

Christchurch City Council 'Have Your Say': Draft Equity and Inclusion Policy

"In this instance, the old policies are no longer fit for purpose and have been long overdue for review. As part of the review, we found they shared many similarities – they all detailed Council's commitment to:

- reducing barriers to accessing information, services and places;
- enabling participation; and
- ensuring our services meet the needs of various communities."

<https://letstalk.ccc.govt.nz/draft-equity-and-inclusion-policy>

Equity

People should have equity, regardless of gender, ethnicity, age, sexual orientation, disability, geographical location or socio-economic status.

Inclusion

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

Accessibility

People have equal rights to access the physical environment, information, communication, and Council services.

Purpose

The Council values the skills and strengths that all residents bring to our city and recognises that some of our residents may face disproportionate disadvantage in accessing Council services. The purpose of the policy is to ensure that equity and inclusion is embedded into everything we do.

The policy is intended to:

- Inform Council decision-making and investment.
- Apply an equity and inclusion lens over all Council services.

Policy Scope

For some of our residents, there may be barriers to accessing information, places, and spaces. There may also be challenges in feeling included and seen in Council decision-making – both at a governance and at an operational level.

Equity and Access for People with Disabilities Policy 2001

"The policy has adopted the following definition of disability:

A person with a disability is a person with a physical, intellectual, sensory, or age-related disability or mental illness (or combination of these) who faces barriers in the social and physical environment that prevent them from fully participating and contributing to community life.

A disability may be related to age, previous injury or illness, associated with physical, sensory or intellectual disability or mental illness that people were born with or acquired.

- Physical disability: Reduced physical capacity which for example affects mobility.
- Sensory: Impairment of the senses (mostly commonly sight and hearing).
- Mental Illness: A mental health condition arising from continuous or intermittent disorders related to thinking, feeling, volition or behaviour..."



This draft 'Equity and Inclusion' Policy is one of the most important for Council, as how this policy is implemented in practical ways, will affect every Christchurch resident & visitor experience in Christchurch.

Q. Who is this policy for? People with disabilities? People who are neurodiverse? People from a certain socioeconomic status?
A. Everyone is different. Some people have 'visible differences' & some have 'hidden differences'. Everyone has different needs.

Q. What barriers are there in accessing Council's 'information, services and places'?
A. Information is not widely available, not always easy to find, not located in an accessible & safe spaces (for both 'visible & hidden' differences), not available in every language for those whose first language is not English, considerate of those who are nonverbal. Some places may have accessible considerations/accommodations, but not all are 'Designed for Differences' ('visible & hidden').

"Fair isn't everyone getting the same thing. Fair is everyone getting what they need in order to be successful."
Rick Riordan

"Everyone of us needs help at some point in our life. And, the more that we can lift up those who need it the most in our community, the more the community itself betters."
John Rivers



Joanna Gould | joanna@bowenvale.co.nz

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My family's lived experience with 'hidden differences' is related to being diagnosed with the following:

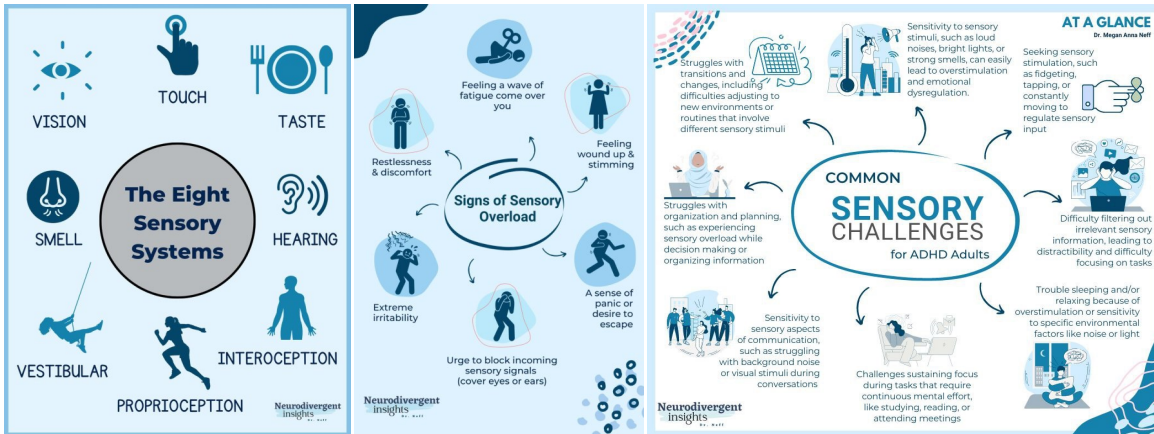
- In my early 20s, I developed RSI while working as a graphic designer, which led to CRPS. In 2017, I developed Chronic Pain, after getting sick. Flare ups are related to stress levels & being sensory overwhelmed by environments or information overload. Through researching/reading & help from support services, I now have a 'self care toolkit' that improves my day to day life.
- My husband has Bipolar. I've spent many years researching/reading to better understand Bipolar, medications (combinations, side affects), vitamins/supplements & behavioral changes.
- My 16 year old son was diagnosed with ADHD, Autism & Sensory Processing at 6.

When I became pregnant with my son, my doctor referred me to the Early Start Project. I completed the 'Triple P Parenting' course & researched/read books on child development to try & understand my son better.

<https://www.10shirleyroad.org.nz/instore-demonstration-concept/>

His primary school principal/teachers/counsellor all helped in getting him assessed/diagnosed, which led to accommodations/ support being implemented at his school to help him.

While school was a 'safe' place, any outings in the community felt like an obstacle course. With many barriers (known/unknown) to engagement/participation & concern over what would be the triggers in the environment today, that could/would create a sensory overload & lead to a meltdown/shutdown.



At home, I've used my research/design skills to create a 'sensory friendly' environment to help us all in our day to day lives, through interior design, colour schemes, layout, organization & systems.

While out in the community, I feel like I'm 'Secret Service for a VIP' (very vigilant & observant of our surroundings) when I'm in 'mum mode', especially when my son was younger & I was just learning about sensory processing & what triggers him.

Outings to new places/events require preparation & become a research project: 'The 5 W questions: Who, What, When, Why and Where', interior/exterior photos, location, map route, car parking, costs involved, food options, what we need to take etc.

Why so much preparation? Because as a parent you realise your child will ask questions, so you are already prepared with answers. Plus experience tells you to make it easier on yourself to be prepared as much as you can 'beforehand', because 'during' the outings you have no idea what barriers/triggers you will encounter & you will need energy to deal with them.

This preparation/information can then be used to create a 'Social Story' (see Page 7), to help your child 'see' & familiarize themselves 'beforehand' with what to expect.

During the outing, you are scanning the environment, making a mental memory map of layout/exits, tagging potential barriers/triggers, rerouting when required, answering questions, thinking of distraction tactics, exit strategies etc all the while trying to enjoy the outing, as you get live updates of sensory overload levels & whether a meltdown/shutdown is imminent.

"Parents who have children with special/'different' needs - also have special/'different' needs. They need to know more than the average parent. They need to do more than the average parent. They need more patience than the average parent...and so much more."
Susan Zajicek - Parents Supporting Parents

Before 2018, I hadn't had much to do with the Council or my local Community Board, until I found out about the rebuild progress for the Shirley Community Centre.

When I wrote this post: <https://www.10shirleyroad.org.nz/imagine/> & started advocating for a new Centre to be built, for me it was never about just building a replacement centre. After living in both Shirley & Richmond, I was very aware of the different groups of people living in these suburbs & what their needs were after observing in them in the school & community environments.

At the time, the school had families who spoke over 20 different languages & it made me realise how do you communicate/connect with someone who doesn't speak or understand English very well?

What if we had a library with learning spaces across the road, easy instructions on how to get to it & computers with internet access, so we could use English translation websites to communicate/connect & give them the opportunity to attend ESOL programmes to help them improve their English skills, while their children were learning at school.

For those children like my neurodiverse child, where do they learn & have the opportunity to develop their social skills, outside of their school environment? Where could their parents go to get the education/help/support they need to parent a neurodiverse child, before their child is diagnosed & afterwards?

I recently had a meeting with an AutismNZ Outreach Coordinator, I said "it shouldn't be this hard to find/access resources to help you parent your child & support for the parent/caregiver." Most of the resources available are targeted at helping the child. So where do you go as a parent/caregiver? I shared my vision for the Shirley Centre & she loved the idea "it would be so beneficial for so many families."

<https://www.10shirleyroad.org.nz/shirley-centre-concept-image/>

<https://www.10shirleyroad.org.nz/learning-libraries-concept/>

When I first started advocating for a new Centre, it was about providing an 'inclusive' & 'accessible' safe space for residents in our local communities. I was then asked "so what makes this Centre different?" "It's 'a place to be'. Whether you have 'visible' or 'hidden' differences, you are welcome here, to just be you: <https://www.10shirleyroad.org.nz/you-are-here-a-place-to-be/>

<https://www.10shirleyroad.org.nz/design-considerations/>



Joanna Gould | joanna@bowenvale.co.nz
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“There comes a moment when you realize that what you’re advocating for is more than just accommodations. You’re really advocating for someone’s quality of life. That’s the moment you realize you won’t give up.”
Kelli Sandman-Hurley

How this policy is implemented in real life, doesn’t just affect an individual, it also affects their parents/caregivers, immediate/extended family & community.

It’s not just about ‘reducing barriers’ and ‘enabling participation’, this policy could be the difference between residents/visitors feeling socially connected or social isolation, especially for someone with ‘visible’ or ‘hidden’ differences.

There are two key areas for this Christchurch City Council Draft Equity and Inclusion Policy are: Environments & Information.

1. Environments (Christchurch City Council Building, Libraries, Community Boards, Community Facilities & Community Events)

Q. How does the Christchurch City Council create welcoming, inclusive, accessible buildings & ‘sensory friendly’ events?

A. By creating a ‘Designing for Differences’ Framework/Audit Tool, they guide design/construction/events professionals through the process.

‘Designing for Differences’ Framework/Audit Tool

Research & develop a new ‘Designing for Differences’ Framework/Audit Tool, to be used in the initial planning/development stages of every new Civic building/facility (libraries, community hubs, playgrounds, swimming pools) & as an audit/assessment tool when redeveloping existing Civic building/facility.

Similar to the ‘Youth Audit Tool’ below, but with more detailed specifications/observations/accommodations for differences:

- Architectural Design, Environmental Design, Landscape Design, Biophilic Design, Cultural Design, Universal Design
- Interior Design, Colour Scheme, Lighting, Heating, Ventilation, Acoustics, Furniture, Fixtures, Furnishings
- Spatial Design, Layout, Zones (Entrance/Exit, Transition, Landing, Activity & Observation), Wayfinding & Signage

7. Youth Audit Tool

“5.1 Feedback from Council staff and community partners have highlighted the value of input at an early stage of facility design/redesign.

5.7 Youth audits will target relevant facility and public realm projects at the planning and design stage where there is greater scope for incorporating feedback and recommendations.

6.6 Accessibility Considerations

Youth Audit Check Card details accessibility as one of the five pillars of Youth Relevant Design.

Throughout the process, auditors will evaluate each space for its physical accessibility, cost, and connectivity to other key spaces.”

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

When my son was younger, I would regularly ‘audit’ places to see what triggered him to become overwhelmed.

From my observations & through my research, I realised how environments, spatial layout & interior design affected him.

It was easier to only take him to ‘safe’ places, which didn’t help to improve his social skills & left me feeling socially isolated.

As he grew & had more understanding of his triggers, new places became learning experiences. Instead of avoiding new spaces, they became opportunities to teach him how to cope in different environments & what ‘tools’ he could use to help himself.

- Shirley Centre Concept (2018 - 2023)

<https://www.10shirleyroad.org.nz/wp-content/uploads/2023/04/CCCDraftAnnualPlan2023SubmissionJoannaGould.pdf>, Page 7-15

- <https://www.10shirleyroad.org.nz/third-place/>

- <https://www.10shirleyroad.org.nz/bumping-spaces/>

- <https://www.10shirleyroad.org.nz/placemaking/>

- South Library and Service Centre Feedback Submission (2022) Exterior, Interior & Visitor Experience

<https://www.10shirleyroad.org.nz/south-library-submission/>

2. Information (Christchurch City Council Building, Libraries, Website, Social Media, Consultations, Community Boards, Community Facilities & Community Events)

Q. How does the Christchurch City Council provide information in a way that is inclusive & accessible to all residents/visitors?

A. By thinking like a resident/visitor. What information does each group need? How do they need it provided to them?

Is information: written, verbal, visual, graphics, photos, video, interactive, maps, virtual tours?

If they have a ‘visible or hidden’ difference are we making it as simple & easy for them to process the information?

Residents need better access to local civic inclusive accessible ‘safe’ spaces, information & resources in their local communities:

Community Education & Support Services in Learning Libraries. Every Ward should have a ‘suburban’ sized Christchurch City Library.

‘Differences’ Database: hosted by the Christchurch City Libraries, available online & onsite, with help from our local librarians/‘information specialists’. Collaborate with Whaikaha - Ministry of Disabled People, Ministry of Health, Ministry of Education & other NGOs like AutismNZ to provide the information: ‘difference’ profile/FAQs, services, resources, support, suppliers, books etc.

To be able to find the ‘right info’ at the ‘right time’, is priceless for an already overwhelmed individual/parent/caregiver.

Many people don’t have the financial resources to go private to see a specialist. The public waiting lists are growing longer & frustration levels rise, when you are just trying to get some help.

The knock on effect of this situation: it creates a ripple effect from the individual, their immediate family/extended family, school, workplace & further out into the communities social services & emergency services.

Civic Education: How does the Council work? What are the different Units for? How does the Community Board work?

What do the different roles in Council/Community Board do? How do I engage with Council/Community Board?

Where do I go to find the answers to these questions? The Christchurch City Council website? Christchurch City Libraries?

How do I find the right answers, when all I am reading on social media posts/comments is creating FUD (fear, uncertainty, doubt)?



Joanna Gould | joanna@bowenvale.co.nz

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1. Christchurch City Council | Building

- Q. Where are the Christchurch City Council Civic Offices?

A. You can find the answer through Google, but the physical address is not on the Christchurch City Council website.

There is no 'Contact Us' page, only 'Contact Us' in the footer (phone numbers, visit a service centre, send us an email). (See Page 6)

- Q. When you get to the building, how do you get inside?

A. Front Entrance is off Hereford St & Back Entrance is off Worcester Blvd (with ramp on the left hand side). (See Page 6)

- Q. Where do I go for my Annual/Long Term Plan/Hearing Panel verbal submission?

A. Up the staircase/escalator/lift to Council Chambers or Committee Room.

Suggestions:

- Wayfinding & signage needs improving. 'You Are Here' map. Virtual Tour. 'Designing for Differences' audit. Improve Zones: (Entrance/Exit, Transition, Landing).

- Create 'How To Attend' info pack/email template for residents attending a meeting for the Annual/Long Term Plan/Hearing Panel verbal submissions. (See Page 7, 'Social Story')

2. Christchurch City Council | Libraries

- Our Christchurch City Libraries are the community extension to the Council building.

- While many residents don't go into the Council building (unless they are participating in a verbal submission for the Annual/Long Term Plan or consultation), many do regularly access their local 'suburban' libraries.

- They are a 'one stop shop' for community info, which is helpful to 'new' New Zealanders, visitors to Christchurch, 'new' residents to this suburb.

Suggestions:

- Access to 'suburban' sized library in every Ward. Currently there is no 'suburban' sized library in the Innes Ward.

- Size/Floor Space, Service Centre, Facilities Available, Book Selection Available. Some suburbs require more, as they have greater needs: population density, social housing, low income areas, literacy issues etc.

- Update the Christchurch City Libraries website, to include the 'suburban' libraries on the Home page. Make it easier for residents to find their local 'suburban' library location/hours/facilities available.

- 'Differences' Database: Resources and events for the neurodiverse community, including people with ADHD, Autism, Dyspraxia, Dyslexia, Dyscalculia and more: <https://my.christchurchcitylibraries.com/neurodiversity/>
I didn't know this page existed (even though I'm a regular user of the Christchurch City Libraries website), until I found it doing a Google search.

- Library Anxiety: "a fear of both the library space, which can be seen as overwhelming and confusing, and of the process of using the library to find materials."

'Designing for Differences' audit. 'You Are Here' map. Virtual Tour. Wayfinding & Signage. (See Page 7)

Create 'How To Use The Library' info pack/brochure & available online through the Christchurch City Libraries website.

- StoryWalk: <https://letsmovelibraries.org/storywalk/> & <https://www.librariesaotearoa.org.nz/korero-blog/libraries-make-reading-a-walk-in-the-park> (See Page 7)

3. Christchurch City Council | Website

- Residents come to the Christchurch City Council website to find info on where to find local facilities, who to contact re issues & who represents them: Community Board, Councillor, Elected Members.

Suggestions:

- Simplify the website design, 'how many clicks does it take for a resident to get to the right info?' (see Page 6)

- Currently the Home page is visually overwhelming, with so many different navigation menus (header, top, side, block & footer) & different styled buttons (linked to another web page). Information is hidden under which heading?

- 'Type in address' search bar on Home page: provides info on Community Board, Councillor, Elected Members etc.

Similar to the <https://districtplan.ccc.govt.nz/PropertySearch/PropertySearchContainer.html> with tabs for different info.

Why? Not every resident knows what Community Board they are in for their home/business/work place, or who to contact if they are out in another suburb.

- Put the 6 'Community Board' images/links on the Home page, to make it easier & only 1 click to get to this info. (see Page 6)

- Create a FAQs section, like the 'Citizen Advice Bureau' (<https://www.cab.org.nz/>) website/search engine: 'Not sure? Ask us'.

- Include 'SmartView' (<https://smartview.ccc.govt.nz/>) link, in the Footer under 'Council websites'.

'SmartView' is a great simple visual interactive tool, link it/integrate it more into the Christchurch City Council website. (see Page 6)
Many residents are unaware of what it is called, what info it has & how to find it online, yet they would find it useful in their day to day life.

4. Christchurch City Council | Social Media

- Any Admin of a social media page will tell you the stats for reach/engagement are limited, even when you pay for a sponsored post.

Suggestions:

- Create posts that focus on providing info on 'The 5 W questions: Who, What, When, Why and Where'. Put the important info at the top of the post, followed by the description (so you don't have to click to see more of the post).

- Create a posts template, using icons/images, colour coding to make it easier to identify what the post is about e.g. Newsline, Consultation, Works Happening, Weather Event etc.

- Every elected member needs to be on social media & needs social media training on how to engage through this platform.

- To improve reach/engagement with residents, elected members should regularly share Christchurch City Council & relevant Community Board posts, so residents who 'like/follow' them are more likely to see the post.

5. Christchurch City Council | Consultations

- The Christchurch City Council needs to rethink how consultations are presented/conducted/processed/reported on.

Currently many residents are unhappy with Consultations & the narrative is: 'the Christchurch City Council don't listen when we do engage, so why bother? They have already made up their minds, on what they will do.'

Suggestions:

- Create 'How To Participate in a Consultation' info pack & available online through the Christchurch City Council/Libraries website.

- Put all the relevant information on one website page: 'Have Your Say' profile, provide info on 'The 5 W questions: Who, What, When, Why and Where', Community Board meeting minutes/video discussing why there is a Consultation, Consultant Reports, History/Background, Residents Feedback, Workshop notes, Consultation Report to Community Board, Decisions/Outcomes etc.



Joanna Gould | joanna@bowenvale.co.nz

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6. Christchurch City Council | Community Boards

- Q. What is my Community Board? Who represents my suburb? Where does my Community Board meet? What do they do?
Suggestions:

- Create 'How To Engage with your Community Board & Elected Members' info pack & available online through the Christchurch City Council/Libraries website.

- Provide answers to the following questions:

Q. What options are available to engage with your Elected Member? Phone, text, email, social media, in person meeting at local 'suburban' libraries.

Q. What do you do if you don't get a response from your Community Board & Elected Members?

Q. How do I get to speak at my local Community Board meeting? What is 'Public Forum'? What are 'Deputations'?

Q. As a 'resident', how do I get to have a discussion? When only Elected Members are allowed to ask questions in the meeting.

Q. Why are 'roles' in the community/groups able to have 'closed' meetings with their Community Board & Elected Members?

7. Christchurch City Council | Community Facilities

Community Facilities: environments (ranked in order by inclusive, accessible, sensory friendly, costs involved to participate)

1. 'Suburban' Libraries

2. Playgrounds

3. Community Centres

4. Swimming Pools

5. Sports Fields

Suggestions:

- Look for the gaps in the Community Facilities Network Plan & invest in those facilities/suburbs.

- Update the Community Facilities Network Plan to provide a Profile on each Community Facilities, include resources available.

- 'You Are Here' map. Virtual Tour. Photos. Visual Aids: Core/Communication Boards, 'StoryWalk', 'Social Story' (see Page 7)

- 'Designing for Differences' Framework/Audit Tool, to be used in the initial planning/development stages of every new Civic building/facility (libraries, community hubs, playgrounds, swimming pools) & as an audit/assessment tool when redeveloping existing Civic building/facility.

8. Christchurch City Council | Community Events

Community Events can be hard to participate in when you have a 'visible or hidden' difference.

These environments can be visually overwhelming, lack accessibility & not very sensory friendly.

Suggestions:

- Create a 'Designing for Differences' Framework/Audit Tool, version for Events.

- Create promotional materials with the same branding/colour schemes/graphics.

- Make it easier to find the most important info first: 'The 5 W questions: Who, What, When, Why and Where'.

- Wayfinding & Signage. 'You Are Here' map. Virtual Tour. Visual Aids: Core/Communication Boards, 'Social Story' (see Page 7)

- Create 'Sensory Friendly' events on a specific day/hour, or invite to the setup/dress rehearsal.



Joanna Gould | joanna@bowenvale.co.nz

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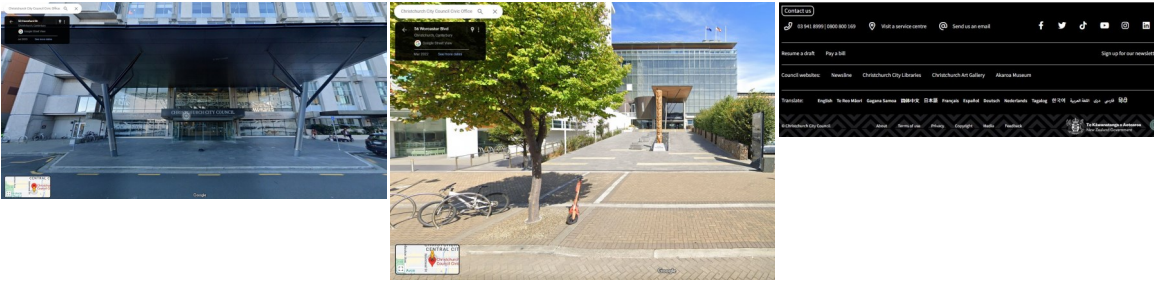
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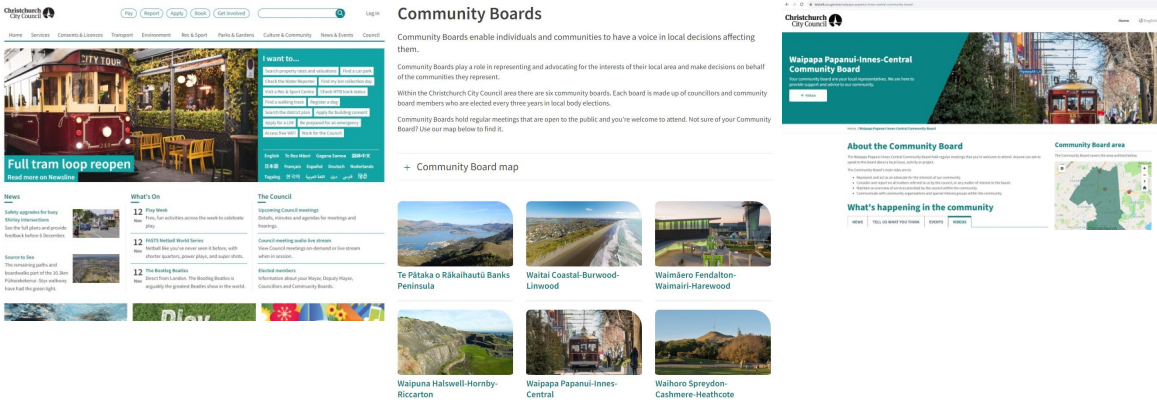


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Christchurch City Council Building: Entrance off Hereford St, Entrance off Worcester Blvd, Christchurch City Council Website Footer



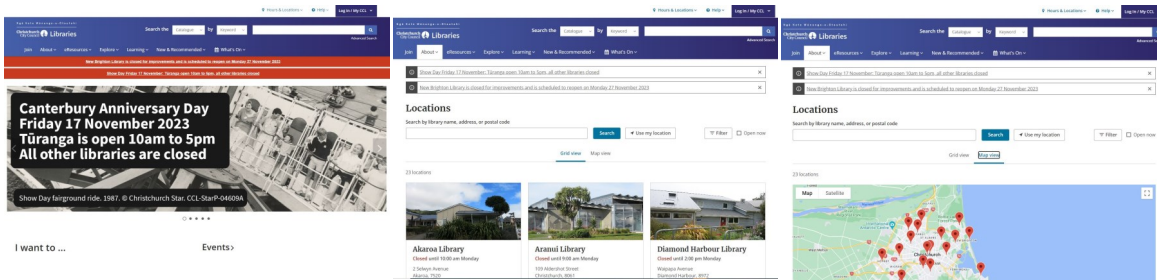
Christchurch City Council Website: Home Page, Community Boards Page, Waipapa Papanui-Innes-Central Community Board Page



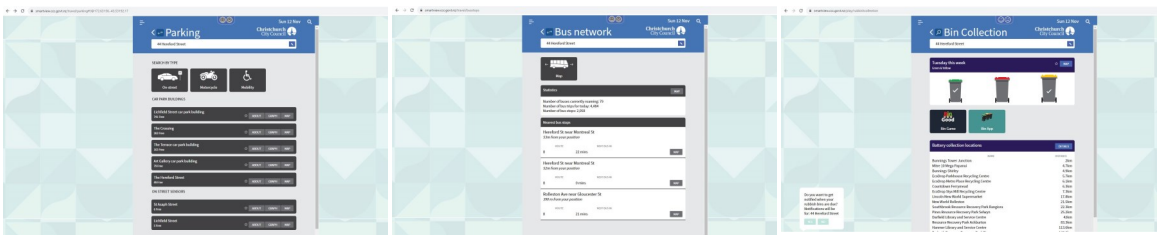
Steps to get from the Christchurch City Council Home page to a specific 'Community Board' page:

1. <https://ccc.govt.nz/>
2. Click on 'Elected members' under The Council:
3. <https://ccc.govt.nz/the-council/how-the-council-works/elected-members/>
4. Click on 'Community Boards':
5. <https://ccc.govt.nz/the-council/how-the-council-works/elected-members/community-boards/>
6. Click on 'Waipapa Papanui-Innes-Central'
7. <https://letstalk.ccc.govt.nz/waipapa-papanui-innes-central-community-board> (change of website address)

Christchurch City Libraries Website | <https://my.christchurchcitylibraries.com/>: Home page, Locations (Grid), Locations (Map)



SmartView Website | <https://smartview.ccc.govt.nz/>: Parking, Bus Network, Bin Collection



Joanna Gould | joanna@bowenvale.co.nz

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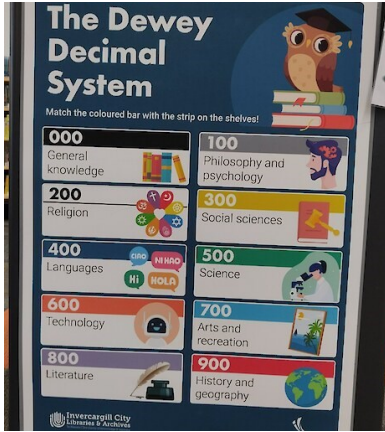
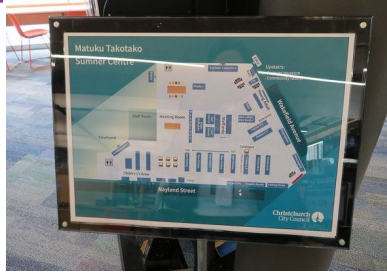
Library Events (colour coded by age group), Library Layout Map, Library Wayfinding Signage (colour coded Dewey Decimal System)

Te Ara Ātea April Programme

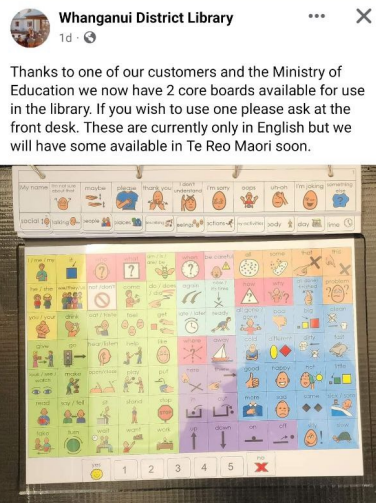
Selwyn Libraries

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
0-5 Story Time 6-10 Reading Time 11-15 Creative Time 16-20 Music Time 21-25 Dance Time 26-30 Drama Time 31 Poetry Time	0-5 Story Time 6-10 Reading Time 11-15 Creative Time 16-20 Music Time 21-25 Dance Time 26-30 Drama Time 31 Poetry Time	0-5 Story Time 6-10 Reading Time 11-15 Creative Time 16-20 Music Time 21-25 Dance Time 26-30 Drama Time 31 Poetry Time	0-5 Story Time 6-10 Reading Time 11-15 Creative Time 16-20 Music Time 21-25 Dance Time 26-30 Drama Time 31 Poetry Time	0-5 Story Time 6-10 Reading Time 11-15 Creative Time 16-20 Music Time 21-25 Dance Time 26-30 Drama Time 31 Poetry Time	0-5 Story Time 6-10 Reading Time 11-15 Creative Time 16-20 Music Time 21-25 Dance Time 26-30 Drama Time 31 Poetry Time	0-5 Story Time 6-10 Reading Time 11-15 Creative Time 16-20 Music Time 21-25 Dance Time 26-30 Drama Time 31 Poetry Time

ALL PROGRAMMES REQUIRE BOOKING. TO BOOK VISIT WWW.SELWYNLIBRARIES.CO.NZ



Library Core Board Book, Library Communication Board, Playground Core Board (in English & Māori)



Joanna Gould | joanna@bowenvale.co.nz
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 FP: www.facebook.com/RiseUpRichmond/ | FG: www.facebook.com/groups/2070060349907745/
 W: www.getcreativechristchurch.nz/
 FP: www.facebook.com/GetCreativeChristchurch/ | FG: www.facebook.com/groups/299724980619778

'StoryWalk' with Book, 'StoryWalk' Dewey Decimal Trail Plaques



'Social Story' (exterior/interior photos, location of door/info desk/toilets/lift/stairs, how to get to the exhibition & what to expect.)

