



Shirley Centre | 10 Shirley Road | <https://www.10shirleyroad.org.nz/>

On a map “You Are Here” is a locator if you are lost in an area & reminds you where you are in this place, this world. “You Are Here” locators are usually for tourists or those new to this area. As the locals, those that were born here, already know where they are, part of their identity is already wrapped up in this place in our world.

Shirley Community Centre (former Shirley Primary School) was built in 1915, to the design of Education Board architect George Penlington. Before the earthquakes, it was a Category 2 historic place and demolished in 2012.

As the Shirley Community Centre, it became a place for: Cultural, Educational and Recreational Activities.

“The closure of the Shirley Community Centre and the Ministry of Education’s proposed closure of schools have had a major effect on community morale.” [Shirley Community Profile – November 2014](#)

“...an important focus of recovery is the establishment of the basis for a new future. Recovery is, in the end, the resumption of a meaningful life: the life you want to lead.” Dr Rob Gordon

Community In Mind Strategy by Community & Public Health [Community In Mind Strategy – June 2014](#)

Our community identity has been connected to our schools in the past. Since the earthquakes we have seen our schools closed, rebuilt and relocated. We have seen the demolition of the original Shirley Community Centre, and our community has become disconnected and displaced.

The rebuild of the Shirley Community Centre was my starting point, but through my research/community mapping, I realised that there was a need for more in our communities, more opportunities for everyone to find their space/ place, and to create a new identity (after the earthquakes) for our communities through creative placemaking.

“Tangata ako ana i te kāenga, te tūranga ki te marae, tau ana. A person nurtured in the community contributes strongly to society.”

The building of the new Shirley Centre at 10 Shirley Road (opposite Shirley Primary School) represents laying a new foundation stone as the ‘Gateway to the East’, that says ‘we value our children and everyone in the community, by creating a new identity to be proud of, providing access to well-being resources and life long learning for all’.

Q. Why do we need these types of community centres/libraries/learning facilities in the East?

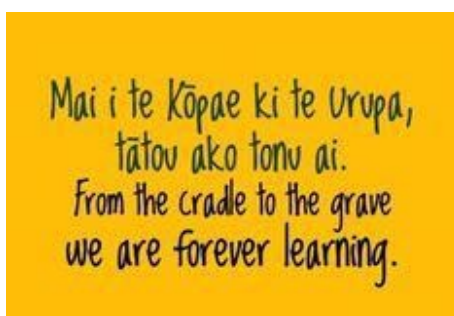
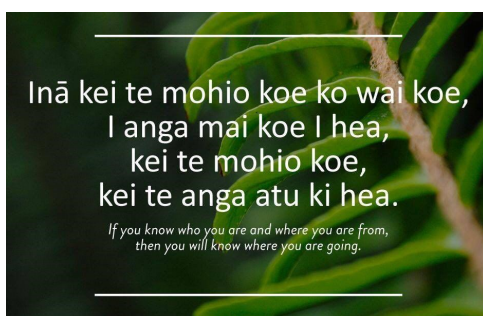
<https://www.riseuprichmond.nz/draft-oarc-regeneration-plan-community-needs/>

<https://www.getcreativechristchurch.nz/community/>

- To inspire/educate the children/teenagers living in the East, who now have fewer options for schools, and limited access to continued learning outside of the schools.
- We need to open the eyes of every child in Christchurch to what is possible through learning.
- In the south of Christchurch, children/teenagers see those attending Ara Institute of Canterbury.
- In the west of Christchurch, children/teenagers see those attending the University of Canterbury.
- Learning is part of our Christchurch identity. Our communities are centered around our schools.
- Our education connects us to social networks/employment. We value learning and the places it can take us.

“The MORE that you READ. The more THINGS you will KNOW. The MORE you LEARN. The more PLACES you’ll GO!”

– Dr. Seuss



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Through my research, I have identified that the three main areas that we need to focus on in Shirley/Richmond are related to: Identity | Well-being | Learning | <https://www.getcreativechristchurch.nz/ideas/>

Q. Why is identity, well-being and learning important for our people/our community?

A. When we know who we are (identity), what we need to be healthy (well-being), and the importance of a growth mindset (learning), this causes a positive ripple effect in ourselves, families, businesses, community and economy.

Identity | <https://www.getcreativechristchurch.nz/identity/>

Observations:

- Our People: Māori Heritage?, First Four Ships?, Early Residents of Richmond?, Local Heroes?, Employed vs Unemployed?, Children/Young Adults? Adults? Careers? Jobs? Retired?, Immigrants/'New' New Zealanders? Where are our "heroes"? Who do our children look up to/be inspired by?

- Our Community: "family friendly", "good schools", "working class", "low socioeconomic", Stanmore Road Shops?, Richmond Village?, Shirley Community Centre & local landmarks demolished, home owners vs renters?, "as is where is" houses, Council Housing, Housing NZ developments, Probation Services, identity connected to schools, current residents are still "in zone" for the new Avonside Girls/Shirley Boys High campus but new residents moving into the area are "not in zone" = "good primary schools" need to move for intermediate/secondary school.

Well-being | <https://www.getcreativechristchurch.nz/well-being/>

Observations:

- Our People: "waiting/fighting: assessments/packing/relocation/repairs/pay outs/rebuild/disagreements/courts", "isolated", "lack of identity", "concerns over residents social isolation/well-being", Pegasus Stats (Anxiety/Depression/PTSD/Chronic Pain/Addictions/Suicide), Mental Health Stats (Referrals/Waiting Lists/Appointments/Sectioned), Police Stats (Call outs/Arrests/Investigations), Corrections NZ Stats (Prisoners/Families Affected/Home Detention/Community Detention/Probation), Housing NZ Stats (Waiting Lists/Wanting Relocation/Issues with Neighbours/Community), Support Services Stats (Referrals/Waiting Lists/Appointments).

- Our Community: Red Zone "reminder of earthquakes/isolated/unsafe", Red Zone anti-social behavior (speeding cars, burnouts, fences demolished, dumping rubbish, burglaries), Stanmore Road "drive through" "concerns over pedestrian crossing safety", Dudley Creek/Downers dumps, Damage Roads/lengthy & expensive repair strategy, Sewer Problems/Sucker Trucks, Social Opportunities?, "lack of places to meet", Shirley Community Centre & local landmarks demolished, Shirley Library/The Palms now community centre, R.A.D.S. (Richmond, Avonside, Dallington, Shirley) Facebook Page <https://www.facebook.com/groups/1543729305921005/> (concerns over state of Richmond, some "anti" new developments/progress, some spreading FUD: Fear, Uncertainty, Doubt), some existing residents regard this area as "their" community, not welcoming new people to "our" community, so much has changed in these people's lives/community = anti change?

Learning | <https://www.getcreativechristchurch.nz/learning/>

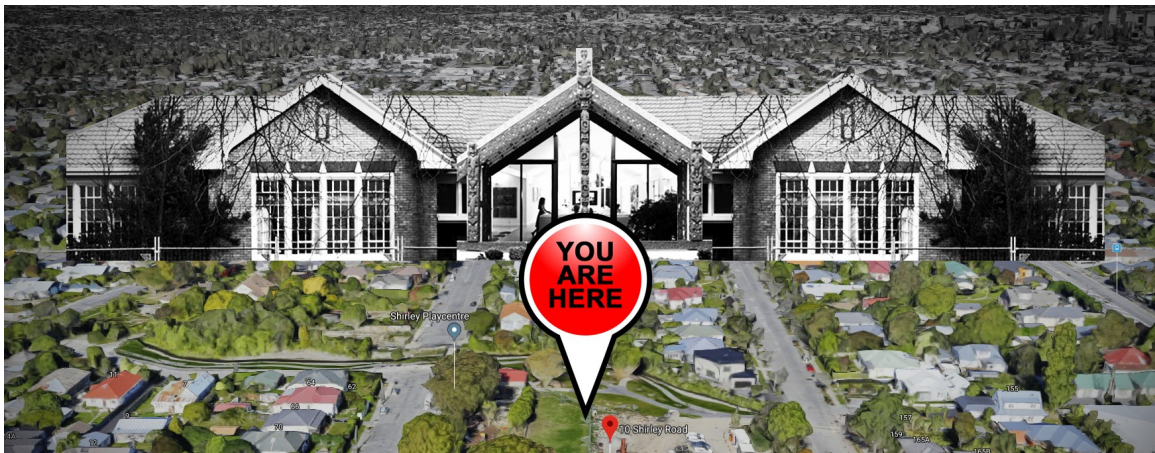
Observations:

- Our People: social connections ("what school did you go to?", "do you know blank/name?", "old boys club"), social network, career/job opportunities

- Our Community: Shirley Community Centre demolished, Ministry of Education have "not listened" "abandoned" our children/community, local schools closed, Banks Ave School move/rebuild? Shirley Intermediate School rebuild? Avonside Girls/Shirley Boys High moved to new campus, current residents are still "in zone" for the new campus but new residents moving into the area are "not in zone", Shirley Boys High old buildings demolished? "lack of continued learning opportunities", "limited after school/holiday program activities", "closed (not inclusive) community centres with limited open hours/courses created by each centre", no learning spaces in Shirley Library, no spaces available for a residents lead activity/course based on residents interests/needs, Immigrants/'New' New Zealanders?

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<http://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/Well-being-hauora>

“The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whanau, and taha wairua.

Taha tinana - Physical well-being

the physical body, its growth, development, and ability to move, and ways of caring for it

Taha hinengaro - Mental and emotional well-being

coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

Taha whanau - Social well-being

family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

Taha wairua - Spiritual well-being

the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others. Dr Mason Durie's whare tapawha model compares hauora to the four walls of a whare, each wall representing a different dimension: taha wairua (the spiritual side); taha hinengaro (thoughts and feelings); taha tinana (the physical side); and taha whanau (family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's Whaiora: Māori Health Development. Auckland: Oxford University Press, 1994, page 70).”

<https://www.mentalhealth.org.nz/home/ways-to-wellbeing/>

“They were created as a result of the New Economics Foundation's (NEF) Foresight Project on Mental Capital and Wellbeing research report. NEF conducted a review of the most up-to-date evidence and found that building five actions into day to day lives is important for the wellbeing of individuals, families, communities & organisations. The five actions are:

- Connect, me whakawhanaunga

Talk and listen – me kōrero, me whakarongo, be there – me whakawātea i a koe, feel connected – me rongo i te whanaungatanga.

- Give, tukua

Your time – te wā ki a koe, your words – ō kupu, your presence – ko koe tonu.

- Take notice, me aro tonu

Remember the simple things that give you joy – me aro tonu ki ngā mea māmā noa i ngākau harikoa ai koe.

- Keep learning, me ako tonu

Embrace new experiences – awhitia te wheako hou, see opportunities – kimihia ngā ara hou, surprise yourself – me ohorere koe i a koe anō.

- Be active, me kori tonu

Do what you can – whāia te mea ka taea e koe, enjoy what you do – kia pārekareka tāu i whai ai, move your mood – kia pai ake ō piropiro.

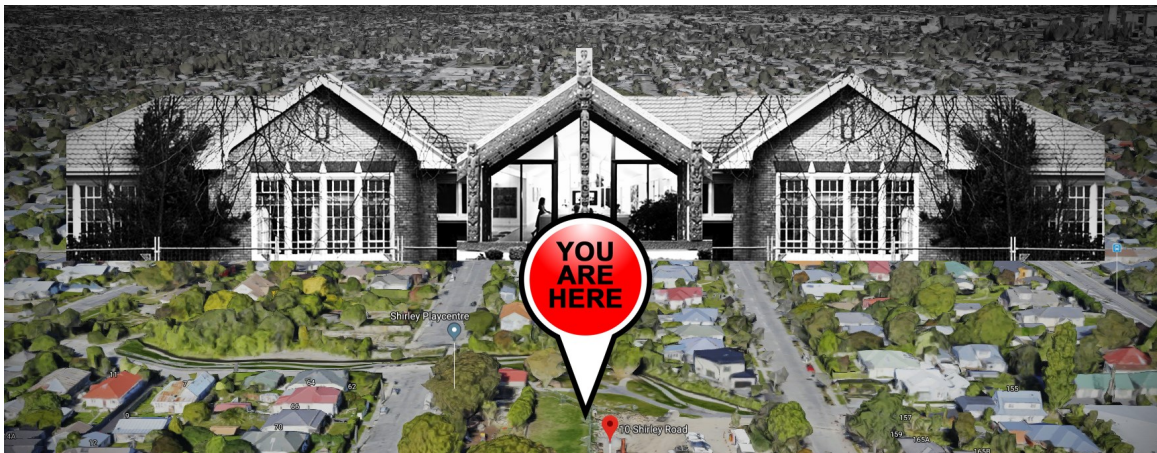
<https://www.nextavenue.org/arts-based-communities/>

- “Putting art at the heart of a community enhances our lives by stirring hard-to-articulate feelings and inspiring us to look beyond what we believe to be possible and imagine a more vibrant, exciting future. It also reminds us that we’re all creative beings - and that whether we’re making art or music, telling stories or cathartically sharing in the experience, we’re all connected.”

- “But why we ultimately need art is because the arts do something that nothing else does, which is drive more stable communities and build community attachment and social cohesion and civic engagement.”

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My observations & ideas to address these themes: Identity | Well-being | Learning, in Shirley/Richmond are below:

Shirley Library | <https://www.10shirleyroad.org.nz/centre-ideas/> | <https://www.10shirleyroad.org.nz/what/>

The Shirley Library and Service Centre building at 36 Marshland Road, includes the Library/Service Centre on the left of the building, and Coastal-Burwood Governance Team on the right of the building.

The actual footprint for the Shirley Library (Suburban Library) part of the building ‘seems smaller’ than Parklands Library (Neighbourhood Library) which also includes a separate ‘Techno Zone’ computer room and courtyard.

“Suburban Library: Catchment ranges from 1.5km to 3km radius; services population range from 15,000 – 40,000. Services could include a variety of activities and flexible spaces. UDS – Greater Christchurch Urban Development Strategy and Action Plan 2007.

“Neighbourhood Library: Catchment ranges from 1km to 1.5km radius; serves population from 10,000 to 12,000 people. Services could include small, broad-spanning collections and a range of activities.”

“You requested the following information, under the Local Government Official Information and Meetings Act 1987 (LGOIMA):

- Shirley and Parklands Libraries: these do not have dedicated ‘learning’ spaces. They have spaces that are able to be used for programming and events as part of the library footprint. Shirley hosted 416 programmes with 9,381 participants and Parklands hosted 260 programmes with 3,800 participants.

- Aranui Library has a dedicated whānau room which is a multi-purpose space. The Library hosted 433 programmes with 5,213 participants.

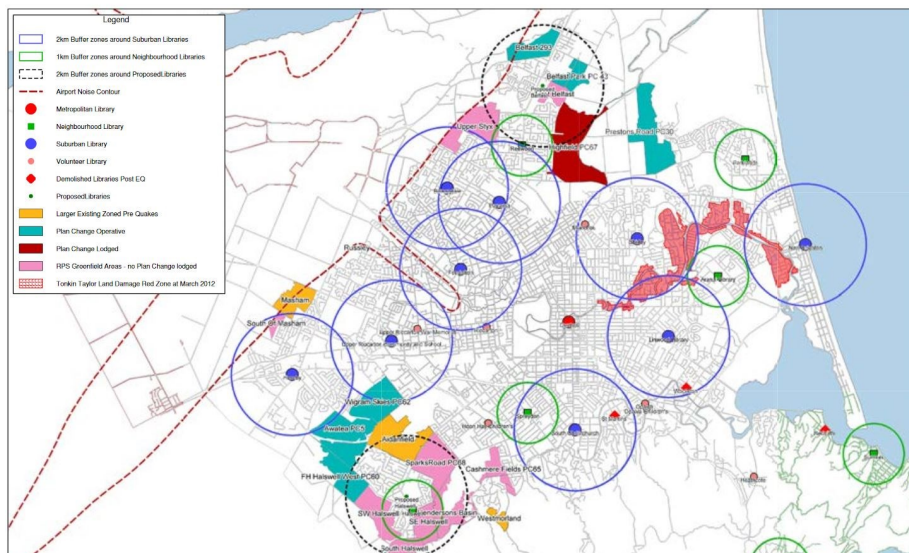
- Upper Riccarton Community and School Library: This has three ‘learning spaces’. Under the terms of our agreement with Riccarton High School these rooms are used by school students until 4pm. Statistics supplied are for ‘booked sessions’ outside of this time. When not booked they remain part of the footprint of the library for customers to access computers and personal study and these foot count by space are not captured. 70 hosted programmes and 780 participants.

- The Programme statistics for Sumner saw 106 sessions hosted with 2,322 participants.”

“Shirley hosted 416 programmes with 9,381 participants”, without a “dedicated ‘learning’ space”.

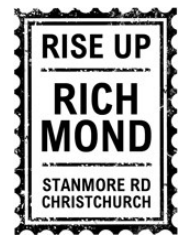
How many more participants would come to the programmes provided by the Shirley Library, if there was more space available, for dedicated learning spaces?

Appendix 1. 2014 updated Map



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Christchurch Libraries | <https://www.10shirleyroad.org.nz/chch-libraries/>

Libraries 2025 Facilities Plan | May 2015 | Christchurch City Council

– Link: <http://christchurchcitylibraries.com/2025/Libraries2025FacilitiesPlan.pdf>

Facilities Plan

Libraries are important community hubs and help strengthen communities.

- The Plan will recognise the need to provide relevant services and community space.
- Libraries will foster local communities’ wellbeing by providing accessible meeting places and focal points for the community, learning and leisure activities.
- Library facilities will embrace the cultural diversity of local communities.
- The Plan will reflect Council’s commitment to the Treaty of Waitangi by reflecting an understanding of and respect for the needs of the Tangata Whenua.
- Architecturally designed buildings will generate community pride and reflect the diversity of local cultures and lifestyles.

City’s Community Outcomes

A City of Lifelong Learning | A City for Recreation, Fun and Creativity | A City of Inclusive and Diverse Communities. These are key contributors to meeting the Council’s strategic direction for creating Strong Communities along with a Liveable City and Prosperous Economy.

Strengthen The Community

Public libraries strengthen the communities in which they are situated:

- helping to build community unity,
- identity and developing citizenship;
- providing people with the information they need to enrich and excite them;
- supporting, encouraging and facilitating lifelong learning and fostering literacy;
- encouraging a love of reading.

Public libraries assist in drawing people out of social exclusion and contribute to the economic development and cultural well being of their communities.

Urban Design Protocol

The value of public buildings such as libraries is emphasised in the Urban Design Protocol (which Christchurch City Council is a signatory to): they protect the cultural identity and heritage of our towns and cities; provide creativity; and add social, environmental and cultural benefits by creating well connected, inclusive and accessible places.

Library Facilities

- Important, central meeting place and focal point in a community.
- Open, spacious, welcoming environment; warm place to be in winter; vital social contact for many (especially older persons); place to meet (café) and relax with children and friends or family.
- Outstanding location (e.g. overlooking ocean, park setting), source of community pride, for the building and the resources available.
- Free learning environment; provider of ‘second chance’ opportunities for adults wanting to learn.
- Provider of general services, e.g. photocopiers, community/local information.

2014 Update

“The library as place – a community hub, a business hub, a space for innovation and creativity – is becoming more important even as libraries become more digital and virtual. The library is changing from being a place where people came to get ideas and information, to an experiential place where people meet with others to create, share and learn about new ideas in a social context.

Libraries are about sharing and sustainability – sharing resources, and reusing content and facilities over and over to gain competitive advantage for individuals and communities. The roles of public libraries for the foreseeable future are:

- Collecting, curating and providing access to knowledge ideas and works of the imagination
- Fostering the joy of reading and supporting the development of literacy in all its forms
- Enabling independent lifelong learning, research and innovation
- Providing community-based services for all in places that are at the heart of their community
- Collecting, creating an making available local content and history”

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Observations:

- [Shirley Library](#) is hidden in the car park of The Palms. AMP/The Palms have [bought properties](#) to the north of the library. Is the Shirley Library holding up development opportunities for AMP/The Palms, eg Countdown expansion?
- [“Has our community been forgotten?”](#), other communities in Christchurch have had their demolished community facilities rebuilt, and libraries upgraded since the earthquakes/rebuild.
- Residents bypassing Shirley Library due to “intimidating atmosphere”, “too small, overwhelming environment”, “open hours not catering to full time workers”, “prefer to go to a library surrounded by nature not car parks”, and some residents are not going to a library at all.
- First impression “not welcoming”, “Why is there a Security guard?”. Security guard watches over the computer users at the entrance to the library. “Intimidating”, reminder of prison visiting day “being watched”, triggers/reminder of police/army/war zone for refugees.
- No censoring of access to certain websites, eg. Facebook, YouTube, R rated words/images, gambling etc. Parents have control over what their children see in their own homes, but have to walk past computer users who may be on inappropriate websites for children to see.
- There are no dedicated learning spaces. Limited tables/chairs for library users to study/use their own device. Limited space for any activities hosted, using space between bookshelves, “overwhelming” library environment. Limited after school/holiday programs for children. Parents having to travel to other libraries with their child/children.
- Elderly/Disabled have limited access to car parks close to the library, sharing car parks with The Palms customers. Orange & 100 bus routes stop at Bus stop 39515, on Shirley Road, between Quinns Road & Hope Street, or Bus stop 39527, on New Brighton Road, difficult to walk/carry books for the elderly/disabled. Orbiter bus route stops at Bus stop 39515, on Shirley Road, between Quinns Road & Hope Street, or Bus stop 18476, on North Parade, difficult to walk/carry books for the elderly/disabled.
- Other community centres (MacFarlane Park Neighbourhood Centre, Avebury House, Delta Community Support Trust) in this area appear ‘closed’, cater for select group of people, not inclusive, clique, “Facebook Closed Group”.
- No opportunities for resident/community initiated groups/classes/seminars/clubs.
- Need an inclusive centre that welcomes all cultures. We have 20 different languages spoken by the children who attend Shirley Primary School. We need to provide an opportunity to welcome these children and their families into our community.
- Need to build environments/spaces/places to encourage/promote ‘social’ behavior and deter ‘anti-social’ behavior.
- Why is each computer user there? What is their story? Do they need help/support services?
- Need to include these groups of people in our community: WINZ, Housing NZ, Probation Services, Immigration, Disabilities, Mental Health & Addictions.

Opportunities:

- Move Shirley Library, combine with new Community Centre at 10 Shirley Road, opposite Shirley Primary. More land available for a bigger building that includes dedicated learning spaces, more opportunities to hold different activities, plenty of off-street parking and street parking in the neighbourhood block. Shirley identity back on Shirley Road.
- “Visually” acknowledge our Māori “voice” through visual storytelling & architecture/arts.
- <https://www.10shirleyroad.org.nz/mapping-our-world/> | <https://www.10shirleyroad.org.nz/where/>
- Orange, 100, Orbiter bus routes stop Bus stop 39625, Shirley Road, outside Shirley Primary School & Bus stop 39710, Shirley Road, near Slater Street, right by 10 Shirley Road.
- “Open” community centre, welcoming to all, inviting & empowering residents, giving social/learning opportunities.
- <https://www.10shirleyroad.org.nz/why/> Opportunities for Skills share, retired residents sharing their life/work skills with young adults & vice versus, mentoring etc.
- “Captive” audience, educate/share info/create awareness through related book displays/posters/handouts for: mental health issues, different languages/cultures in our community, local history/heroes, how to communicate with Council/Community Board etc.
- Learning spaces for resident/community initiated groups/classes/seminars/clubs, and opportunities for different organisations/support services to use the learning spaces as an “outreach” to the people in our community eg. Justice of the Peace, Citizen Advice Bureau, WINZ, CDHB, MHERC, Tenancy Services, Local MPs, Local Councillors etc.

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Shirley Centre | 10 Shirley Road | Building Design | Exterior

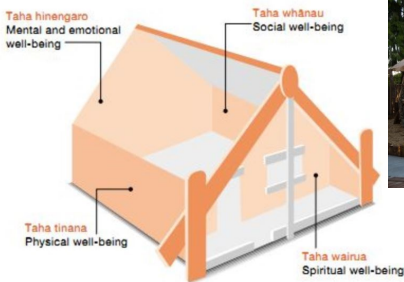


This building was built as Shirley Primary School in 1915 to the design of Education Board architect George Penlington.

As Shirley Community Centre it became a place for: Cultural, Educational and Recreational Activities. A place for learning.



St Martin's Community Centre. Combination of large glass windows and new/recycled bricks.



Creators Early Learning Centre, Hamilton. Natural wood, large glass windows, features marae design.

Shirley Centre | 10 Shirley Road | Building Design | Interior

Flexible Learning Spaces, Adjustable Size with interconnecting Glass Sliding Doors, Flooring suitable for all activities.

<https://www.getcreativechristchurch.nz/learning-spaces/>

Matuku Takotako: Sumner Centre | <https://vimeo.com/254767603> | Areas for all ages/stages, "feels like home".

Inspired by Interior Layout, Atrium, Central Service Counter, Community Room, Wall Colour, Bookshelves, Furniture.



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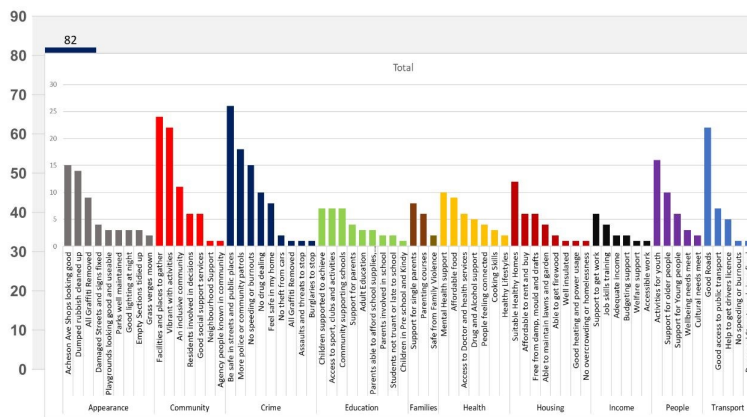


Shirley Village Project

Steve Jones-Poole | Community Activator | shirleyvillageproject@gmail.com

The Shirley Village Project is based on the idea that "It takes a village to raise a child", recognizing that we have can contribute knowledge and skills to making our neighbourhood a better place. The Shirley Village Project aims to bring residents and organisations together, and to look at local solutions to local problems.

"My Hopes for Shirley" Survey Results | November 2018 | To make Shirley a better place, it needs...



- Shirley Village Project Focus Group meetings (Families, Community and People, Health, Education and Income):
- "Facilities and places to gather", 2nd highest result, the current community centres are not fulfilling the needs of the community, need more opportunities for learning, connecting with others who share interests.
- "social isolation", wrap around service, community organisations working together to help an individual/family.
- see "people" not their "problems", see everyone has "potential" not just a "project" to be fixed.
- support workers need to come alongside locals, empower them with skills to help themselves, change mindset.
- "waiting lists", waiting for professionals to help, what can we do while we are waiting, be proactive.
- look for underlying causes, symptoms are not the real issues, generational issues, need to change narrative, "what stories are we telling ourselves?", need to change the culture of the community for lasting change.
- engagement with local events/activities dependent on transport to/from and food incentive.
- Education needed: literacy, computer skills, parenting skills, coping skills, well-being, social skills, carer support, employment skills, career planning, cooking/meal planning, budgeting, home maintenance.
- Who are the community organisations? Who are the community support workers? Are they 'safe' people to ask for help/to talk to, are they 'trustworthy' or will I be reported?
- Lack of knowledge on where to go for help, what is available in the community, what is happening/when/where.
- Locals: pride in Shirley name, schools, sporting achievements, look out for each other, whanau/extended family.

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Whanau means extended family – they are all responsible for raising the children

The idea is similar to that of African tribes – "It takes a village to raise a child," meaning all tribal members are responsible for the children.

Take care of our children. Take care of what they care of, take care of what they feel. For how the children grow, so will be the shape of Aotearoa.

Dame Whina Cooper
 Photographer: Michael Tubberty

THE STARFISH STORY

AS AN OLD MAN WALKED THE BEACH, HE SAW A BOY PICKING UP STARFISH & FLINGING THEM INTO THE SEA

HE ASKED THE BOY "WHY?" THE BOY ANSWERED "THE STARFISH WOULD DIE IF LEFT STRANDED ON THE BEACH. CONFUSED BUT THE BOY GOES ON. OLD MAN SAID: FOR MILES ON THE BEACH ARE THOUSANDS OF STARFISH YOU CAN'T MAKE A DIFFERENCE. THE BOY LOOKED AT THE STARFISH IN HIS HAND, TOSSED IT IN THE OCEAN "MADE A DIFFERENCE FOR THAT ONE."

