purpose citizen hub that has a 'place' for everyone.

The best suburban library that has got the balance right in my opinion is the Sumner Library. The first time I walked into this library, I said it feels like 'home'.

Since my son was diagnosed, I have spent many hours researching the impacts of environmental & interior design. When Ben was younger, I would regularly 'audit' places we would go. It was easier to take him to 'safe' places that didn't trigger him. But as he grew & better understood what triggered him, I would take him out to different places & they became learning experiences. Opportunities to teach him how to cope in different environments & what 'tools' he could use to help him be less triggered.

My latest research & ideas are in the attached ShirleyCentreConcept2021JoannaGould.pdf, which includes info on creating inclusive environments for all ages/stages & abilities.

<https://www.stuff.co.nz/national/127139996/te-ara-tea-cultural-centre-to-open-in-rolleston-after-years-of-planning>



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7. Learning Libraries Concept

7.1 Learning Libraries Concept | Research:

"Wide variations in teaching across early childhood education and schools – sometimes within the same school – amounted to a "systemic failure" which meant too few students acquired the basic literacy skills they needed to live a healthy and engaged life... Unequal access to "high-quality interventions" for struggling students compounded the problem, along with disagreement in the sector about "what constituted effective literacy instruction", the literature review said."
<https://www.stuff.co.nz/national/education/128083461/systemic-failure-in-the-way-children-taught-to-read-and-write-in-nz>

"What are some problems? It takes far too long to access support, and when you do get it, there is not enough of it, and it's not quite right. If you have a teen who is suicidal, that is urgent. To ring up and hear "it's not bad enough" sends the message that the person has to increase harm to themselves in order to be seen as truly in need."

"For those who manage to hold things together until they see someone, and then by some miracle be accepted into the service – the help can be sporadic, not a good fit, and often medication is given instead of other treatments which may be more effective."

"While the skilled individuals working at the coalface do their utmost to provide help to the most needy, the system creates barriers. The model itself is built on the idea that mental illness occurs "within" a young person, and therefore treatment is directed at them and not their environments, such as home and school."

"Sometimes, services are denied because "it's behavioural", or "it's the result of trauma" – as though these preclude mental illness, rather than being part of the constellation of difficulty. What we know is that the very environmental and economic disparities that lead to poorer mental health also prevent access to good treatment."

"Families are desperate. If we are going to provide high-quality care through our public system then our model of mental illness needs to change. Wellbeing is not individual, it occurs within family, hapū, community, schools and neighbourhoods, and develops over generations. Children develop well, and respond well to treatment, when their whānau are involved and listened to, when they are well-resourced and when they have choice and control."

<https://www.stuff.co.nz/opinion/128205045/its-time-to-rethink-our-mental-health-system--especially-for-children>

"Bipolar is a life-long mental health illness marked by depressive and manic episodes. One in every 20 New Zealanders suffer from bipolar disorder in their lifetime; one in 100 with a severe form of the illness. Medication and access to professional mental health care was "key" in helping a person with bipolar...bipolar was a very complex illness, and for both the person suffering it and their family it could be "very isolating.""

<https://www.stuff.co.nz/national/health/128198343/christchurch-man-donates-500000-to-bipolar-research-in-memory-of-his-wife>

"There's much more to hauora than being physically fit – our wellbeing is also affected by our mental and spiritual health, the strength of our whānau and our relationship with te taiao. Te Whare Tapa Whā [<https://bit.ly/3vNnqPB>] describes health as a whareniui with foundations and four walls each representing an area that contributes to our wellbeing. We can use this to check in with ourselves or to find out where we need to strengthen."

<https://www.takai.nz/>

Te Ao Māori grounding for wellbeing mahi: "If we had a consistent model that they started in Year 1, and see other students all using the same language or the same information, they could leave us as young adults having a good understanding of their wellbeing and how to manage it." Karla Morton, Head of Mathematics, Ellesmere College

"My Year 6 class understand what wellbeing is now, whereas before it was just a word we've talked about a lot. Te Whare Mauri Ora is all new language, but the children understand how it links with their lives and the school values and to what happens each day." Nicole Thornton, WST, Southbridge School

"This year the kāhui ako team is delivering a programme developed by Wiremu Gray called Te Waka Mauri Ora and it's a journey of resilience. The Waka programme aligns with the concepts of Te Whare Mauri Ora. The kāhui ako team customised the programme with Wiremu to develop the appropriate language to suit all age ranges."

"We've come through this journey to get to this point, everybody can see the benefits and we all know the benefits might not be here on Thursday. It might be when the students are much older that they are able to manage their wellbeing. Whenever it is, I think that's a massive, massive outcome." Karla Morton, Head of Mathematics, Ellesmere College

"Wiremu Gray is a counsellor dedicated to young people and he's humbled by the impact his bicultural wellbeing model Te Whare Mauri Ora has had in schools. His whakapapa is Ngāi Tahu and Ngāti Porou...In 2017 he developed his own wellbeing model based on Te Whare Tapa Whā, PERMA V, 5 ways to wellbeing, and his lived experience...Te Whare Mauri Ora incorporates health and wellbeing but also factors in mātauranga on Te Ao Māori, Māori knowledge, world views, tikanga and Māori beliefs and cultural narratives...It values the mana, gives it a New Zealand flavour, and is bicultural."

<https://gazette.education.govt.nz/articles/te-ao-maori-grounding-for-wellbeing-mahi/>

"People who have lived most of their life being the minority have most likely often felt ostracised; they will be looking to feel safe every time they join a new group. What they see and hear in the first five minutes will either make them feel safe or trigger barriers to protect themselves. To improve outcomes for learners of all backgrounds, research shows you should create culturally responsive learning environments that focus on inclusion and equity."

<https://techenabledlearning.nz/guides/culturally-inclusive-classrooms/>

7.2 Learning Libraries Concept | Comments:

"Life is Inclusion. The way we talk, the language that we use, what we do to help others, how & what we teach, the words we use daily, the way we connect & help others belong, the barriers we break down, the infrastructure we create, the partnerships & communities we build. Inclusion is life." <https://www.diversitykids.com.au>

We can't keep waiting for a new building to be built, because what could happen inside this building, is needed now: a citizen hub for community connections, community directory, sharing resources, promoting activities/events/organisations, community education...So instead of waiting for a 'physical' building to be built, we are creating an online community first, to connect communities around Shirley Road: Shirley, Dallington, Richmond, Edgeware, St Albans & Mairerhau.

Directory: <https://www.shirleyroadcentral.nz/src-directory/>

Activities: <https://www.shirleyroadcentral.nz/src-activities/>

Support Services: <https://www.shirleyroadcentral.nz/src-support-services/>

Why 'Shirley Road Central?': <https://www.shirleyroadcentral.nz/shirley-road-central/>

For more ideas & latest research/articles/posts/organisations: <https://www.facebook.com/ShirleyCentre10ShirleyRoad>



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We need to Stop just pulling people out of the river. Some of us need to go upstream and find out why they are falling in.

(Desmond Tutu)



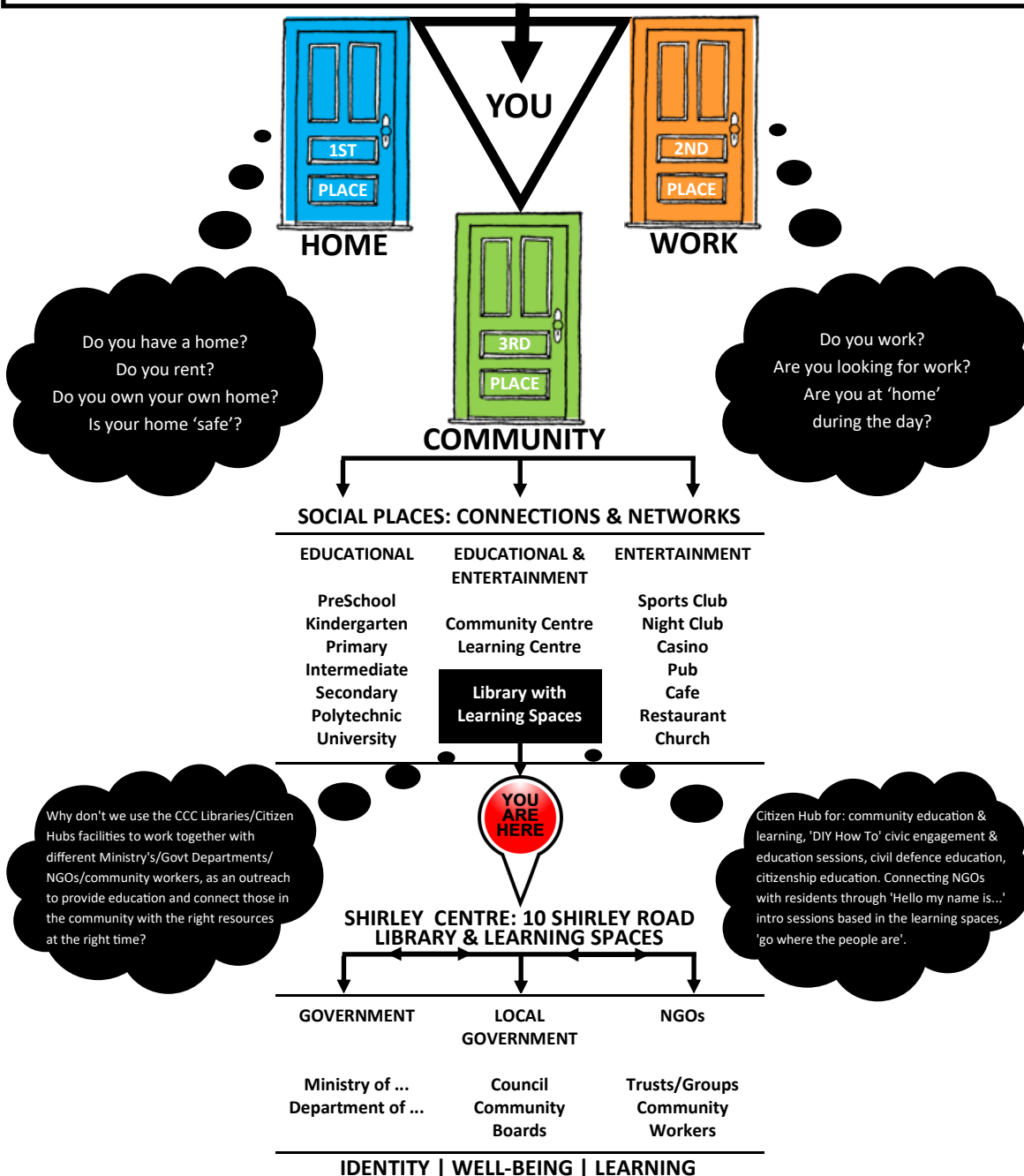
- Intellectual Wellness**
The ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.
- Financial Wellness**
The ability to identify your relationship with money and skills in managing resources. An intricate balance of the mental, spiritual, and physical aspects of money.
- Emotional Wellness**
The ability to understand ourselves and cope with the challenges life can bring.
- Spiritual Wellness**
The ability to establish peace and harmony in our lives.
- Occupational Wellness**
The ability to get personal fulfillment from our jobs or chosen career fields while still maintaining balance in our lives.
- Physical Wellness**
The ability to maintain a healthy quality of life without undue fatigue or physical stress.
- Environmental Wellness**
The ability to recognize our own responsibility for the quality of the environment that surrounds us.
- Social Wellness**
The ability to relate to and connect with other people in our world.

<https://medicine.yale.edu/urology/education/residents/wellness/>

"Many 20th-century problems—a widening income gap, ongoing racial inequities and injustice, and environmental challenges—persist today, and some have grown worse. Our political system leaves more and more people out of the equation, and increased political and social polarization makes problem-solving even more difficult.

To truly address these 21st-century problems, our society needs 21st-century solutions. We need to build a new civic infrastructure—one where fairness, justice, and economic and educational opportunity prevail, and where all people are engaged as stakeholders in civic and community life. We all have a stake in creating the strongest possible foundation for the greatest possible participation of ordinary people in civic life. It is time to build a 21st-century civic infrastructure—one that supports the permanent capacity for community change and equality of opportunity. When we build it, all can come."

https://ssir.org/articles/entry/building_an_intentional_and_inclusive_civic_infrastructure



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9. Instore Demonstration Concept

9.1 Instore Demonstration Concept | Research:

"Promotional technique whereby the use of a product is demonstrated in a retail outlet. The in-store demonstration is used most often in large department stores, supermarkets, or mass-merchandise outlets that exhibit a heavy consumer-traffic pattern. Often, manufacturers will offer product discounts to dealers who will do in-store demonstrations."

https://www.allbusiness.com/barrons_dictionary/dictionary-in-store-demonstration-4962689-1.html

"In-store demos are a fun, unique, and engaging way to introduce new products to shoppers through product demonstrations or sampling. They can help you attract new customers, build personal relationships and trust, and increase sales and loyalty."

"In-store demonstrations provide a bevy of benefits that can help you engage your customers and improve your products and service. In-store demos empower you to: Test new brands or products. Enhance in-store experience. Improve customer loyalty. Increase sales. Gather customer feedback."

"Connecting with shoppers one-to-one or one-to-many—whether it's to educate them about how your products are made or explain the benefits of using them—is a surefire way to build stronger and longer-lasting relationships. The more opportunities you create to engage with people, the more likely they are to feel a connection with you and your business, which can help improve customer loyalty."

"Brand ambassadors or representatives are a great way to increase brand awareness and engagement with shoppers. Whether you have brand ambassadors in your store during a demo day or hire them to hand out samples at another location or event, having more people to educate potential and existing customers about the products you sell will help grow your brand."

<https://www.shopify.com/nz/retail/in-store-demos>

"A successful campaign will deliver strong sales during the demonstrations and a sustained increase in sales after the campaign is finished."

"Shoppers expect a deal when they approach a demonstrator, so try to tie in your demonstrations to a price promotion, or at least a coupon."

"If your demonstrators have a stand, have them sell the product directly from the stand and position themselves near a product display if possible. If they don't have a stand, they need to be in a busy foot traffic area close to the product."

"Think of your stand, tray, uniform, brand ambassador etc. as a live billboard. You must capture shopper interest and convey brand and key messages in a glance. Once you have hooked a shopper's interest it is far easier to get them to engage and buy."

<https://stoppress.co.nz/partner-articles/how-get-great-results-your-store-demonstration/>

9.2 Instore Demonstration Concept | Comments:

From an early age, my Mum would take me & my four siblings on weekly trips to the library. I learnt it was ok to ask for help from the librarians, they were the 'information specialists'. As I grew I learnt to research the library catalogue by myself, the non-fiction section opened up a world of learning for me & still does today.

When I became pregnant with my son, my doctor referred me to the Early Start Project. For the first five years of my son's life, we were provided with wrap around services, thanks to our support worker, Margaret. Whatever help I needed, if she couldn't help me, she would connect me with another organisation/service that could.

"We can't go over it. We can't go under it. Oh no! We've got to go through it!" We're Going on a Bear Hunt by Michael Rosen Ben's favourite book as a baby, became my life motto during his childhood.

I know what it's like to be on a 'waiting list' & wondering when 'help' will arrive. I know what it's like to 'not meet the criteria, sorry we can't help.' I know what it's like to be judged..."don't judge a book by it's cover."

Over the last 15 years, I've engaged with 50+ organisations for support & the opportunity to learn the life/coping skills I needed. My husband has bipolar, my son was diagnosed with ADHD, Autism & Sensory Processing. I was diagnosed with RSI in my early 20's, then CRPS. In 2017, I was diagnosed with chronic pain, which is why I'm so passionate about well-being now.

'You don't know what you need to know, until you need to know it.'

'I wish I had known about that organisation sooner' & 'I wish they taught that at school', are thoughts I've had over the years.

After overhearing conversations between employment support workers/tutors with their clients in our libraries & observing how different customers react to instore demonstrations, I came up with this concept to integrate support services into our library learning spaces.

Instore demonstrations work with the flow of people in a supermarket & are positioned accordingly. Shoppers usually have one of three reactions: 1. Participate (stop & engage with demonstrator), 2. Engage (walk passed & take what is handed to them by the demonstrator), 3. Observe (watches & listens by shelves close to the demonstrator)

The same principles would work if we integrated support services into our library learning spaces:

1. Participate: support services can invite residents to learn more about their services or hold weekly/monthly meetings.
2. Engage: support services 'demonstrators' become a familiar face, in residents local 'safe' place, more accessible 'bumping' space.
3. Observe: residents are now aware of this support service, they might not need their help at this time or they might remember this support services & refer someone else to it. Residents might not be comfortable approaching 'demonstrators' in a public place & may reach out to the support service in private. Some residents who have trust issues, will need to see the support service or 'demonstrator' more than once, before they decide it is 'safe' to 'participate' or 'engage'.

"We cannot force someone to hear a message they are not ready to receive. But we must never underestimate the power of planting a seed."

"One day a man was walking along the beach when he noticed a boy picking something up and gently throwing it into the ocean. Approaching the boy, he asked, "What are you doing?" The youth replied, "Throwing starfish back into the ocean. The surf is up and the tide is going out. If I don't throw them back, they'll die." "Son," the man said, "don't you realize there are miles and miles of beach and hundreds of starfish? You can't make a difference!" After listening politely, the boy bent down, picked up another starfish, and threw it back into the surf. Then, smiling at the man, he said "I made a difference for that one." By Loren Easley



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