# Te Tōtara

## Te Pou Tarāwaho Āheitanga

mō te whakapakari i ngā kaimahi whare pukapuka o Aotearoa

## Capability Framework

for strengthening a diverse library and information sector workforce

Version 1.0

New Zealand Libraries Partnership Programme

Te Kāwanatanga o Aotearoa
New Zealand Government

# Karakia

E te kaupapa
Whāia te mātauranga kia mārama
Kia whai take ngā mahi katoa
Tū māia, tū kaha
Aroha atu, aroha mai
Tātou i a tātou katoa


For this project
Seek knowledge for understanding
Have purpose in all that you do
Stand tall, be strong
Let us show respect
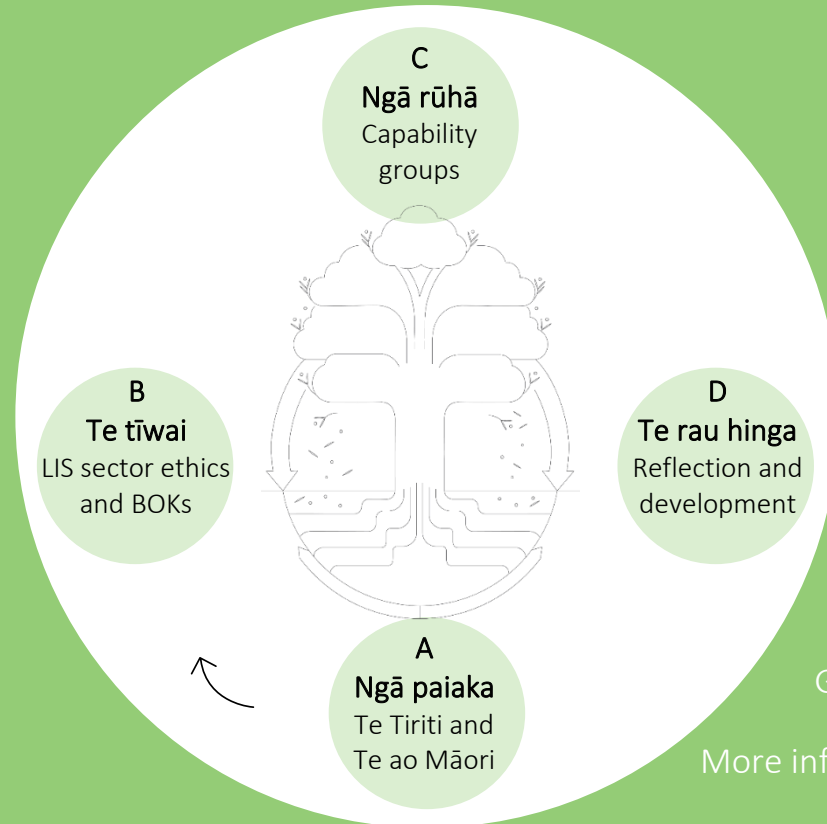For each other

# Rārangi upoko | Contents

Take care of our planet – please don't print this document.

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# 1. Ngā kākano

## The seeds

*Introducing the project*

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*Poipoia te kākano kia puāwai*

*Nurture the seed and it will blossom*

# Haere mai! | Welcome

**Kia ora, Fakaalofa lahi atu, Fakatalofa atu, Halo, Kia orana, Malo e lelei, Malo ni, Mauri, Ni sa bula, Talofa, Welcome!**

We would like to acknowledge all the library and information sector workers who bring their valuable skill sets to their roles daily to help make the sector in Aotearoa so unique.
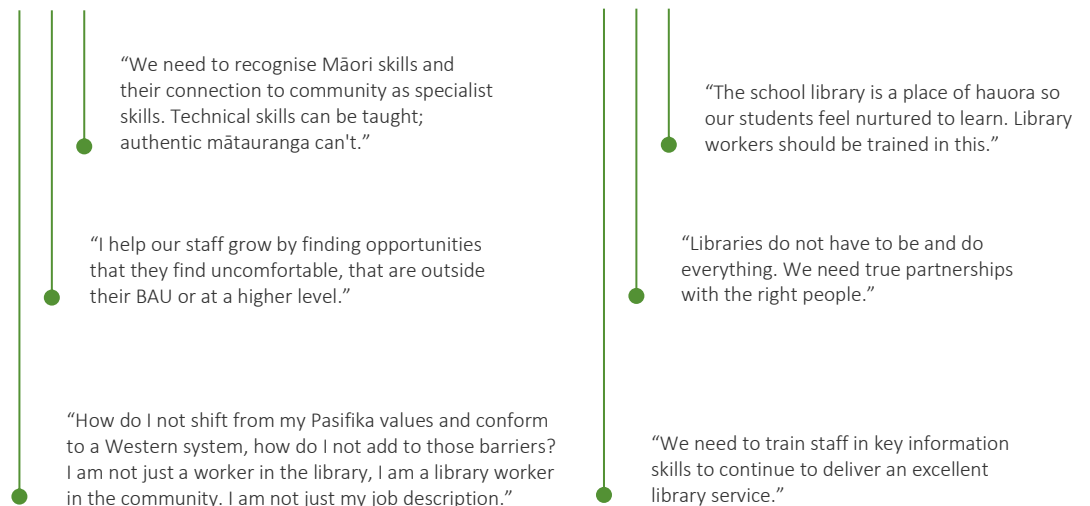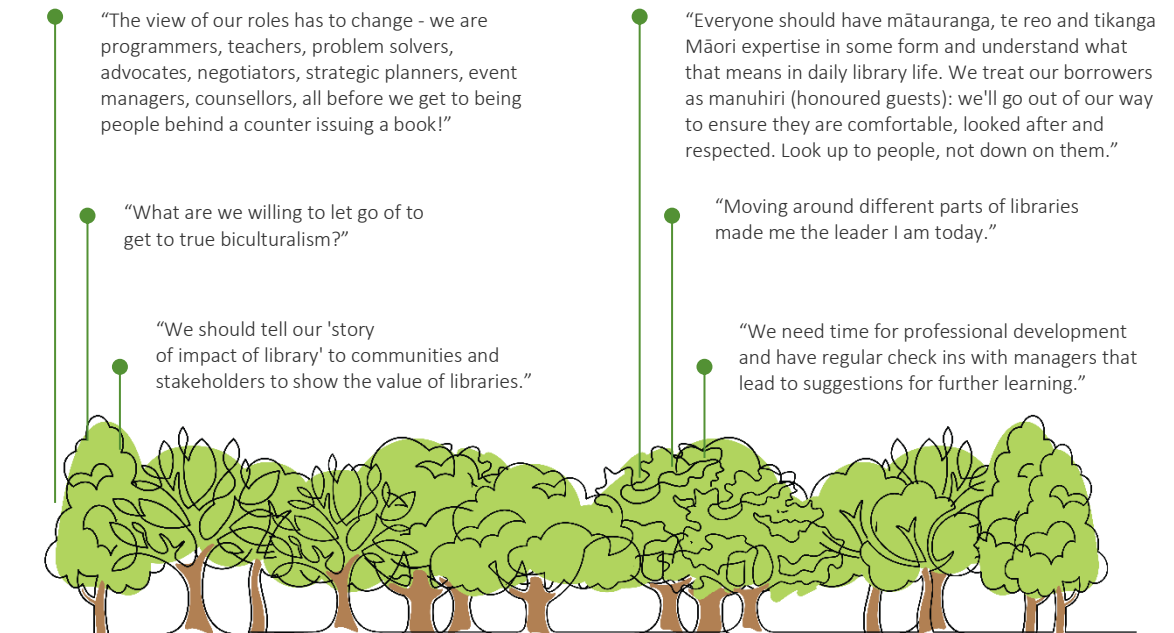
This sector is incredibly diverse, built on its different cultural and linguistic backgrounds, adding many areas of professional specialisation, and serving a variety of communities across the motu.

In spite of the majority of libraries still operating as 'silos' there are numerous commonalities that join us together – the ethos of librarianship, guardianship over our collections, the passion to help feed the minds of our diverse communities, and the drive to keep people connected with their heritage.

For this project we wanted to get a good cross-section of views and voices from across the sector, so we have gathered information for the content of this framework by:

- Conducting a literature scan on existing reports and resources around library workforce development

- Engaging with library support bodies including LIANZA, Te Rōpū Whakahau, LIANZA Pacific Information Management Network, SLANZA, PLNZ, ALIA and CILIP

- Co-designing with diverse representatives from public libraries, school libraries, tertiary libraries, special libraries (law, health, prison, police etc), the National Library and tertiary institutions providing library qualifications (see some of their comments on the right)

**We thank you for sharing your stories, ideas and passion that have helped create this workforce capability framework for everyone in the library and information workforce to share, build upon, use and enjoy.**

"The view of our roles has to change - we are programmers, teachers, problem solvers, advocates, negotiators, strategic planners, event managers, counsellors, all before we get to being people behind a counter issuing a book!"

"Everyone should have mātauranga, te reo and tikanga Māori expertise in some form and understand what that means in daily library life. We treat our borrowers as manuhiri (honoured guests): we'll go out of our way to ensure they are comfortable, looked after and respected. Look up to people, not down on them."

"What are we willing to let go of to get to true biculturalism?"

"Moving around different parts of libraries made me the leader I am today."

"We should tell our 'story of impact of library' to communities and stakeholders to show the value of libraries."

"We need time for professional development and have regular check ins with managers that lead to suggestions for further learning."

"We need to recognise Māori skills and their connection to community as specialist skills. Technical skills can be taught; authentic mātauranga can't."

"The school library is a place of hauora so our students feel nurtured to learn. Library workers should be trained in this."

"I help our staff grow by finding opportunities that they find uncomfortable, that are outside their BAU or at a higher level."

"Libraries do not have to be and do everything. We need true partnerships with the right people."

"How do I not shift from my Pasifika values and conform to a Western system, how do I not add to those barriers? I am not just a worker in the library, I am a library worker in the community. I am not just my job description."

"We need to train staff in key information skills to continue to deliver an excellent library service."

# Whakaupoko | Introduction

## Brief background to the project

The global information environment is changing rapidly with new technologies and processes to create, store, access, research and share information. In Aotearoa, the nature and roles of libraries is shifting too, due to the pandemic, socio-economic changes and changing demands in the communities we serve.

For long-term sustainability, our library and information sector will need a knowledgeable, flexible and diverse workforce to continue to support inclusive, resilient and thriving communities. The New Zealand Libraries Partnership Programme (NZLPP) engaged with Inspire Group to collaborate with the library and information sector to co-create a framework that supports broadening and strengthening its workforce capability.

## Competency vs capability

A competency is the skill, knowledge, talent and attitude needed to fulfil a task, job requirement and expectations. A competent employee can do anything their job requires, and they can do it well.

A capability goes beyond a competency. A person's capability is a measure of their potential and includes all the attributes that show how fit they are to do their job, now and in the future. Capabilities include a person's set of competencies, their ability to develop and apply other skills, their experience, professional networks, confidence in doing a good job and any other job-related soft skills, attitudes and beliefs.

## What is a workforce capability framework?

This workforce capability framework identifies and describes the required elements of working in the library and information sector, including underpinning kaupapa, ethics and context, core capabilities needed for most roles and reflection ideas and pathways to build capability to help grow stronger in the workforce.

Due to the variety and diversity of libraries within Aotearoa, this workforce capability framework can be updated and adapted, depending on the role or the organisation's sector, size and focus. The framework is **not** as prescriptive as a job description or professional learning and development plan.

## Why a capability framework?

The workforce capability framework provides:

- **Consistency**: a common foundation and language to describe the knowledge, skills and abilities needed to perform work within a role in the sector
- **Clarity**: a clear understanding of expectations of what's required for a role, helping people to identify strengths that will enable them to succeed in their current role and create clear career pathways for all
- **Autonomy**: an equitable approach to workforce development, helping people identify strengths and development objectives that will help them

# Whakamahi ana i te Pou | Using the framework

## For individuals, teams and managers

The framework is designed to help individuals, teams and managers think about their current level of knowledge, skills and behaviours and to identify areas for growth for yourself or others. The goal is not to be an expert in every capability identified in this framework. The expectation of your capability level depends on the sector and organisation you work in and your role (outlined in your job description) within that organisation. Some capabilities might not even apply to your specific role.

Input is required from both individuals and managers to ensure:

- The capability framework is fit for the role and organisation
- Goals are accurate and achievable
- Support and resources are in place to guide the employee through the process if needed

## How to use the capability framework

Ideally, use the workforce capability framework with a 12-month cycle.

- **At the start of the cycle:**
  - Read through the capability framework
  - Adapt the list of capabilities required to suit the organisation, sector, environment or function in the 'Specialist/other skills' section or by adding rows
  - Reflect on your own or your employee's current situation
  - Use the Taku Tōtara Workbook or if you prefer, the Pātōtara Worksheet[1] to assess the current capability levels and set goals in the areas where you want or need to see development
  - Have a manager/employee chat to see whether the assessment is accurate and achievable, and discuss what support is needed for the next 12 months
  - Adjust any capabilities, goals, reflection ideas and plan any learning and development activities for the next 12 months
- **During the cycle:**
  - Further plan and implement any learning and development activities (with manager/employee approval)
  - Read goals every three months and check whether things are on track
  - Ensure support from employee/colleagues/manager is in place if needed
- **At the end of the cycle:**
  - Review the goals and the capability framework, completing a new worksheet
  - Write down insights and discuss these in an employee/manager chat
  - Agree on a development plan for the next 12 months
  - Agree on how you can share any learning and knowledge with the team
  - Celebrate success

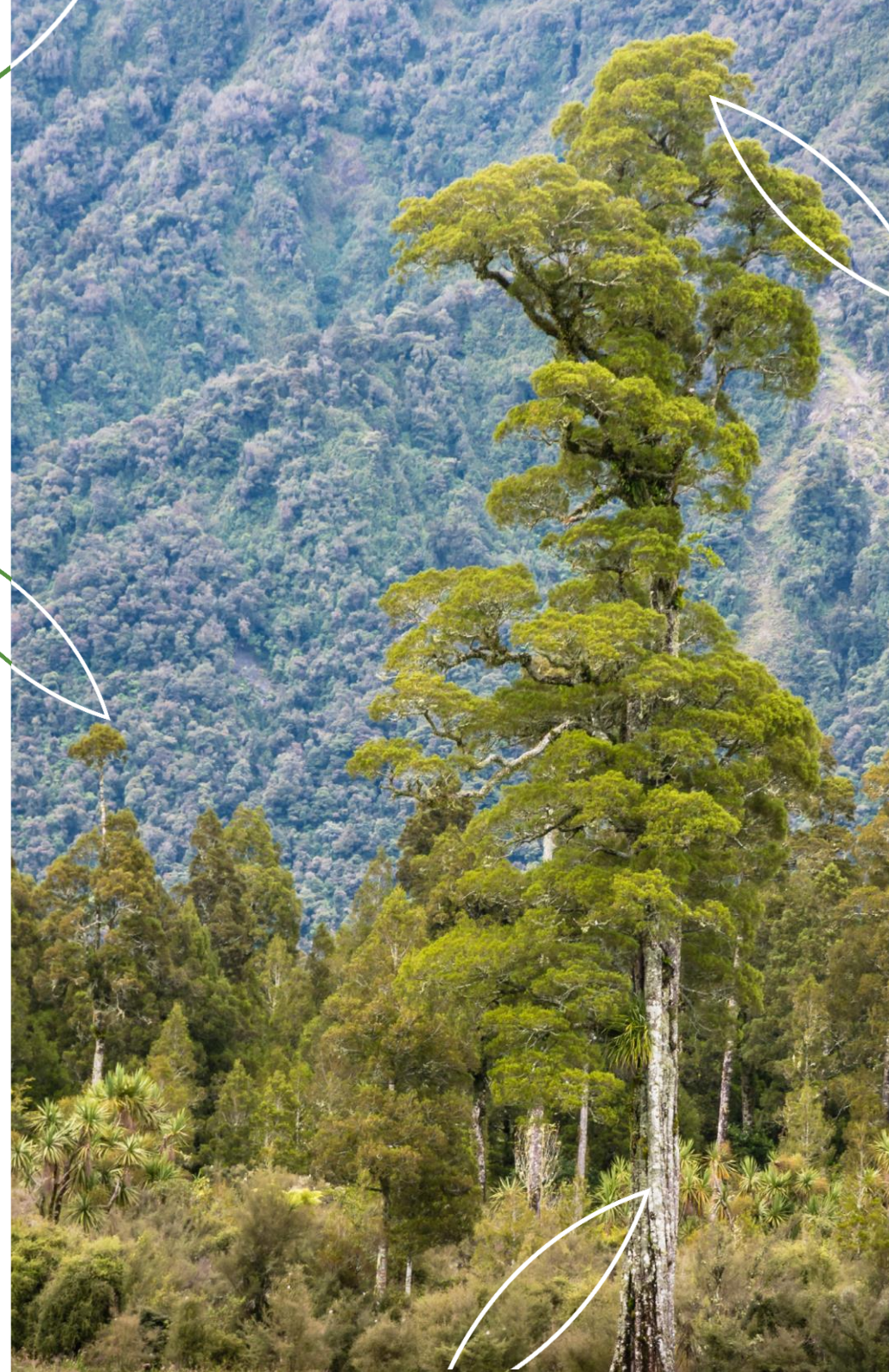[1] https://www.lianza.org.nz/professional-development/te-totara-workforce-capability/

# 2. Te tōtara o te ngahere

## The tōtara in the forest

*Concept overview*

*E kore te tōtara e tū noa i te pārae
engari me tū i roto i te wao-nui-a-Tāne*

*The tōtara does not stand alone on the plain,
it stands within the great forest of Tāne*

# Aroro | Concept

## Te tōtara o te ngahere | The tōtara tree in the forest

### The forest

During the process of engagement and co-creation of this framework, we heard the unique voices from a vast range of people in the library and information sector. Everyone is on their own journey, and yet we heard your collective interconnectedness, your vision to authentically grow, be valued and respected in the library profession, and your spirit to create accessible and safe spaces for your communities.

We saw many different 'trees' (people) all connected in 'forests' (teams) and working as a wider 'ecosystem' (library and information sector) – interchanging collections and information, feeding each other and helping each other grow.

Each person grows at their own rate, depending on their own circumstances, mindset, environment, nourishment, health and well-being and support from others around them.
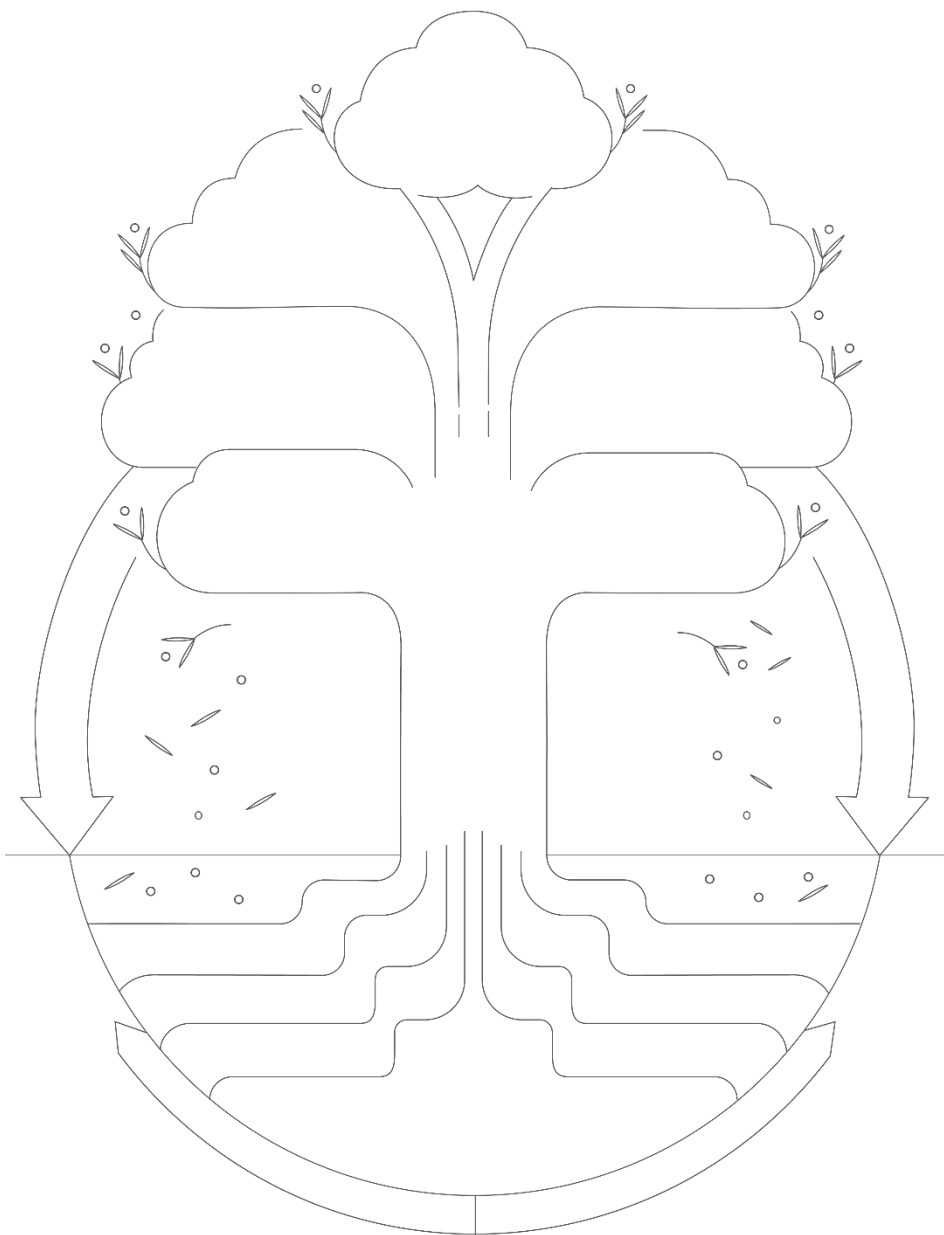
## The tōtara

In each stakeholder engagement session, there was a desire, need and openness to learn more about and incorporate te ao Māori and Pacific worldviews. This inspired the choice to depict the workforce capability framework as a mighty tōtara tree:

- Firmly rooted to Papatūānuku (the Earth Mother), symbolising kaupapa Māori as a strong foundation
- Its heart-wood trunk reaching towards Ranginui (the Sky Father), signifying knowledge and context to give us structure
- Its canopy of branches feeding off the wairua to grow and improve, providing sustenance and shelter for all in the forest of Tāne (God of the Forest and ancestor of mankind, child of Papatūānuku and Ranginui), representing the skills and behaviours that make us unique
- The falling leaves, depicting the cycle of life in the ngahere and how our learning feeds back into our roots/principles and also nourishes and regenerates others around us

The tōtara symbolises a process 'from the ground up' rather than a 'top down' approach that is enforced by management.

It encourages people to instigate and nurture their own growth, development and lifecycle of learning.

# Te pou tarāwaho āheitanga | The capability framework



## The whole tree and its elements

The next few pages give an **overview** of the different elements of Te Tōtara and what these sections represent:

A.  Ngā paiaka – the roots (our kaupapa)
B.  Te tīwai – the trunk (ethics and context)
C.  Ngā rūhā – the branches (capability groups)
D.  Te rau hinga – the fallen leaves (reflection and evaluation)

Part 3 of this document dives further into the **detail** of each element above.
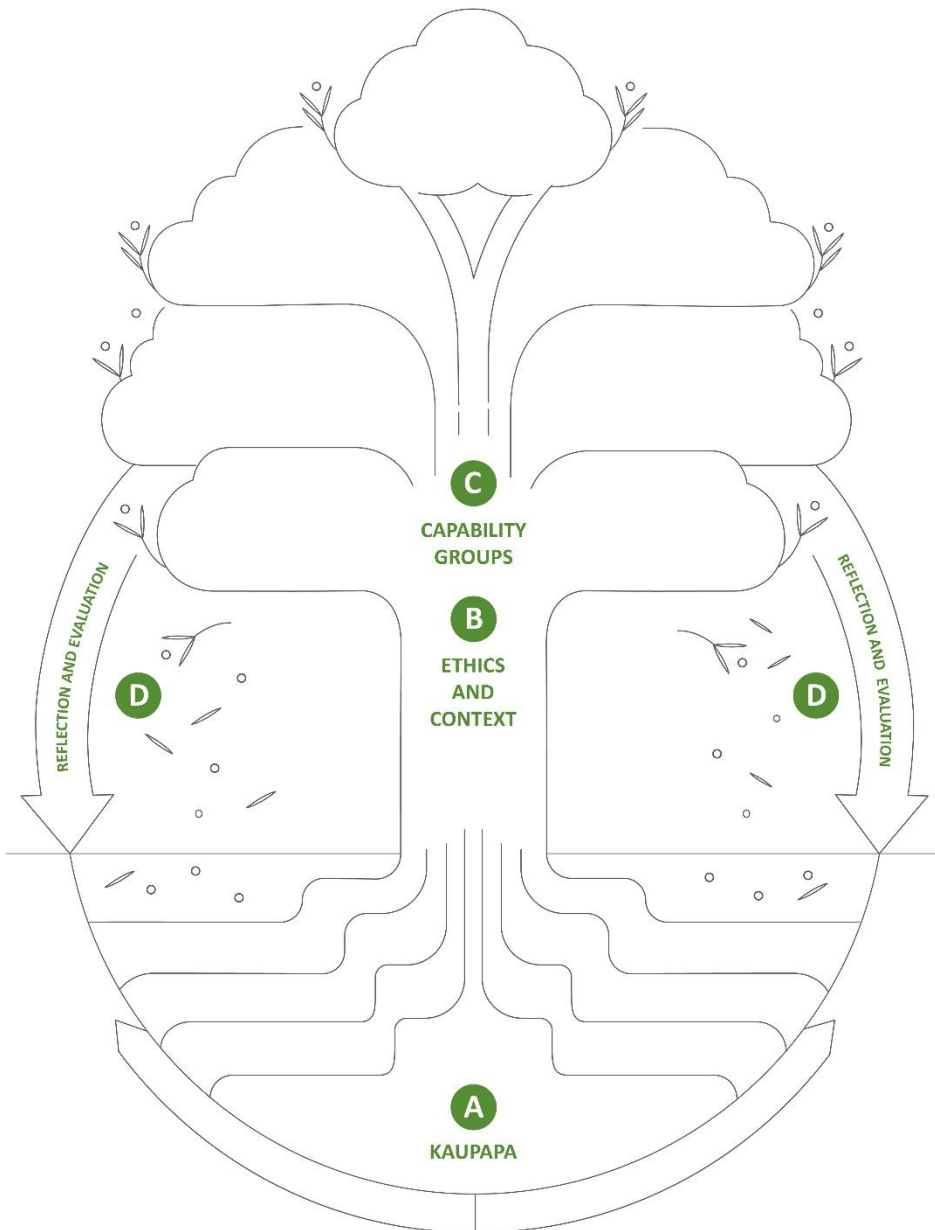
# Ngā paiaka | The roots
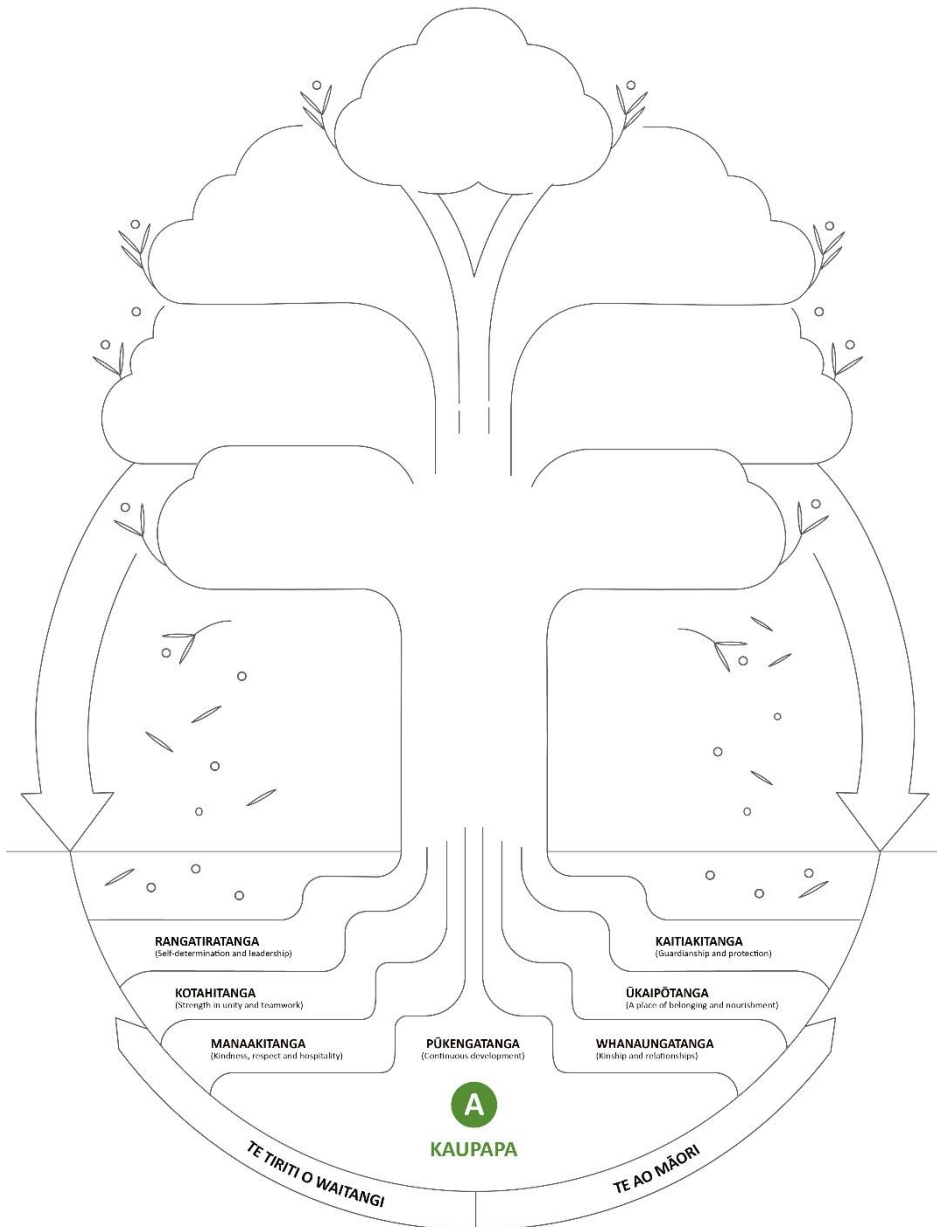


*He tina ki runga, he tāmore ki raro*

*In order to flourish above, one must have strong roots below*

## Understanding Te Tiriti o Waitangi

The translation of The Treaty of Waitangi from English to te reo Māori (Te Tiriti o Waitangi) resulted in two texts with different meanings, because of the different worldviews between the parties. Understanding both perspectives provides the foundation for us to communicate effectively and work together.

## Te ao Māori

To understand the crucial differences between the Treaty and Te Tiriti o Waitangi, we need to understand the Māori worldview and perspectives: te ao Māori.

It is what makes Aotearoa unique. As kaitiaki and kaipupuri of information, taonga and public spaces, we have a duty to embrace, practise and preserve te reo, tikanga, kawa and mātauranga Māori.

## Kaupapa for this capability framework

Whether you are serving communities, caring for collections or managing information, the vision of a capable library and information sector workforce is for kaimahi to be guided by these kaupapa Māori:

- **Rangatiratanga** (self-determination and leadership)
- **Kotahitanga** (strength in unity and teamwork)
- **Manaakitanga** (kindness, respect and hospitality)
- **Pūkengatanga** (continuous development)
- **Whanaungatanga** (kinship and relationships)
- **Ūkaipōtanga** (place of belonging and nourishment)
- **Kaitiakitanga** (guardianship and protection)

Details and descriptions of these principles are in part 3 of this document.

# Te tīwai | The trunk
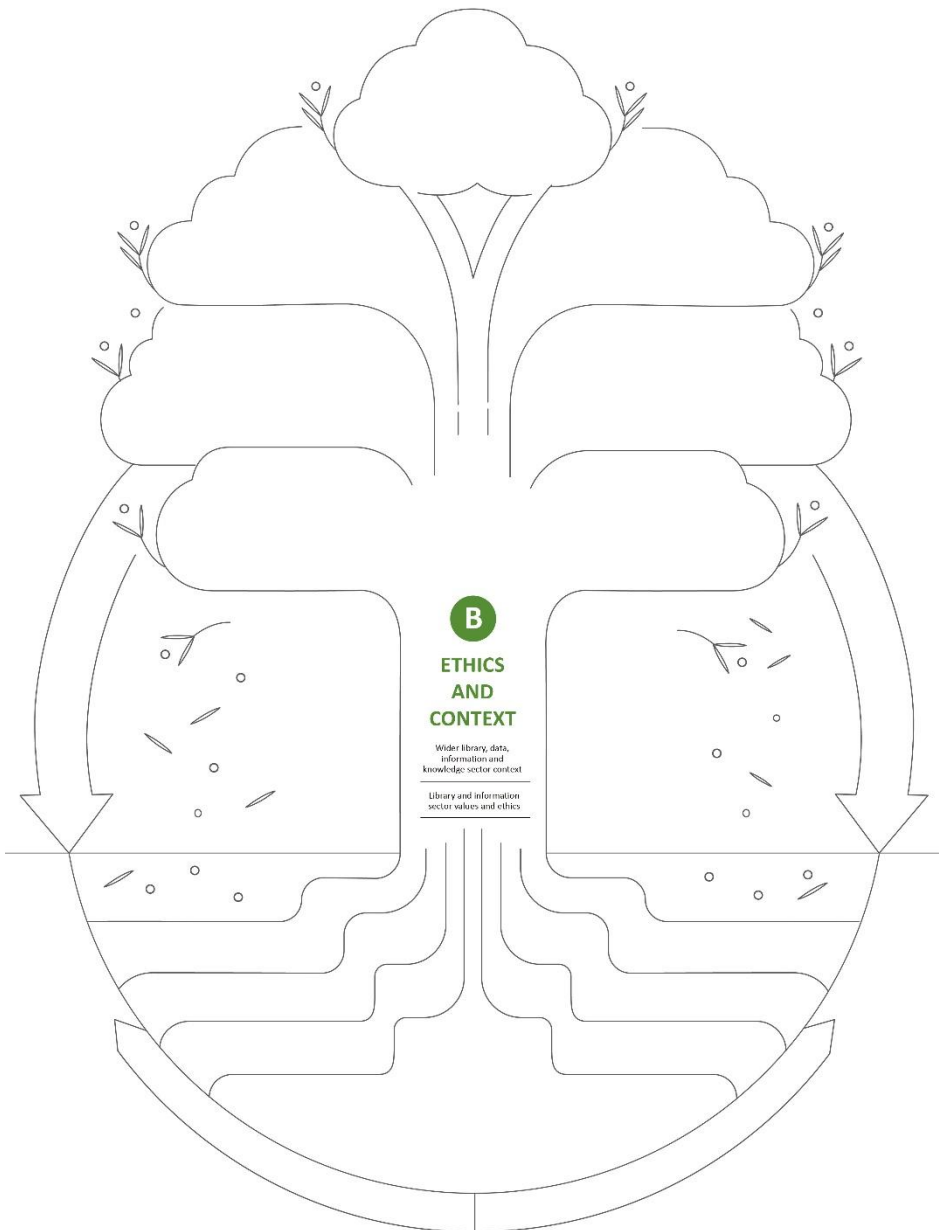


*He tōtara wāhi rua he kai nā te ahi*

*A tōtara split in two is food for the fire*

## Unity is strength

The library and information sector is incredibly complex. Regardless of our functions or the communities we each serve, by uniting in our librarianship and information values, ethics and knowledge, we can be stronger as a sector, as teams, and as individuals.

## Context

The library workforce capability framework is built on the underpinning values, ethics and knowledge to further the development and delivery of library and information services and resources.

The vision of a capable library workforce is for kaimahi to understand, support and actively apply:

- Librarianship and information sector values and ethics
- Wider library, data, information and knowledge sector context

More details for further development are in part 3 of this document.

# Ngā rūhā | The branches
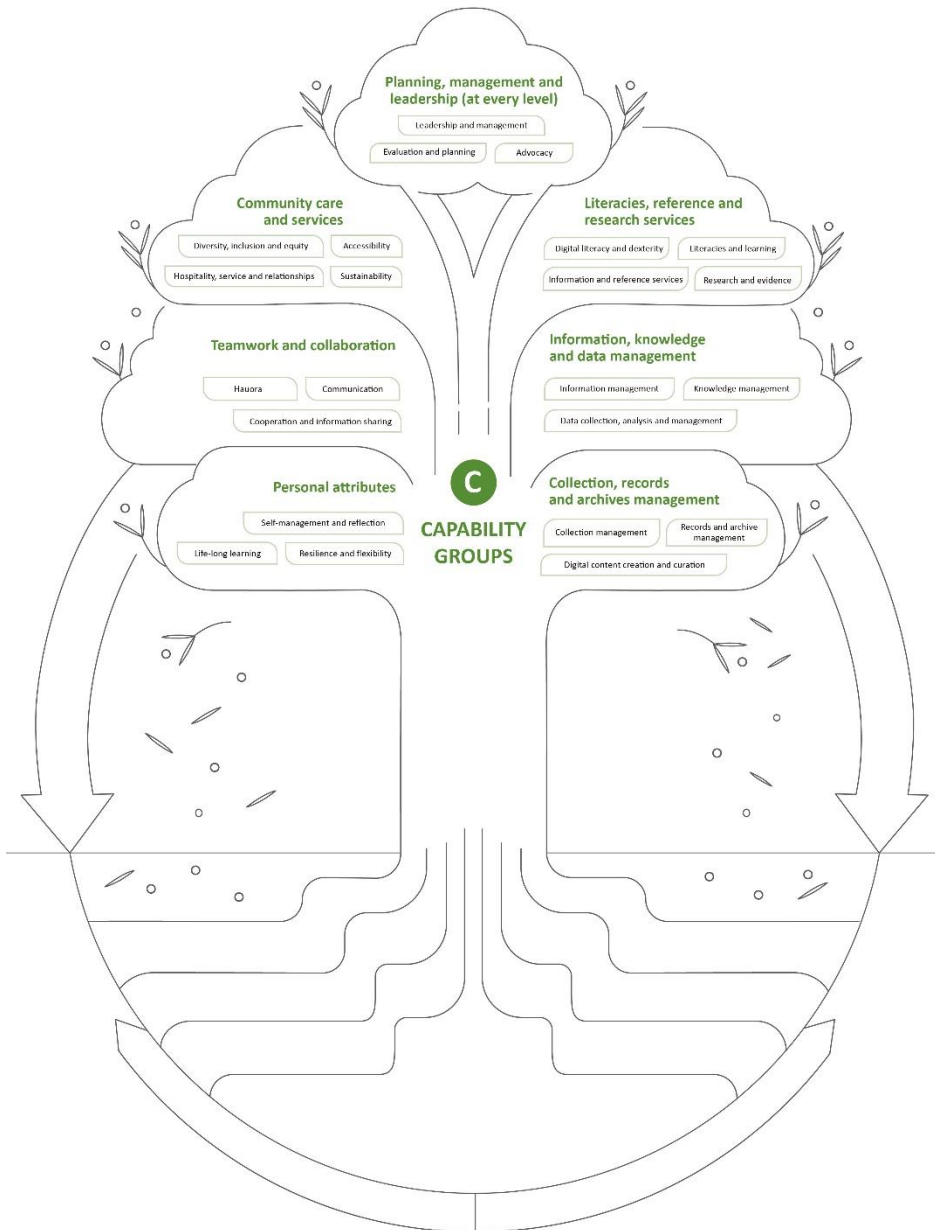


*Ahakoa he aha te rākau, he hua kei roto*

*No matter what the species of tree, they all bear fruit*

## Core capabilities

Regardless of the sector, location or size of the workplace, there are a number of core capabilities required when working in the library and information environment.

## Capability groups

The vision of a capable library workforce is for kaimahi to uphold and continually branch out in these **seven core capability groups**:

- Personal attributes
- Teamwork and collaboration
- Community care and services
- Planning, management and leadership (at every level)
- Literacies, reference and research services
- Information, knowledge and data management
- Collection, records and archives management

These seven capability groups contain **23 individual capabilities** which are detailed in part 3 of this document.

Due to the variety and diversity of libraries, the details in these branches can be adapted to best suit people's functions/sectors.

# Te rau hinga | The fallen leaves
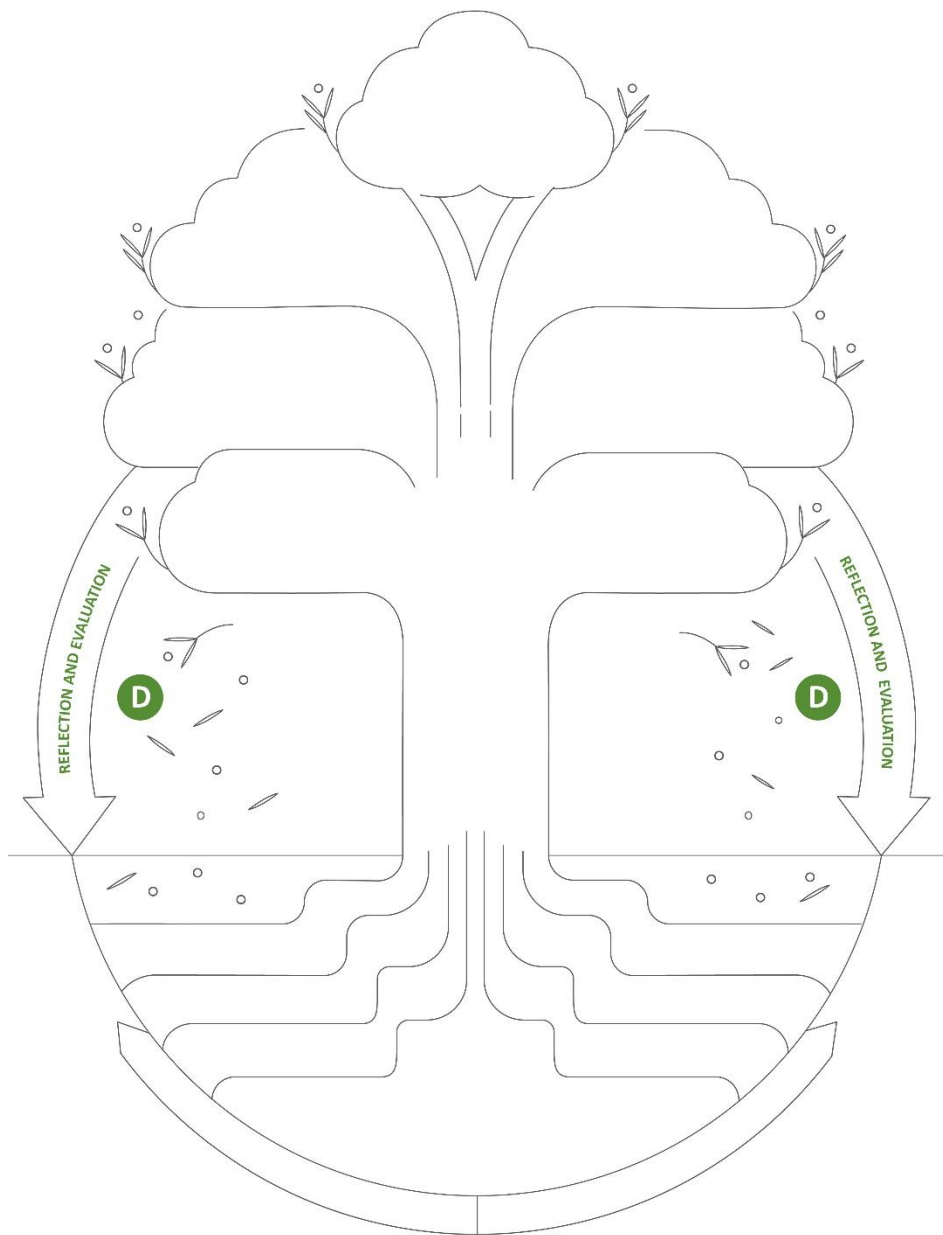


*Mai i te kōpae ki te urupā, tātou ako tonu ai*

*From the cradle to the grave, we are forever learning*

## Cycle of life and learning

After we've taken nourishment from the roots, gained strength from the trunk and grown in wairua in the branches, it's time to give back to the roots and those around us.

## Reflection and evaluation

The vision of a capable library workforce is for kaimahi to take responsibility for their own cycle of learning, including:

- Reflection and evaluation of own learning
- Using insights to further inform and develop our principles, values and ethics
- Sharing and supporting others with their learning
- Being open and willing to adapt to changing organisations, processes and technologies
- Working with others to plan for continued learning and knowledge sharing.

More details are in part 3 of this document.

# Whakapapa | Stages of growth

*Mā te kōrero, ka mōhio, mā te mōhio ka mārama,*
*mā te mārama ka mātau, mā te mātau ka ora.*

*With discussion comes knowledge, with knowledge comes light and understanding,*
*with light and understanding comes wisdom, with wisdom comes wellness.*

## Capability levels

No matter at what stage we are in our careers, we will never stop growing and learning.
We don't just grow upwards and seek promotion. We strengthen our knowledge at different levels.

The whakataukī above inspired the levels of proficiency (capability levels) that are used throughout the rest of the framework to depict the level of expertise in an area.
This scale below is cumulative, meaning that the capabilities at the mātau level build upon the previous capabilities at mōhio and mārama levels.

| Kōrero*<br>Discussion (foundational) | Mōhio<br>Knowledge (comfortable) | Mārama<br>Understanding (confident) | Mātau<br>Wisdom (capable) |
|---|---|---|---|
| Through discussion I **recognise** what is important, and I **show** basic awareness and application of knowledge and skills<br><br>*Note that you will not see kōrero descriptions in this capability framework, since it represents the starting point for discussion and building your knowledge. | I can comfortably **explain** required knowledge, skills, and abilities, and can **participate/engage** | I can confidently **understand** required knowledge, skills, and abilities, and can **apply** this to my work unsupervised | I can **demonstrate** deep knowledge and application of required skills, and am capable to **lead/advise** others |
| For example:<br>new recruits, volunteers, casual staff | For example:<br>LIS/MIS graduates, staff in first years of career | For example:<br>experienced staff, specialists, some team leaders | For example:<br>experienced team leaders and specialists, managers |

## Not everyone has to excel in every capability

The above scale is used as a guide on the following pages to help highlight the areas you perform well in and identify the areas you want or need to grow in. Different roles require a different combination of capability levels, depending on the expectations of that role and the environment.

It is important to understand that you don't have to excel in every capability described in this framework. It is a tool to help you, your teams and the organisation to develop to the best of your abilities to help strengthen the Aotearoa library and information workforce as a whole.

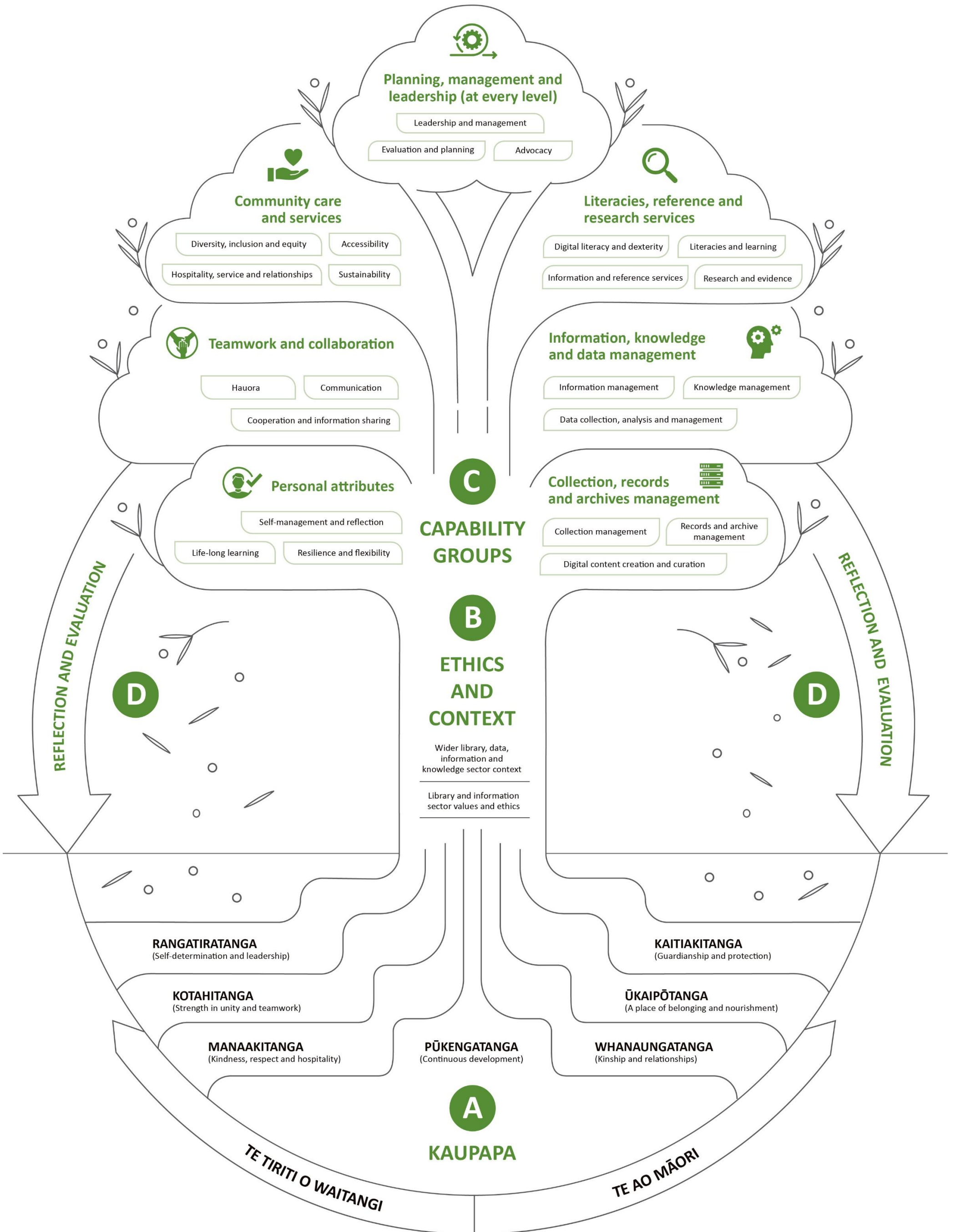# 3. Te Tōtara

## Te pou tarāwaho āheitanga

## Capability framework

*Supporting growth of a sustainable workforce*

_____

*Te piko o te māhuri, tērā te tupu o te rākau*

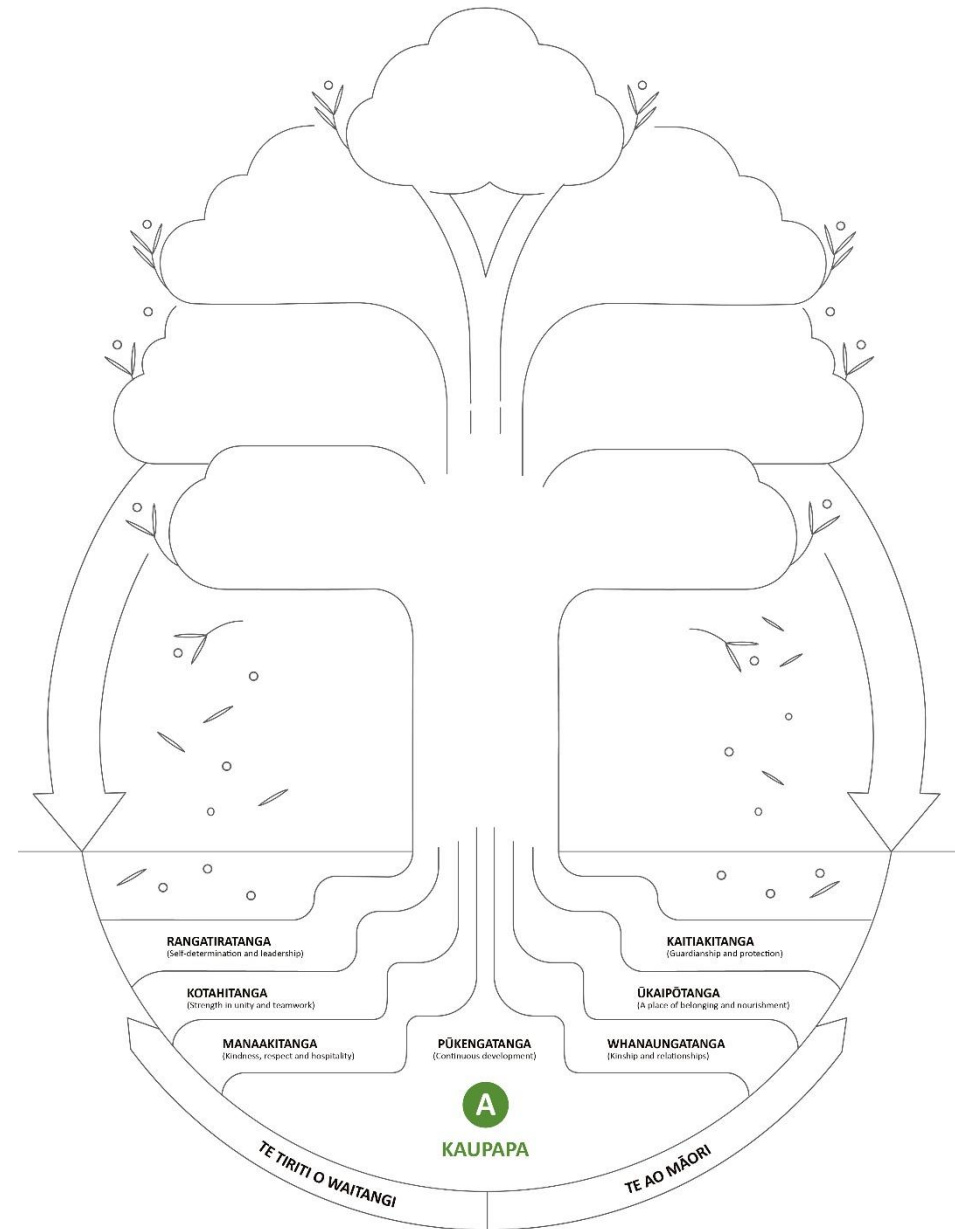The way in which the sapling is nurtured,
determines how the tree will grow

**Planning, management and leadership (at every level)**

Leadership and management

Evaluation and planning

Advocacy

**Community care and services**

Diversity, inclusion and equity

Accessibility

Hospitality, service and relationships

Sustainability

**Literacies, reference and research services**

Digital literacy and dexterity

Literacies and learning

Information and reference services

Research and evidence

**Teamwork and collaboration**

Hauora

Communication

Cooperation and information sharing

**Information, knowledge and data management**

Information management

Knowledge management

Data collection, analysis and management

**Personal attributes**

Self-management and reflection

Life-long learning

Resilience and flexibility

**Collection, records and archives management**

Collection management

Records and archive management

Digital content creation and curation

**C**

**CAPABILITY GROUPS**

**B**

**ETHICS AND CONTEXT**

Wider library, data, information and knowledge sector context

Library and information sector values and ethics

REFLECTION AND EVALUATION

**D**

**D**

REFLECTION AND EVALUATION

**RANGATIRATANGA**
(Self-determination and leadership)

**KAITIAKITANGA**
(Guardianship and protection)

**KOTAHITANGA**
(Strength in unity and teamwork)

**ŪKAIPŌTANGA**
(A place of belonging and nourishment)

**MANAAKITANGA**
(Kindness, respect and hospitality)

**PŪKENGATANGA**
(Continuous development)

**WHANAUNGATANGA**
(Kinship and relationships)

**A**

**KAUPAPA**

TE TIRITI O WAITANGI

TE AO MĀORI

# A. Ngā paiaka | The roots

## Kaupapa as a strong foundation

Guiding us from the roots to the tips of the branches

*He tina ki runga, he tāmore ki raro*

*In order to flourish above, one must have strong roots below*



RANGATIRATANGA
(Self-determination and leadership)

KAITIAKITANGA
(Guardianship and protection)

KOTAHITANGA
(Strength in unity and teamwork)

ŪKAIPŌTANGA
(A place of belonging and nourishment)

MANAAKITANGA
(Kindness, respect and hospitality)

PŪKENGATANGA
(Continuous development)

WHANAUNGATANGA
(Kinship and relationships)

**A**

KAUPAPA

TE TIRITI O WAITANGI

TE AO MĀORI

# Te Tiriti o Waitangi

Ability to understand, respect and apply Te Tiriti o Waitangi principles and obligations in daily work practice.

(These descriptors should be read in conjunction with any relevant policies your organisation might have in place already.)

| Mōhio | Mārama | Mātau |
|---|---|---|
| I can comfortably **explain** required knowledge, skills and abilities, and can **participate/engage** | I can confidently **understand** required knowledge, skills and abilities, and can **apply** this to my work | I can **demonstrate** deep knowledge and application of capabilities, and am capable to **lead/advise** others |
| **I can explain:**<br><br>☐ The Treaty of Waitangi and Te Tiriti o Waitangi have different meanings (each translation is based on a different worldview)<br><br>☐ Principles of Te Tiriti (tino rangatiratanga/participation, equity, active protection, options, partnership) and their relevance to my organisation and my community<br><br>☐ Aotearoa history and impacts on Māori (nationally and locally) | **I understand:**<br><br>☐ The significance of Te Tiriti articles, principles and obligations and their wider context and implications<br><br>☐ The Māori Crown relationship and how this applies to my organisation<br><br>☐ Our organisation's relationships with mana whenua<br><br>☐ Local history, significant iwi, events and landmarks<br><br>☐ Tangata whenua and tangata tiriti | **I demonstrate:**<br><br>☐ Knowledge of Aotearoa history |
| **I participate in:**<br><br>☐ Development to further understand Te Tiriti and Aotearoa history<br><br>☐ Discussions about biculturalism within the organisation | **I can apply:**<br><br>☐ Culturally responsive practice based on Te Tiriti principles within the organisation<br><br>☐ Māori Crown relationships/commitments in daily work practice | **I lead and advise:**<br><br>☐ Application of the principles of Te Tiriti within the organisation<br><br>☐ Decision-making through the understanding of local history<br><br>☐ Design and development of services in partnership with Māori<br><br>☐ Understanding of the importance and impact of Māori Crown relationships |

# Te Ao Māori

Ability to understand and respect the Māori worldview as the interrelationship of the living, the environment and the spiritual realm with an overarching principle of balance.
Ability to apply and respect te reo, tikanga, kawa and mātauranga Māori in daily work practice.

| Mōhio | Mārama | Mātau |
|---|---|---|
| I can comfortably **explain** required knowledge, skills and abilities, and can **participate/engage** | I can confidently **understand** required knowledge, skills and abilities, and can **apply** this to my work | I can **demonstrate** deep knowledge and application of capabilities, and am capable to **lead/advise** others |
| **I can explain:**<br><br>☐ Te ao Māori perspectives and concepts and how these apply to the sector, organisation and within the community<br><br>☐ How Māori values, mātauranga, tikanga and kawa Māori impact the organisation<br><br>☐ History and revitalisation of the official language of te reo Māori<br><br>☐ Why and how to engage with Māori | **I understand:**<br><br>☐ Te ao Māori within the rohe and local iwi<br><br>☐ How Māori values and mātauranga are related to the services we deliver<br><br>☐ Similarities or shared values of other indigenous cultures | **I demonstrate:**<br><br>☐ Knowledge of Aotearoa history from a te ao Māori perspective<br><br>☐ Good values, tikanga and kawa practices<br><br>☐ Use of te reo Māori in daily work practice and in conversations with speakers of te reo Māori |
| **I participate in:**<br><br>☐ Treating mātauranga Māori as taonga<br><br>☐ Acknowledging the use of Māori knowledge (kaupapa and mātauranga) when working with others<br><br>☐ Correct pronunciation of te reo Māori in day-to-day conversations<br><br>☐ Correct tikanga when greeting people<br><br>☐ Correct marae protocol, pōwhiri and hui processes | **I can apply:**<br><br>☐ Tikanga, kawa and mātauranga Māori appropriately in a wide range of settings<br><br>☐ Tika (correct or doing the right thing), pono (acting with integrity and consistency) and aroha (love for self and care and compassion for others) in daily practice<br><br>☐ Day-to-day te reo Māori when talking, reading and writing, and learning new kupu and kīwaha through interactions with others in te reo Māori<br><br>☐ Work relationships with local iwi, hapū, whānau and Māori organisations | **I lead and advise:**<br><br>☐ Based on Māori values, encouraging others to adopt workplace practices that show sensitivity for tikanga Māori<br><br>☐ Respect and protection of mātauranga, consulting with mana whenua (iwi, hapū, whānau) on tangata whenua matters, issues and perspectives<br><br>☐ Design and development of services/collections in partnership with Māori<br><br>☐ Continued understanding and development of te reo, tikanga, kawa and mātauranga Māori |

# Kaupapa for this framework

These Māori values/concepts have been selected as guiding principles to support growth of the capability groups in the library and information sector.

| Rangatiratanga<br><br>Self-determination and leadership | Manaakitanga<br><br>Kindness, respect, and hospitality | Kotahitanga<br><br>Strength in unity, teamwork | Whanaungatanga<br><br>Kinship and relationships | Kaitiakitanga<br><br>Guardianship and protection | Ūkaipōtanga<br><br>Nourishing a place of belonging | Pūkengatanga<br><br>Continuous development |
|---|---|---|---|---|---|---|
| Nurturing sovereignty, independence and leadership: being clear about your core values, displaying excellent leadership skills to lead yourself and others towards common goals and being a role model for representing the organisation.<br><br>Sovereignty around collections (Māori looking after taonga Māori). | Looking after communities by helping, sharing, active listening and providing people with the best service, resources and information available.<br><br>Being aware of others, showing respect, displaying generosity towards others and actively caring or providing for others, enhancing the mana of the giver as well as the receiver. | Bringing people and their knowledge and skills together with a common purpose and desired outcome for the benefit of the community.<br><br>Sharing work and thoughts, cooperating with requests, collaborating to solve problems and supporting each other. | Building, developing and maintaining relationships, emphasising the reciprocal nature fundamental to relationships and partnerships.<br><br>Working to bring people together towards a common goal and treating each other as a family connected by a common purpose, creating true partnerships and respecting each other's contributions. | Providing guardianship and protection of collections, people, environments and skills to ensure viability for future generations to thrive.<br><br>Protecting and enhancing people's hauora, our environment and taonga entrusted to us, to pass on to future generations. | Providing a safe and nurturing environment for all members of the community, regardless of cultural background, sexuality, ability, age or preferences.<br><br>Providing a solid and dependable source of support and information to help people find solutions or connect them with services in their community that can support them. | Acknowledging people's skills and advocating the value of the organisation within the community.<br><br>Continuously developing specialised skills and knowledge and passing this expertise on to others.<br><br>Monitoring, evaluating and planning for growth and change. |

## Pacific values

Pacific cultures have similar values to the above kaupapa Māori, and are underpinned by the indigenous philosophical conceptualisation of Vā/Wa.

This relational philosophy known as Vā in Samoan, Tongan, Niuean, and Wa in Hawaiian and Aotearoa New Zealand Māori is a central feature that grounds all relationships and connection. To nurture the Vā is to respect and maintain the sacred space, harmony and balance within genuine relationships/relatedness and reciprocal partnerships (Matapo & McFall-McCaffery, 2022, p. 124).

The Pasifika Information Management Network members cherish the inherent Pasifika values, based on collective responsibility to the family or group rather than the individual, of:

- Alofa (Samoan), `Ofa (Tongan), Aroa ina ngaro maota (Cook Island Māori), Veikawaitaki dina vakaveiwekani (Fijian), Femataaki (Niue) – genuine care for each other

- Tautua(S), Faifatongia (T), Tau turu iti tangata (CIM), Veiqaravi eso e vakarautaki (F), Puhala lagomatai mo e lagomatai (N) – service and support

- Feasoasoani (S), Fetokoni'aki (T), Tau turu (CIM), Veivukei (F), Taha puhala lagomatai (N) – reciprocal help

- Galulue fa'atasi (S), Ngāue Fakataha (T), Anga anga katoa toa (CIM), Duavata kei na cakacaka vata (F) – collaboration and partnerships

- Fa'aaloalo (S), Faka'apa'apa (T), Aka tapu ta tetai akonoanga (CIM), Veidokai kei na veivakarokorokotaki vaka mata tamana (F), Mailoga mo e fakalilifu ke he tau talahauaga mo e tau aga he falu (N) – consideration and respect of other beliefs and customs

- Tausi (S), Tauhi (T), Rangatira (CIM), Veituberi kei na veimaroroi (F), Ko e tagata leveki (N) – custodianship

Note: Translations of values in Samoan, Tonga, Cook Island Māori, Fijian, Niue and English

# B. Te tīwai | The trunk

## Context for structure

Standing united as a sector will help us work together as a strong team

*He tōtara wāhi rua he kai nā te ahi*

*A tōtara split in two is food for the fire*



B

ETHICS AND CONTEXT

Wider library, data, information and knowledge sector context

Library and information sector values and ethics
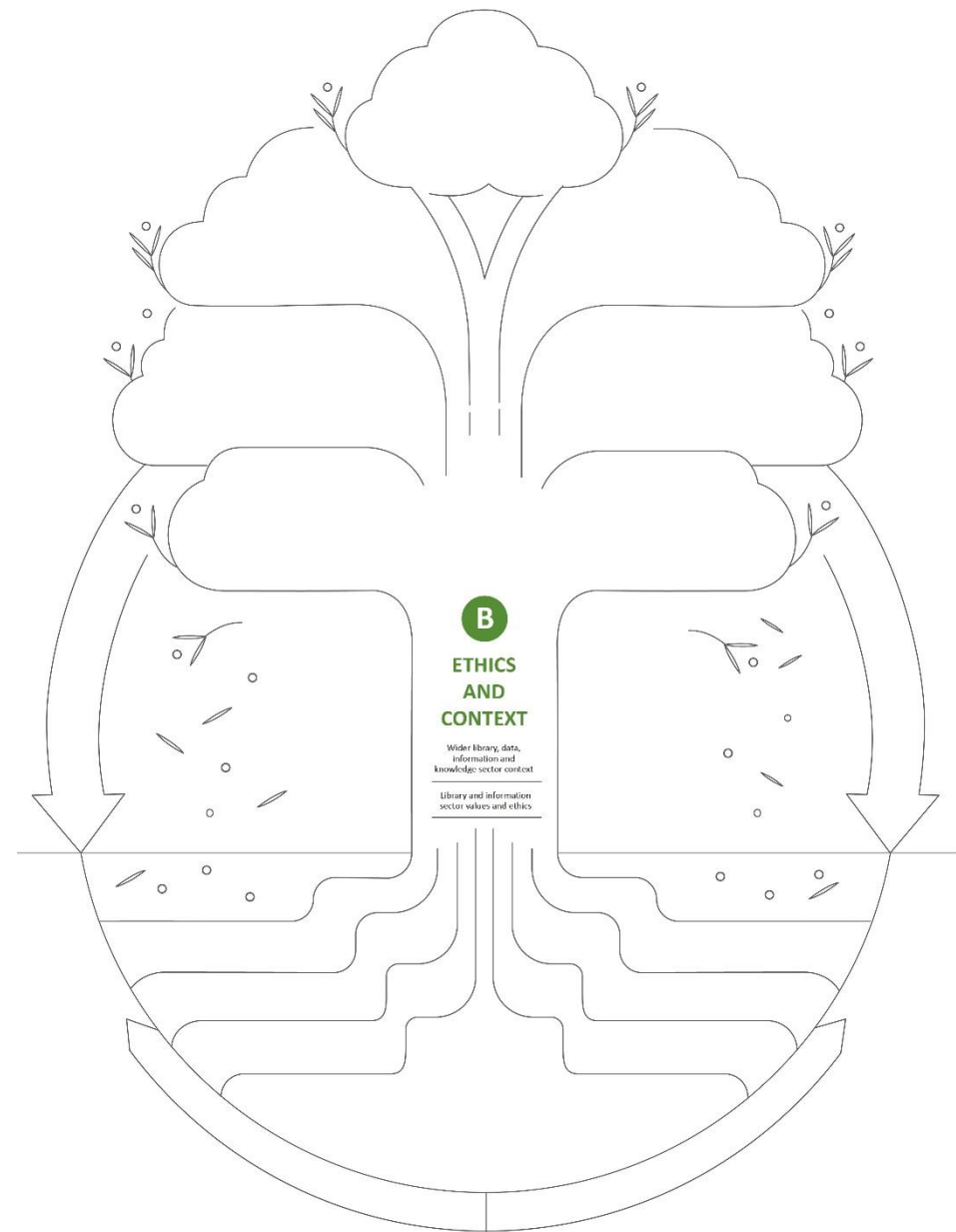
# Librarianship and information sector values and ethics

Ability to understand, respect and apply librarianship and information sector values and ethics (as per LIANZA's Code of Professional Conduct).

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | **Primary duty**<br>Having a primary duty to customers and communities to assist in the collection, preservation and availability of recorded and transmitted knowledge and ideas, and to facilitate the flow of information and ideas. | | | |
| 2. | **Professional practice**<br>Using sound professional practice as the base for actions and decisions. | | | |
| 3. | **Impartial**<br>Impartially delivering service to communities and selecting materials, without discrimination on any grounds. | | | |
| 4. | **Privacy**<br>Treating any information about identified customers and their individual interests in the course of professional duties as privileged, and not using this for any purpose other than for which it was obtained without the express permission of those clients or unless required by law. This obligation continues after the relationship ceases. | | | |
| 5. | **Competence**<br>Endeavouring to maintain the highest level of competence and having an obligation to keep abreast of new developments and applications in the particular areas of professional activity. | | | |
| 6. | **No financial profit**<br>Providing services freely as covered under normal remuneration, and not getting a profit or having a financial interest in goods or services without first disclosing that interest. | | | |
| 7. | **Policies**<br>Having an obligation to formulate policies on library service, encourage their adoption, and to carry these out to the best of abilities. | | | |

These descriptors should be read in conjunction with any relevant policies your organisation might have in place already, or any other professional associations you belong to (eg, the International Federation of Library Associations and Institutions Code of Ethics)

# Wider library, data, information and knowledge sector context

Ability to understand and apply the wider library, data, information and knowledge sector context (as described in LIANZA's Bodies of Knowledge)

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| **BOK Cluster 1: Understanding the information environment**<br>The history and changing nature of the information sector. Relevant legal, policy, economic and ethical issues. The significance of Te Tiriti o Waitangi in how we develop and deliver services and resources. Purpose and content of professional codes of practice. | | | |
| **BOK Cluster 2: Understanding information needs, generation and access**<br>Understanding how information is created, presented, disseminated and used. Identifying the impact and opportunities presented by the changing publishing environment. Understanding the role of information organisations in generating and communicating information. Identifying and evaluating customer needs. Designing and delivering information services. Understanding how people find information. Developing literacies for accessing and using information. Using reference and research skills. Promoting the benefits of reading and life-long learning. | | | |
| **BOK Cluster 3: Understanding information resource and knowledge management**<br>Describing, categorising and storing information. The principles of preservation and conservation. Designing systems for the storage, description and retrieval of information. Collection development and content management principles. Definitions, concepts and frameworks of knowledge and knowledge management. Applying knowledge-sharing strategies. | | | |
| **BOK Cluster 4: Understanding information and communication technologies**<br>The changing nature of ICTs and their application. Identifying and evaluating ICTs. | | | |
| **BOK Cluster 5: Understanding management in information organisations**<br>Understanding the nature, methodology and practice of research. Evaluating the quality and relevance of research. Undertaking research by gathering and analysing data and applying the findings to your usual professional practice. Contributing to strategic, business and operational planning. Managing finance, people and resources. Governance structures and stakeholder relationships. Actions taken to assess service quality and effectiveness. Identifying or designing methods to measure how well library services are being provided or library operations are being conducted. Measure or assess the quality of library and information facilities, products and services. Analyse or interpret results of measuring service effectiveness or quality. | | | |
| **BOK Cluster 6: Understanding Māori knowledge paradigms**<br>Understanding the importance, diversity or structure of Māori knowledge (mātauranga Māori). Understanding that Māori processes, philosophies and language (kaupapa, tikanga and te reo Māori) are intrinsic in Māori knowledge frameworks. Understanding the importance of Māori research methodologies when assisting clients with their information needs. | | | |

These descriptors should be read in conjunction with other relevant policies within the organisation, or professional associations you belong to.

# C. Ngā rūhā | The branches
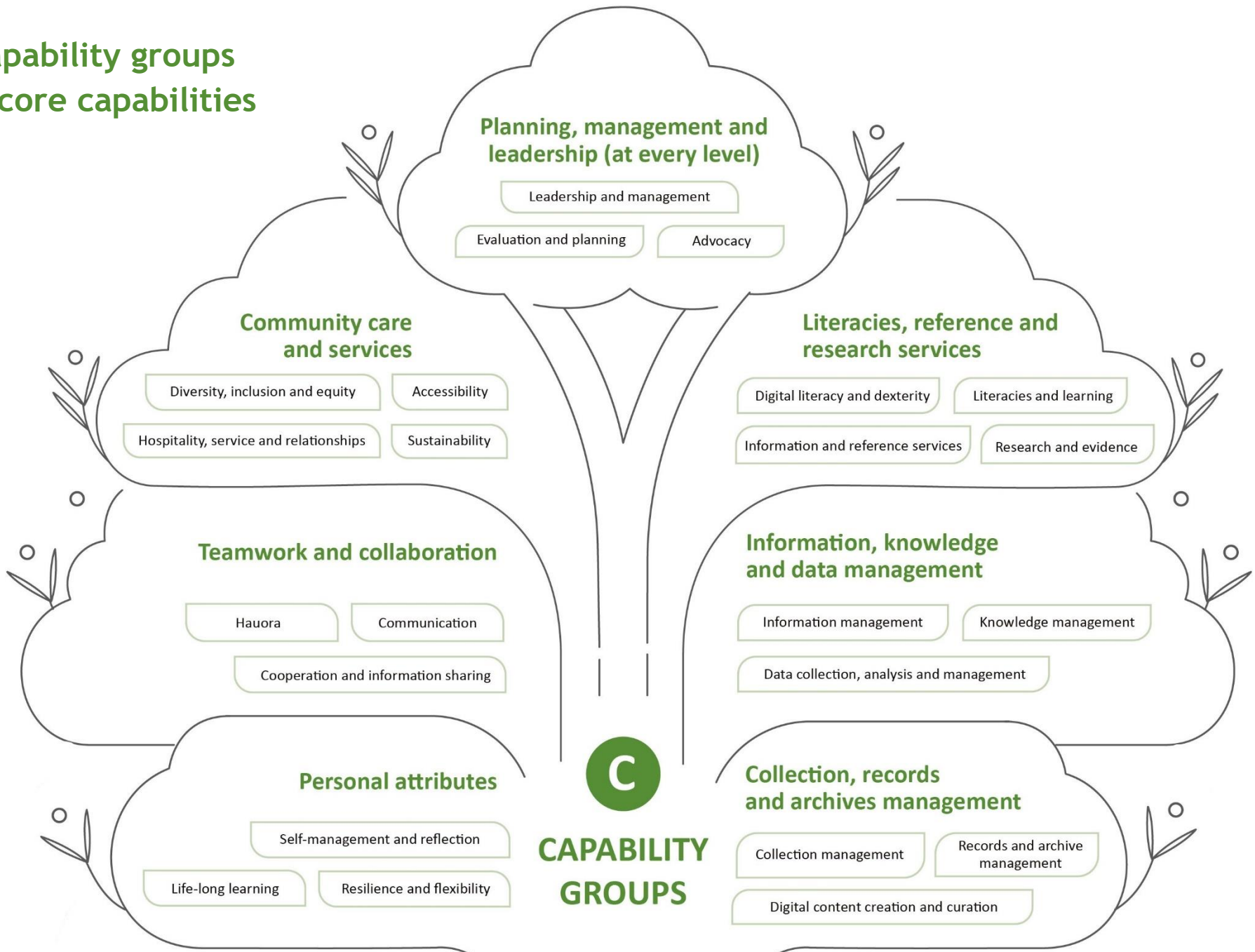
## Seven capability groups to nurture

Guided by the kaupapa and context, each person's capabilities grow at their own rate, and some capabilities can differ depending on functions, organisations and environment
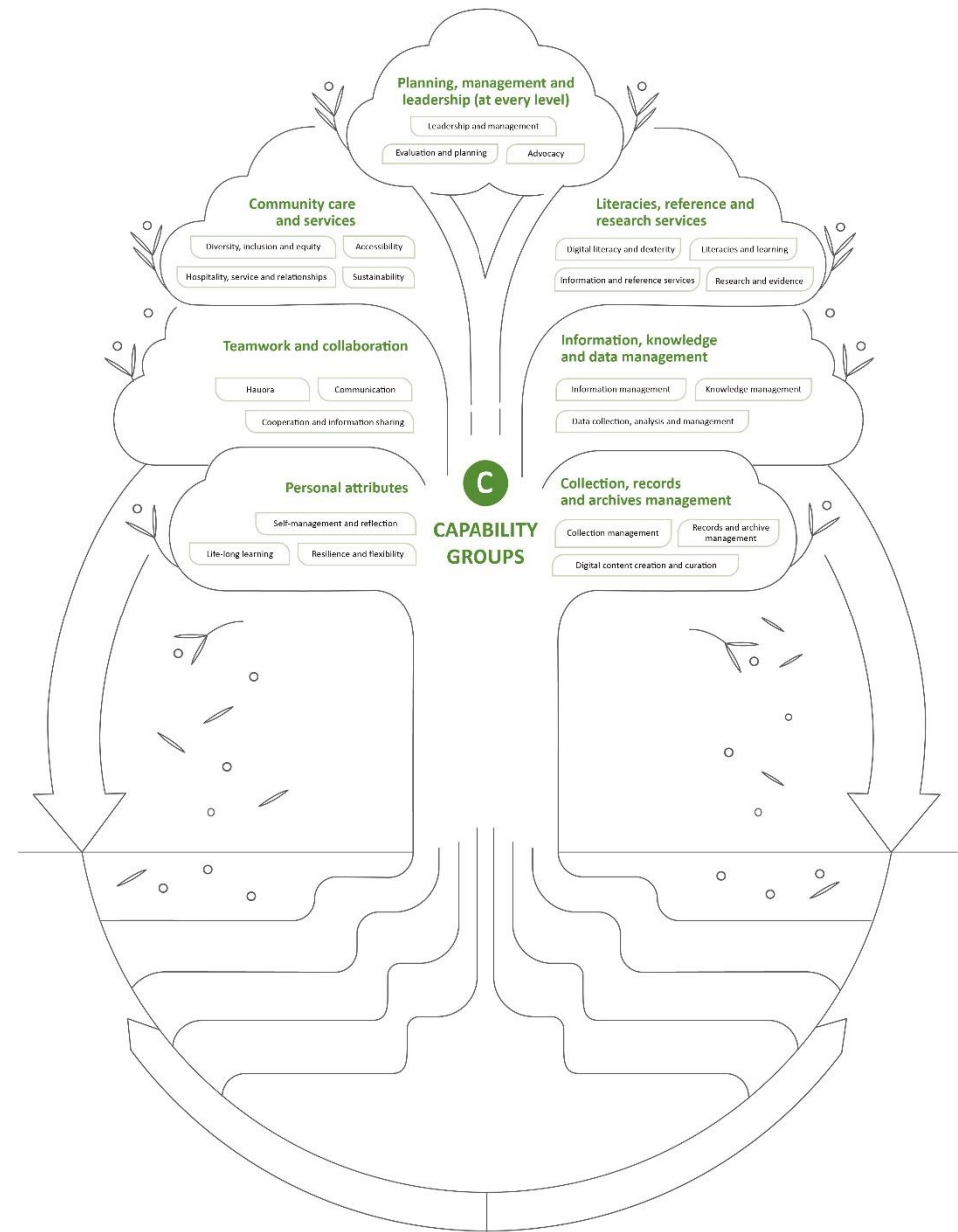
*Ahakoa he aha te rākau, he hua kei roto*

*No matter what the species of tree, they all bear fruit*

# The 7 capability groups with 23 core capabilities

**Planning, management and leadership (at every level)**
- Leadership and management
- Evaluation and planning
- Advocacy

**Community care and services**
- Diversity, inclusion and equity
- Accessibility
- Hospitality, service and relationships
- Sustainability

**Literacies, reference and research services**
- Digital literacy and dexterity
- Literacies and learning
- Information and reference services
- Research and evidence

**Teamwork and collaboration**
- Hauora
- Communication
- Cooperation and information sharing

**Information, knowledge and data management**
- Information management
- Knowledge management
- Data collection, analysis and management

**Personal attributes**
- Self-management and reflection
- Life-long learning
- Resilience and flexibility

**C CAPABILITY GROUPS**

**Collection, records and archives management**
- Collection management
- Records and archive management
- Digital content creation and curation

# Personal attributes

# Self-management and reflection

Ability to effectively manage own time, focus and effort, reflect on ways to improve.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Self-management | ☐ Managing own time, focus, effort and work goals effectively while representing the organisation in an honest, ethical and professional way | ☐ Role-modelling effective management of own time, focus and effort, and reflecting on own performance | ☐ Showing innovative approaches to effective self-management, actively seeking, reflecting and acting on feedback on own performance, and responding to unethical behaviour |
| 2. | Reflection | ☐ Reflecting on actions, work practices and interactions with colleagues and communities | ☐ Seeking, reflecting on and responding positively to constructive feedback and guidance from colleagues and stakeholders | ☐ Translating all feedback into an opportunity to learn, gain new knowledge and improve own personal, service and professional development |
| 3. | Leadership, emotional and social intelligence | ☐ Understanding your own leadership style and personal impact you have on others (applies to all levels in the organisation) | ☐ Demonstrating emotional and social intelligence (eg, self-awareness, self-regulation, self-motivation, empathy, social skills) and an awareness of the benefit of learning from those you lead | ☐ Influencing and inspiring individuals, teams and organisations respectfully to achieve change and maintain hauora within the workplace |

# Resilience and flexibility

Ability to accept and commit to change, recover from set-backs and adverse events, and grow stronger as a result of working through challenges.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Preparedness | ☐ Understanding how external influences (politics, health issues, climate change) can affect the focus of the organisation | ☐ Contributing to opportunities/solutions to external influences that have an impact on staff and communities (eg, pandemic) | ☐ Supporting staff and communities through change in focus, emotionally charged situations and difficult issues by being aware of the latest developments within the sector, developing effective strategies and empowering creative solutions |
| 2. | Flexibility | ☐ Being flexible and adaptable and responding quickly when situations change | ☐ Showing initiative and commitment to achieving challenging goals in times of change | ☐ Taking initiative, acting in a decisive way and motivating teams to apply flexibility in uncomfortable or stressful situations |
| 3. | Resilience | ☐ Staying calm, focused and motivated when tasks become difficult and when working through challenges (short and long term) | ☐ Raising and working through challenging issues and seeking alternatives within the team | ☐ Welcoming new challenges and acting constructively in highly pressured and unpredictable environments, while remaining composed when leading resilient teams |

# Life-long learning

Ability to maintain a positive mindset, apply critical thinking, keep skills up to date, try new things and learn, and help create an effective and supportive learning environment.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Growth mindset | ☐ Showing awareness of own strengths and areas for growth and a willingness to find and try appropriate learning opportunities that could benefit self and team members | ☐ Keeping up to date with relevant contemporary knowledge and practices and looking for opportunities to provide coaching and mentoring to support others | ☐ Role-modelling professional development, coaching and mentoring teams to adopt a growth mindset, and provide time, permission and guidance for continuous learning |
| 2. Critical thinking | ☐ Identifying what is needed to understand a problem or explore an opportunity, and asking questions to find more information | ☐ Researching and learning more to solve problems or explore innovative opportunities, and sharing outcomes with the team | ☐ Applying critical thinking and analysis to solve problems, explore opportunities, develop new practices, or adopt new technologies |
| 3. Best practice and innovation | ☐ Seeking input from others and sharing own ideas to achieve best outcomes and ensure best practice stays up to date | ☐ Seeking contributions and ideas from people with diverse backgrounds and experience to ensure best practice is still accessible/appropriate | ☐ Exploring a range of possibilities and creative alternatives to contribute to system, process and business improvements and innovation |
| 4. Learning culture | ☐ Helping create safe spaces where people can learn and try new things and are allowed to make mistakes | ☐ Promoting a culture of life-long learning where people are proactive in finding new things to learn in a safe and supported environment | ☐ Measuring and evaluating the learning culture at the organisation and ensuring people are driven to learn, have access and resources to learn, in a safe and supported environment |
| 5. On-the-job learning environment | ☐ Recognising good performance and giving support and regular constructive feedback | ☐ Being constructive and building on strengths by giving timely and actionable feedback | ☐ Developing work plans that consider capability, strengths and growth opportunities |

# Teamwork and collaboration

# Hauora

Ability to sustain own well-being and help support a working environment for sustainable hauora (physical, mental and emotional, social and spiritual health).

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Hauora | ☐ Understanding how to sustain hauora for a healthy work environment and taking responsibility for your part in this. Hauora is the Māori philosophy of holistic well-being, which includes:<br>• Taha tinana (physical well-being)<br>• Taha hinengaro (mental and emotional well-being)<br>• Taha whānau (social well-being)<br>• Taha wairua (spiritual well-being) | ☐ Contributing to, supporting and protecting safe spaces and practices that sustain hauora in the workplace | ☐ Championing safe spaces and practices that sustain hauora in the workplace by nurturing an inclusive culture of well-being and kindness, accepting people's individual and collective journeys<br><br>☐ Supporting people individually |
| 2. Neurological and psychological influences | ☐ Recognising when neurodiversity, mental and emotional health or stress are affecting people's communication, learning, behaviours and actions, and applying safe and kind practices to handle the situation respectfully | ☐ Increasing awareness and providing tools to help teams in situations when neurodiversity, mental and emotional health or stress are affecting people's communication, learning and behaviours (within the workplace teams or when working with the community) | ☐ Providing support and training for teams to safely and respectfully help neurodiverse people, or people with mental and emotional health issues |
| 3. Spirituality and beliefs | ☐ Respecting that spirituality, beliefs and the way other people find meaning can drive their communication, behaviours and actions, and giving them space | ☐ Providing safe spaces where people feel free to bring their whole selves to work and can respectfully share ideas about their spirituality, beliefs and the way they find meaning | ☐ Protecting, encouraging and regularly evaluating the safety of the workspace so people can bring their whole selves to work, find balance and feel good about how they contribute to society in a meaningful way |
| 4. Health and safety | ☐ Complying with the organisation's health and safety procedures and registers (eg, hazards, visitors/contractors, emergency response, customer issues, handling collection items) | ☐ Contributing to and updating organisation's health and safety procedures and registers | ☐ Creating a culture of strong health and safety accountability, effective reporting and ensuring all teams have appropriate tools, support and up-to-date training |

# Communication

Ability to engage successfully with a wide range of people, to interpret and use body language, and to convey key ideas clearly and in an appropriate style, tone and format.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Communication | ☐ Writing, preparing material or speaking in a way that is well structured and easy to follow | ☐ Tailoring communication to diverse audiences, using specific languages (eg, technical language, plain English, te reo) when required | ☐ Exploring creative ways to engage with diverse audiences, enhance two-way communication, enable informed decision making and optimise outcomes |
| 2. Kōrero | ☐ Listening attentively to others to gain an understanding, asking appropriate questions, monitoring own and others' non-verbal cues and adapting where necessary | ☐ Creating opportunities for others to express their views and share information across the organisation, community and sector | ☐ Inviting others to contribute to discussion and managing complex communications that involve understanding/responding to multiple and divergent viewpoints |
| 3. Presentation | ☐ Explaining and presenting ideas and arguments clearly, focusing on key points, speaking clearly, at right pace and volume | ☐ Clearly explaining concepts and engaging content to individuals and groups using different skills and technologies | ☐ Translating technical and complex information clearly and concisely for diverse audiences, and testing for understanding |
| 4. Technologies, channels and tools | ☐ Communicating routine information clearly, using various communication technologies, channels and tools confidently | ☐ Using contemporary communication technologies, channels and tools to efficiently share information, engage and interact with diverse audiences and customising systems to meet user needs | ☐ Keeping up to date with emerging communication technologies, channels and tools and advocating for the best solution that meets users' needs, organisational objectives and perspectives of developers |
| 5. Media | ☐ Using social media sensibly with regards to networking, exchanging knowledge and promoting the organisation and offering value to the community and the sector | ☐ Using a range of social media tools appropriately to maintain sustainable relationships with a network of people within the organisation, community and sector | ☐ Responsibly and respectfully communicating with public communicators (on social media, press, radio, TV) to optimise outcomes and promote the value of services offered |

# Cooperation and information sharing

Ability to collaborate effectively with team members, partners and networks, and be flexible, compromise and adjust.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Cooperation | ☐ Sharing the workload to achieve agreed objectives, by sharing information and learning with colleagues | ☐ Building cooperation and identifying barriers that get in the way of information sharing and communication across teams | ☐ Creating solutions to encourage active communication, information sharing and collaboration across the organisation and wider sector |
| 2. Tools and digital technologies | ☐ Using collaboration tools, including digital technologies, to work with others | ☐ Actively using collaboration tools, including digital technologies, to engage diverse audiences and codesign to solve problems and improve services | ☐ Encouraging and provide training for others to use appropriate collaboration approaches and tools, including digital technologies and codesign processes |
| 3. Collaboration culture | ☐ Building and participating in a supportive and cooperative team environment and supporting others in challenging situations or when striving for innovation and improvement | ☐ Displaying social and emotional intelligence in relationship building and applying critical and design thinking to solving problems and improvement initiatives | ☐ Encouraging a culture that recognises the value of collaboration, co-design and co-creation, effective communication and critical and design thinking to work together on future-focussed innovation and improvement |
| 4. Cross-sector collaboration | ☐ Engaging across the sector to find or share information to jointly solve issues or learn about new approaches | ☐ Identifying opportunities across the sector to leverage the strengths of others to solve issues and develop better processes and approaches to work | ☐ Networking extensively across the sector, organisations and communities to increase collaboration, share knowledge and create solutions |
| 5. Celebration/promotion | ☐ Acknowledging outcomes that were achieved by effective collaboration or by people stepping up | ☐ Celebrating collaboration and sharing lessons learned across teams or the sector | ☐ Publicly celebrating and promoting successful outcomes of collaboration in developing joint solutions or better approaches in changing times |

# Community care and services

# Diversity, inclusion and equity

Ability to show inclusive behaviour and respect for diversity in people (including all races, ethnicities, cultures, religions, beliefs, ages, genders, sexual orientations, abilities, socio-economic and other backgrounds) and understanding conscious and unconscious bias.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Māori, Pacific and other worldviews important to Aotearoa | ☐ Respecting that Māori, Pacific and other worldviews and ways of thinking are underpinned by people's identities, languages and culture, and knowing basic details | ☐ Creating a culture that welcomes Māori, Pacific and other worldviews and ways of thinking, where people learn more about identities, languages and culture | ☐ Catering for services that are inclusive of Māori, Pacific and other worldviews, and fostering continuous learning/practising customs that reflect the community |
| 2. | Diversity | ☐ Understanding and reflecting on own identity, background, values, beliefs, abilities, life experiences, preferences and biases, and how this influences own worldview, perspective and behaviour | ☐ Championing an inclusive, safe and equitable workplace and culture in which differences and personal choices are valued | ☐ Being able to adapt knowledgably to people's preferences, abilities and cultures and addressing non-inclusive behaviours, practices and attitudes within the organisation |
| 3. | Inclusion | ☐ Contributing to a supportive and safe working environment | ☐ Looking for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences | ☐ Implementing practices and systems to ensure all people can participate to their fullest ability |
| 4. | Equity | ☐ Learning about your audience and using respect, language and protocols in greeting all people, making them feel welcome and providing equitable access | ☐ Sharing learnings with colleagues on how to improve respect, equity and support for people from all walks of life in your communities | ☐ Addressing biases, racism or unacceptable behaviour and language that hinder safe, equitable and inclusive spaces |
| 5. | Bias | ☐ Understanding the effect of conscious and unconscious bias and responding constructively to feedback regarding observations of bias in your own language or behaviour | ☐ Recognising and managing conscious and unconscious bias in interactions and decision making | ☐ Helping teams minimise bias within the workplace and championing the organisation's benefits generated by workforce diversity and inclusive practices |

# Accessibility

Ability to provide equality and equity of access to physical and digital library and information spaces, programmes and knowledge.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Access | ☐ Supporting a customer-focused culture in the organisation, proactively and safely assisting customers to gain access to services and overcoming obstacles | ☐ Developing partnerships with customers to understand who accesses the services, who isn't accessing the services, why not and what is standing in the way | ☐ Understanding who isn't able to use your services and why, by planning evidence-based outreach programmes that collect feedback data and empower communities to have their say, and taking action to try and meet their needs to create equal and equitable access to services |
| 2. Community relationships and outreach | ☐ Building relationships in ways appropriate to the culture and respecting that many people share multiple heritages (have shared identities, languages and cultures) that could impact on accessing the library and information services | ☐ Encouraging people to build relationships in ways that are appropriate to the culture and exploring different ways to get to know communities (outreach programmes and events) and collaborating across the sector to offer/research opportunities and ideas | ☐ Seeking feedback and collecting data from customers, communities and stakeholders and planning for accessible programmes and events that meet community needs, supporting initiatives to strengthen relationships and providing spaces for networking with communities |
| 3. User experience | ☐ Identifying any improvements in design, layout and organisation of spaces and offerings that can help improve the user experience | ☐ Designing services, layouts, processes and policies based on the customer's point of view and needs to improve user experience | ☐ Capturing customer service/experience insights and data to improve services by applying user-centric design principles |

# Hospitality, service and relationships

Ability to be responsive to community needs and requests, communicate kindly and build wider community relationships that extend beyond the transactional.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Hospitality and customer service | ☐ Focusing on providing a positive customer experience for all, showing hospitality, respect, courtesy and fairness and providing professional and efficient customer service in appropriate style and language | ☐ Monitoring customer service requirements using customer feedback, data and information to evaluate and improve customer service delivery | ☐ Ensuring systems, processes, and programmes respond to customer needs and managing cross-sector alliances to share ideas on improving service delivery and relationship building |
| 2. | Queries and issues | ☐ Identifying and responding quickly to customer needs, including resolving queries, complaints and complex issues (eg, dealing with challenging behaviour) | ☐ Helping others prepare for complex customer issues and needs, and offering support to help de-escalate challenging behaviour or to improve outcomes for customers and the teams | ☐ Liaising with senior stakeholders to find new ideas and innovative approaches on key issues and ensuring policies are in place and training is available for dealing with complex customer issues, needs and behaviours |
| 3. | Relationships | ☐ Engaging and collaborating successfully with Māori and Pacific patrons, colleagues, families and communities (as well as other cultures prevalent in the community) demonstrating respect and reciprocity | ☐ Nurturing respectful and reciprocal relationships and partnerships, and supporting colleagues to strengthen their abilities to build and establish collaborative and respectful relationships | ☐ Prioritising resources and support for colleagues to spend time 'in the field' to strengthen their abilities to build and establish collaborative, respectful and reciprocal relationships with Māori, Pacific and other patrons, colleagues, families and communities |

# Sustainability

Ability to understand, protect and improve the environmental, economic and social sustainability within the organisation and community.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Local sustainability | ☐ Connecting with mana whenua, local iwi and community groups to talk about goals around sustainability | ☐ Partnering with mana whenua, local iwi and community groups to check where the organisation can support their goals around sustainability | ☐ Supporting mana whenua, local iwi and community groups with their goals around sustainability, and measuring impacts on the organisation and community |
| 2. Environmental literacy | ☐ Supporting education and community programmes that help create environmentally literate communities (eg, how to look after resources, energy required to search, use, transmit or store information) | ☐ Reaching out to education and community groups to run programmes that help create environmentally literate communities | ☐ Publicly celebrating programmes that help create environmentally literate communities, and coordinating follow-up or spin-off events |
| 3. Environmental, economic and social sustainability | ☐ Contributing to the organisation's commitment to advancing environmental, economic and social sustainability within the organisation | ☐ Learning more about innovative ways to advance environmental, economic and social sustainability and promoting this within the organisation and in the community | ☐ Implementing innovative ways to advance environmental, economic and social sustainability, and measuring, evaluating and promoting results and impacts within the community and across the sector |
| 4. Organisational sustainability | ☐ Contributing to sustainability within the organisation (eg, for a sustainable workforce: sharing skills and knowledge with colleagues, promoting healthy work-life balance habits) | ☐ Promoting sustainability within the organisation (eg, for a sustainable workforce: making time for colleagues to share tips after training, encouraging mentor/buddy paring) | ☐ Finding innovative ways to create a sustainable organisation (eg, for a sustainable workforce: have practices in place for succession planning, providing time for learning and development) |

# Planning, management and leadership (at every level)

# Leadership and management

Ability to create and share a vision, to motivate and empower others to act, to prioritise and delegate effectively, to inspire trust and respect (at all levels, both inside and outside the organisation).

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Vision and direction | ☐ Understanding (and helping colleagues to understand) how their roles and activities contribute to the vision, mission and value of the organisation | ☐ Promoting a sense of purpose by translating broad organisational strategy and goals into tangible team goals, and how this adds value | ☐ Building a shared sense of direction, inspiring others to understand the links between policy, organisational goals and value, and help people achieve goals |
| 2. Innovation | ☐ Understanding how innovation drives efficiency, performance and delivery of better services | ☐ Contributing to innovation, improvement, design and co-design of services as the sector and needs of the community changes | ☐ Being aware of the latest industry developments and technologies, anticipating the future and working in partnership to innovate services |
| 3. Efficiency | ☐ Understanding the people and resources within the organisation, who does what and how things work | ☐ Contributing to an open workplace culture promoting transparency of roles/processes, clear communication and supporting others | ☐ Optimising efficiencies within the organisation by upskilling and caring for staff, looking after resources and improving processes together |
| 4. Governance | ☐ Understanding the organisation's governance structure and the political environment (how it fits in wider context, main funders, key relationships, responsibilities) | ☐ Strengthening reciprocal partnerships within the organisation's governance structure and forming alliances with stakeholders to effectively share knowledge and resources to increase impact, reach and value | ☐ Protecting the governance structure by looking after relationships, working with decision makers, being accountable for responsibilities, constraints and policies, and advocating value |
| 5. Community fit | ☐ Understanding the needs and aspirations of diverse local communities, and the role and responsibilities of the organisation within that community | ☐ Collectively learning about how to provide better service to local communities and finding linkages and relationships to help each other grow | ☐ Seeking feedback from local communities on how best to support them and providing learning opportunities for staff to better understand those needs |
| 6. Programme and event management | ☐ Understanding the importance of shared knowledge and power of collaborative relationships that can help the organisation thrive | ☐ Liaising and sharing knowledge with community groups through outreach programmes, events and co-design processes to understand community needs | ☐ Coordinating management of interdependent projects and business-as-usual activities to meet organisational objectives, within agreed parameters of cost/resources, timescales and quality |

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 7. Project management | ☐ Understanding the basics of project management and the steps that need to be taken to realise an idea | ☐ Creating project proposals, budgets and plans and being able to communicate ideas, collaborate with others and delegate tasks | ☐ Defining, planning, risk-assessing, managing, completing and reporting on a business task/project, within agreed parameters of cost, resources and quality |
| 8. People management | ☐ Supporting and motivating people using coaching and mentoring skills (at all levels) | ☐ Providing day-to-day management of people (eg, managing rosters, learning and development, performance, conflict) | ☐ Developing, implementing and reviewing strategies to enable successful and inclusive workforce recruitment, retention and development |
| 9. Performance management | ☐ Recognising and developing individual potential and looking for ways to contribute to, support and develop team capability | ☐ Monitoring and adjusting performance development processes to meet the diverse abilities and needs of individuals and teams | ☐ Acknowledging talent and performance, encouraging further development, addressing/resolving performance issues, and undertaking succession planning |
| 10. Change management | ☐ Helping self and others in managing uncertainty and change and contributing to promoting change processes and communicating change initiatives across the team | ☐ Supporting teams in developing new ways of working, generating innovative ideas to approaching challenges and providing clear guidance, coaching and support to others who are uncertain about change | ☐ Understanding the critical factors in leading change by translating change initiatives into practical strategies, communicating benefits and purpose, and providing coaching in times of uncertainty |
| 11. Financial management | ☐ Understanding the financial impact of providing and using services and resources (eg, cost of purchasing equipment and materials, paying wages, providing leave, customer service) | ☐ Planning, managing and monitoring budgets for projects or parts of the organisation | ☐ Identifying and maximising income-generation opportunities and forecasting, planning, managing and reporting on budgets to help meet service objectives and provide best value |
| 12. Funding and contract management | ☐ Understanding the different funding streams within the organisation (people, resources, special programmes or initiatives) and relationships with funders | ☐ Having a basic understanding of funding applications and agreements, contracts, procurement, due diligence and licences | ☐ Managing funding applications and agreements, pre- and post-contractual matters (eg, tendering, reviewing, drafting, negotiating, reporting) |

# Evaluation and planning

Ability to review and evaluate work to inform future planning of own work, learning, projects, events and programmes, within organisational, financial and legal constraints.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Roles and systems evaluation | ☐ Evaluating own work methods, behaviour and performance regularly (self-initiated and through any personal development or coaching sessions), setting new personal goals | ☐ Evaluating methods, behaviours and performances of self and team regularly, helping others set new goals and recommending future actions/changes | ☐ Evaluating and assessing methods, behaviours and performances of self and team regularly, coaching others, adjusting frameworks and planning strategically (including planning for change if needed) |
| 2. | Services and user needs/experience evaluation | ☐ Recognising the importance of evaluation to understand diverse user views on issues, and that these are taken into account in deciding future plans for information products and services | ☐ Applying good practices and methods in user needs analysis as well as analysing data about service use to develop services, ensuring continued or improved effectiveness | ☐ Evaluating services using a range of tools to help inform the planning of design, development and delivery of information products, systems and services that fit with customer needs and organisational constraints |
| 3. | Operational planning | ☐ Contributing to the development and review of teamwork plans, goal setting and aligning operational activities accordingly | ☐ Initiating, developing and reviewing team goals and plans, and using feedback to inform future planning aligned to the organisational strategy | ☐ Initiating, developing and prioritising team goals, strategies and plans, monitoring progress of initiatives and making necessary adjustments (including contingency provisions like succession planning) |
| 4. | Preparedness | ☐ Understanding external influences which may affect plans and service direction, including the regional, national or government context | ☐ Ensuring teams are aware of plans and policies for the efficient and effective delivery of services, including workforce planning, business continuity and sustainability, emergency planning, risk management and disaster recovery | ☐ Developing and monitoring resource and financial frameworks to ensure effective, safe and sustainable operation of services |
| 5. | Emergency planning | ☐ Being prepared for emergencies and aware of library policies and procedures relevant to emergency preparedness, building security and personal safety of staff and patrons | ☐ Ensuring emergency and disaster management policies are maintained and updated and the teams are aware of updates | ☐ Analysing trends globally to ensure emergency and disaster management policies are in line with the latest best practice and team are prepared (having right tools and abilities) |

# Advocacy

Ability to recognise, acknowledge and celebrate new skills and knowledge acquired, and share it with the wider community to improve visibility of the value of the profession.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Value | ☐ Understanding what value own role adds to the organisation and contributing to 'telling the story' of how this benefits the team, organisation, community, or wider library and information sector | ☐ Using established techniques that showcase the organisation's value when designing, developing and promoting products and services | ☐ Demonstrating value and impact by communicating the benefits of data, information, knowledge and library services to a broad range of stakeholders |
| 2. | Community links and support | ☐ Acknowledging the relationships team members have with groups within the community | ☐ Encouraging team members who have relationships with community groups to act as advocates | ☐ Recognising the value of the relationships that team members have with community groups by allowing time to nurture those relationships and seeking feedback on benefit to their community and to check if user needs are met |
| 3. | Visibility of value | ☐ Acting and talking professionally and positively about own role outside the workplace, to help improve the visibility and value of the organisation to the community and wider sector | ☐ Networking professionally and positively within the community and wider library and information sector, to help improve the visibility and value of the organisation and teams | ☐ Presenting or showcasing the organisation's people, processes or programmes to the community or wider library and information sector, to help improve the visibility and value of the organisation and library careers in general |
| 4. | Celebration | ☐ Supporting and acknowledging positive work outcomes of individuals and the team as they happen (including small wins) to help create a healthy and happy workforce, as well as promoting the organisation | ☐ Encouraging and acknowledging positive work outcomes of individuals and the team as they happen and tracking impact (to help understand motivators, give recognition of the team's effort, and improve the visibility and value of the organisation) | ☐ Supporting a kind and encouraging culture, giving credit to the team's effort and using appropriate achievements for public promotion to improve the visibility and value of the organisation within the community and wider library and information sector |

# Literacies, references and research services

# Digital literacy and dexterity

Ability to understand, use and actively participate in media, information and communication technologies to find, evaluate, create and communicate information and help people live, learn, work and thrive in a digital society.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Digital well-being | ☐ Behaving safely, ethically and responsibly in digital environments, to ensure personal health, safety and work-life balance when using technology | ☐ Supporting others to develop safe, responsible digital practices and contributing to the development of digital well-being policies | ☐ Developing and projecting a positive digital presence, managing digital reputation and reviewing the impact of online activity |
| 2. | Information and communication technology use | ☐ Using general and corporate systems, ICT-based devices, services and tools (eg, online communication, productivity tools) | ☐ Navigating, troubleshooting and supporting other with basic IT functions (eg, password resets, printing) and knowledge | ☐ Evaluating, choosing and maintaining devices, applications, software and systems relevant to different tasks and according to best practice |
| 3. | Library and information systems use | ☐ Using library and information systems, catalogues, data records, learning and research environments confidently | ☐ Supporting others to use library and information systems, catalogues, search, data records, learning and research environments effectively and productively | ☐ Showcasing best practice in learning and encouraging innovation in others to contribute to the development, use and further application of library and information systems |
| 4. | Digital dexterity | ☐ Using digital media and tools to organise, record, reflect on, plan and monitor personal progress and set goals for continuous improvement | ☐ Identifying, creating, using and sharing digital learning materials and professional development resources, and contributing to personal progress through peer-review | ☐ Encouraging and enabling digital dexterity of the whole organisation (eg, through training development, advocacy, evaluation, evidence building, leadership of change) |
| 5. | Digital tools and techniques | ☐ Designing and creating new digital media and re-using, remixing, repurposing, enhancing and sharing digital media | ☐ Developing new ideas, projects and opportunities using appropriate digital technologies for data, knowledge, library and information functionality | ☐ Strategically collecting and analysing data using digital tools and techniques, and using digital evidence to solve problems and find new solutions |
| 6. | Digital collaboration | ☐ Communicating effectively in digital media and spaces, using shared productivity tools to collaborate, produce shared materials and work across cultural, social and linguistic boundaries | ☐ Supporting communities to use and collaborate in digital environments through familiarity of platforms and digital systems | ☐ Leading, facilitating and building digital networks by actively participating in digital teams, working groups and communities of practice |

# Literacies and learning

Ability to understand the skills, attitudes and methods needed to become literate in a variety of subjects, and how different people learn best.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Literacy development | ☐ Understanding the impact of reading literacy on society, and recognising own role in supporting literacy development in others | ☐ Promoting reading for pleasure and continuous improvement of reading skills within the community | ☐ Ensuring collections, materials and programmes help support literacy development and productive application of reading within the community |
| 2. Learning experiences | ☐ Understanding how people of different ages, abilities or cultures learn or experience learning and how to build a rapport for successful knowledge exchange and learning | ☐ Creating an environment that enhances learning opportunities by using space, resources and technologies well | ☐ Asking communities for feedback on learning experiences, and engaging with a variety of educators to evaluate and plan for new initiatives |
| 3. Learning activities | ☐ Being aware of the current curriculum that is followed (if applicable) and what learning activities are trending within the community | ☐ Offering a range of learning activities for specific audiences within the community that fits with current curriculum or trending technologies/methods | ☐ Cultivating creativity and innovation within the teams to support creation of new learning activities that enhance learning in reading, writing, numeracy and other abilities |
| 4. Critical thinking | ☐ Understanding and using critical thinking to make informed decisions about information | ☐ Evaluating information and resources and understanding the impact on others with different information literacy levels | ☐ Inspiring others to make informed decisions and challenge misinformation or manipulation of information (especially in media) |

# Information and reference services

Ability to combine information skills, information content and knowledge to meet the needs of the user community (eg, providing enquiry and search services, reader's advisory or promoting collections.

|  | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Information and reference services | ☐ Understanding how information skills and knowledge are used to provide a range of information services, and facilitate requests for information | ☐ Using appropriate techniques like collaborative and participatory learning, critical thinking and use of new tools and technologies to find out what the user needs, why and in what context they are seeking the information | ☐ Evaluating the success of reference services through feedback from staff, communities and other stakeholders and continuing to improve services that meet users' needs |
| 2. | Readers' advisory | ☐ Assisting users with choosing popular and recreational reading, viewing and listening choices | ☐ Developing strategies and sources to stay well-informed as a reader's advisor and exploring technologies, social media and innovative ways to connect with communities | ☐ Monitoring the preferred method of readers' advisory in the community, evaluating whether the users' needs are met and improving services where necessary |
| 3. | Library, information and knowledge technologies | ☐ Engaging with and empowering communities and individuals to help them find the information they need by facilitating independent information retrieval skills to support ongoing self-sufficiency and life-long learning | ☐ Understanding and applying the capabilities of technologies and systems of particular relevance to the sector, including resource discovery, digital resources and services, library management systems, content management systems and knowledge repositories | ☐ Recognising, quantifying and presenting the combined value of the information assets within an organisation (eg, information products and the expertise of information professionals) and identifying potential risks and benefits |

# Research and evidence

Ability to find evidence and use research processes and techniques and knowledge of information resources to conduct and support own, organisational, customer or individual research projects.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Research and evidence | ☐ Understanding how researching or finding evidence can help inform service improvement and innovation | ☐ Promoting the possible value, impact and limitations of research and evidence to the community | ☐ Supporting the development of policies, plans, processes, systems and infrastructure involved in the management and distribution of research and evidence data and evaluation |
| 2. Research reporting and evaluation | ☐ Understanding the ethical standards[2] of research and any relevant laws, regulations and guidelines, and applying them in practice | ☐ Identifying the research need and questions, conducting research using appropriate methodology, methods and sources, and reporting and disseminating findings | ☐ Evaluating quality of research and assessing whether appropriate research objectives, methods and ways of presenting results (that enhance increased impact and engagement) have been used |
| 3. Appraisal and summary | ☐ Analysing information and information resources against a set of criteria to judge its quality | ☐ Combining information from diverse sources to form a coherent, accurate and useful whole for a given audience and application | ☐ Ensuring teams have time to stay up to date with new developments, knowledge and methods in the information sector for continuous delivery of quality research outputs |

[2] https://lianza.org.nz/research-toolkit/ LIANZA Research-SIG Research Toolkit includes Ethical Guidelines on conducting research

# Information, knowledge and data management

# Information management

Ability to develop and adhere to the rules, regulations, legislation, standards and policies an organisation needs to comply with when it creates, shares, protects and uses information.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Information resources, architecture and management | ☐ Understanding the nature of information and the forms of information resources and applying this knowledge to the organisation of information | ☐ Structuring information so that it can be organised and navigated and managing and maintaining interfaces and systems that enable content to be accessed effectively (eg, by developing or using metadata, taxonomies, ontologies and classifications) | ☐ Developing, implementing, updating strategies and processes for collecting, organising, storing and exploiting information held within the organisation and ensuring these assets remain available for future use |
| 2. | Copyright, intellectual property and licensing | ☐ Maintaining appropriate knowledge to meet professional obligations to users and the law regarding intellectual property (eg, copyright and licensing) | ☐ Recognising and advocating for potential improvements to access and considering the ethical storage, preservation and use of indigenous information | ☐ Ensuring maximum use of resources while abiding by the law (eg, information security and privacy) and ethical principles (eg, tikanga and kawa around Māori information) |
| 3. | Information ownership and accountability | ☐ Understanding the ownership of information and the responsibilities for the accuracy and preservation of information | ☐ Ensuring others are aware of the chain of responsibility and of the importance of maintaining accurate information asset registers | ☐ Evaluating information uses, resources and flows to establish and improve the extent to which information contributes to an organisation's objectives |
| 4. | Information assurance and security and risk management | ☐ Preserving the confidentiality, integrity and availability of information and managing the risk to information in transit and storage | ☐ Ensuring systems and services continue to protect information and function as they need to | ☐ Assessing and recording the risks to information, developing mitigation strategies and assessing their effectiveness |

# Knowledge management

Ability to collect, create, organise, store and share organisational knowledge assets for the benefit of others and preserving these for future use.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Knowledge management and development | ☐ Obtaining new knowledge, utilising and preserving current knowledge and dealing with outdated or invalid knowledge | ☐ Identifying, creating, analysing and applying knowledge to increase the value of the library services | ☐ Working collaboratively (including with communities of practice) to integrate knowledge from different sources to create new valuable material |
| 2. | Knowledge sharing and organisational learning | ☐ Sharing of knowledge and newly developed practices with a wider group, either within the library or with the community and stakeholders (eg, storytelling, knowledge café, expertise listing) | ☐ Being actively involved in networks and communities of practice across the sector to exchange skills, information, expertise and encourage others to teach and learn from each other, using tools to support effective knowledge sharing and collaboration | ☐ Acknowledging and optimising the value of organisational knowledge, enabling value creation through knowledge (eg, skills and experience of employees, job handovers, knowledge audits, mapping critical knowledge flows) |
| 3. | Knowledge management culture | ☐ Understanding how knowledge management objectives and outputs fit with the goals and priorities of the organisation | ☐ Applying knowledge management principles and knowledge management thinking when gathering insights, solving problems and creating new services/resources | ☐ Understanding the impact of organisational culture on knowledge management, being able to facilitate a cultural change where needed to enable embedding/nurturing a knowledge management culture within the library |

# Data collection, analysis and management

Ability to organise and handle data to meet the needs and requirements of the organisation to deliver quality, efficient and ethical services.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Data literacy | ☐ Understanding how to work with, manage, plan, interpret and use data | ☐ Assessing reliability of data and data production tools, drawing legitimate conclusions from data and communicating data as information | ☐ Supporting teams in compliance with research requirements, staying up to date with data production and analysing tools and building competencies in these areas |
| 2. Data management and governance | ☐ Collecting, organising, storing and using data and ensuring it remains viable for future use | ☐ Maintaining consistent and effective data handling and ensuring data is of good quality and complies with legislation and guidelines | ☐ Understanding the role of data governance and ethics in new technologies such as AI, machine learning and automation |
| 3. Data architecture | ☐ Structuring and relating data for the organisation by developing/using metadata, taxonomies, ontologies and classifications | ☐ Understanding how to plan, design, test and use a system for storing, retrieving and manipulating data/information and managing and maintaining platforms for analysing data | ☐ Identifying benchmarks to measure outputs and outcomes, reporting results and planning correction and improvement to systems and platforms |
| 4. Data for business intelligence | ☐ Understanding how data sets, data analysis, accurate use of data and presenting results can support business decisions | ☐ Planning, specifying and manipulating databases, visualising data and finding effective ways to present data | ☐ Identifying, sourcing and organising data required to support key business decisions and communicating data insights within meaningful and memorable narratives |
| 5. AI and algorithmic literacy | ☐ Understanding how AI works and its impact on society as it has the potential to describe, predict and influence behaviour | ☐ Understanding the implications, potential and constraints of AI and identifying human and cultural factors in AI outputs | ☐ Critically evaluating automated search, AI-powered analytics and decision-making processes and supporting team in building competencies in these areas |
| 6. Data stewardship | ☐ Understanding the transformative power of data on individuals, services, economic growth and society | ☐ Empowering communities to understand and proactively manage the implications of data privacy | ☐ Advising organisations on the importance of transparency, accountability and fairness in data use |

# Specialist/Other skills

Ability to have an expert level of understanding and work in a specialist role or area, to meet the organisation's needs. [Add capabilities specific to sectors or functions]

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. | ☐ | ☐ | ☐ |
| 2. | ☐ | ☐ | ☐ |
| 3. | ☐ | ☐ | ☐ |
| 4. | ☐ | ☐ | ☐ |
| 5. | ☐ | ☐ | ☐ |
| 6. | ☐ | ☐ | ☐ |

# Collection, records and archives management

# Collection management

Ability to plan, develop, evaluate and preserve a coherent and reliable collection that is relevant for its community and any future development of the services offered.

| | | Mōhio | Mārama | Mātau |
|---|---|---|---|---|
| 1. | Collection management and development | ☐ Understanding how collections provide critical and innovative paths of discovery, interpretation, distribution and preservation of knowledge and learning for future generations and communities | ☐ Understanding how to develop, maintain and continuously adapt accessible and diverse collections by developing and updating criteria for selection, acquisition, conservation and disposal of resources | ☐ Maintaining and regularly updating a collection-development policy and strategic framework for all decisions relating to stock management (including acquisition, selection methods, collection organisation, development, management, preservation, review and disposal where appropriate) |
| 2. | Selection of materials and resources | ☐ Understanding how the sector's information supply chain is affected by changes in traditional publishing (including open access, repositories, new forms of publication, legal deposit) | ☐ Ensuring resources are fit for purpose and meet the needs of the community/organisation by applying evaluation criteria | ☐ Reviewing procedures to ensure cost-effective acquisition, licensing and maintenance of materials and assessing resources for relevance, inclusivity, quality and appropriateness |
| 3. | Storage, curation and preservation of collections | ☐ Understanding methods for storing physical and digital collections and the risks and issues associated with these | ☐ Applying technical, legal and organisational requirements for the storage, curation and preservation of all resources to add value throughout their lifecycles | ☐ Ensuring materials are preserved as closely as possible in their original state by keeping them safe from destruction, decay or loss through events and passage of time (including disasters, ageing, chemical action, theft or changes in technology) |
| 4. | Access to collections | ☐ Helping promote collections to communities and enabling access where appropriate | ☐ Keeping up to date with knowledge to meet professional obligations with respect to accessibility of collections | ☐ Ensuring teams have the technical abilities and adhere to processes to enable smooth migration, transfer and maintenance of collections from one system to another while maintaining continuity of access through technological and organisational change |

# Records and archive management

Ability to record, organise, preserve, store and evaluate information records.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Records management | ☐ Understanding how to manage, control, store, permanently preserve or destroy information records | ☐ Promoting the importance of essential records and record-keeping responsibilities | ☐ Understanding the organisation's needs and awareness of legal requirements in order to keep, dispose of and locate documents |
| 2. Archiving | ☐ Understanding how archives differ from other forms of collection and what their specific features, legal and historical value and archival principles are | ☐ Helping others learn more about record identification and following record-keeping policies | ☐ Using planning tools and structures to ensure an organisation's archives are protected |

# Digital content creation and curation

Ability to establish and develop trusted digital repositories for data that can be used by communities ethically as well as ability to utilise digital curation to reserve, share and add value to digital data and objects to improve operational and strategic processes.

| | Mōhio | Mārama | Mātau |
|---|---|---|---|
| 1. Digital preservation | ☐ Understanding key concepts and standards in digital preservation and the data lifecycle | ☐ Identifying, using and evaluating digital curation technologies to plan the creation and storage of digital data and objects | ☐ Ensuring digital objects remain understandable, accessible, usable and safe over time and beyond the limits of technical obsolescence |
| 2. Digital collections | ☐ Understanding the structure of the organisation's repository and digital publication platform | ☐ Maintaining and expanding the organisation's digital collections by collaborating with stakeholders and seeking out new collections based on both digitised and born-digital content | ☐ Ensuring teams manage records as operational, legal, ethical and historical evidence in electronic environments |
| 3. Kaitiakitanga | ☐ Understanding the specifications for a trusted digital repository or digital archives/preservation service and access to it | ☐ Adhering to ethical protocols for curation, access and use of collections to protect taonga efficiently and respectfully (eg, use of photos) | ☐ Using planning tools and structures to ensure an organisation's information resources and assets are protected |

# D. Te rau hinga | The fallen leaves

## Reflection and evaluation

Insights feed back into the roots and land, strengthening values and supporting nourishment and regeneration around us

*Mai i te kōpae ki te urupā, tātou ako tonu ai*

*From the cradle to the grave, we are forever learning*

REFLECTION AND EVALUATION

REFLECTION AND EVALUATION
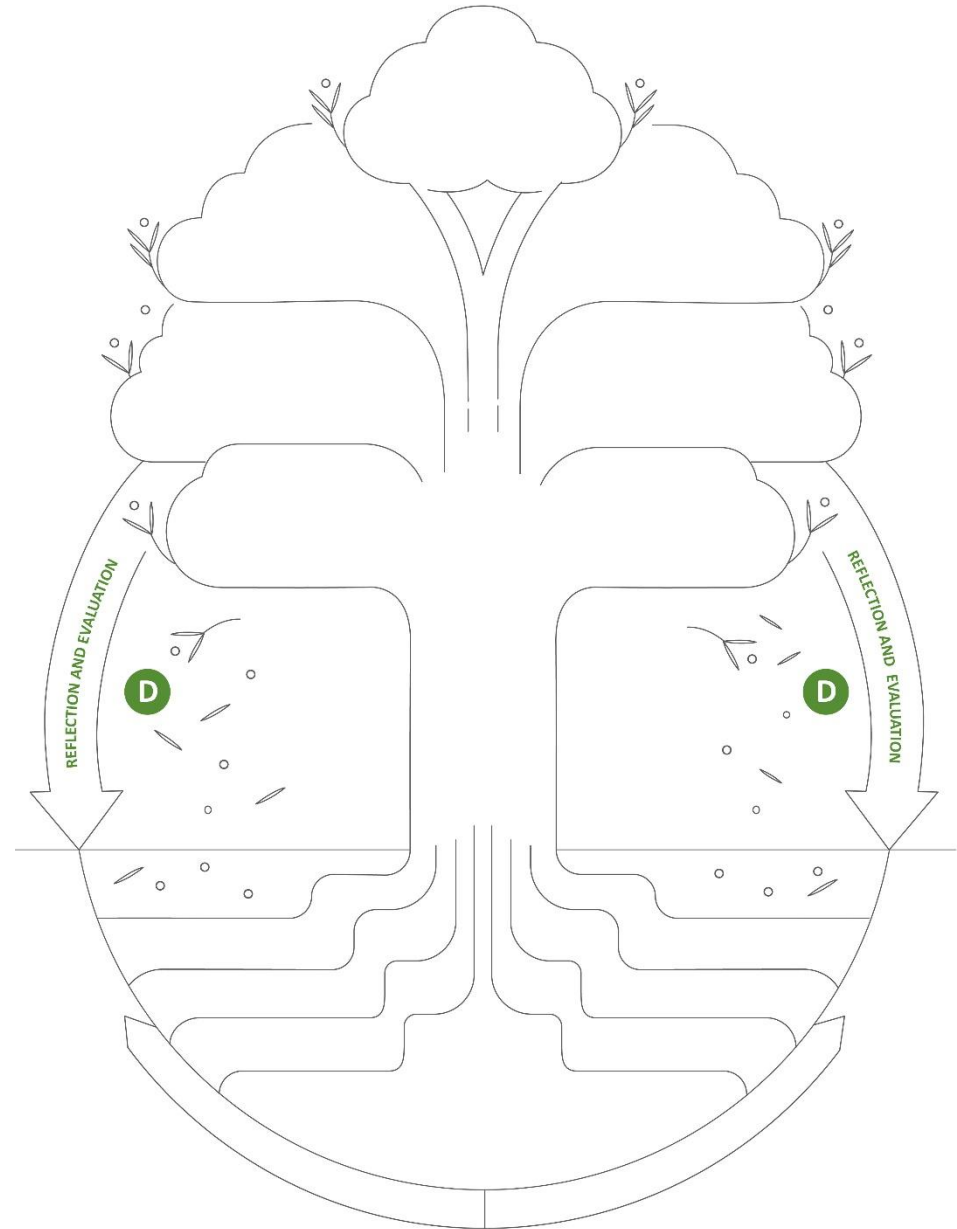
# Reflection and evaluation

Ability to evaluate and share insights to strengthen learning and help lift capability of the people around us.

## Reflection as an individual, manager or team

Depending on your organisation, you could reflect as:

- An individual (use the worksheet[3] to self-assess then discuss insights or next steps with your manager, selecting a few areas for growth)
- A manager (use the worksheet to assess an individual or team and then discuss insights or recommendations with them)
- A team (for example, select one or two capabilities per month and ask each team member to score how they feel their team as a whole is currently performing in that capability. What level is the team at? What can we do as a team to lift capability in this area? What support do they need? What will they commit to? When will they check in again?)

## Reflection throughout a 12-month cycle

Ideally, use the workforce capability framework with a 12-month cycle.

1. At the start of the cycle:
   o Read through the capability framework
   o Adapt the list of capabilities required to suit the organisation, sector, environment or function in the 'Specialist/other skills' section or by adding rows
   o Reflect on your own, your employee's or your team's current situation
   o Use the worksheet to assess the current capability levels and set goals in the capability areas where you want or need to see development
   o Have a manager/employee chat to see whether the assessment is accurate and achievable, and discuss what support is needed for the next 12 months
   o Adjust any capabilities, goals, reflection ideas and plan any learning and development activities for the next 12 months
2. During the cycle:
   o Further plan and implement any learning and development activities (with manager/employee approval)
   o Read goals every three months and check whether things are on track
   o Ensure support from employee/colleagues/manager is in place if needed
3. At the end of the cycle:
   o Review the goals and the capability framework, completing a new worksheet
   o Write down insights and discuss these in an employee/manager chat
   o Agree on a plan or learning and development framework to further develop your skills for the next 12 months
   o Agree on how you can share any learning and knowledge with the team
   o Celebrate success

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[3] Development to be confirmed as part of the implementation phase (2022-23)

## Reflection suggestions

The worksheet[4] contains reflection ideas for the different capabilities, or you can use these suggestions to reflect on your strengths and opportunities for improvement.

| Reflect on your: | Self-assessment questions around strength | Self-assessment opportunities for improvement |
|---|---|---|
| Self-awareness and overall performance | • Where would I rate my performance in this area (scale of 1–10)?<br>• What do I do well?<br>• What positive feedback have I had in this area? | • What could I improve in this area (eg, things others do really well)?<br>• What negative feedback or suggestions for improvement have I received in this area? |
| Motivation | • What do I most enjoy about this area?<br>• When do I find myself drawn to activities in this area? | • What do I least enjoy about this area?<br>• When do I find myself avoiding activities in this area? |
| Skills and knowledge | • What deliberate strategies do I use in this area?<br>• What are my key 'lessons learnt' which I teach to others?<br>• Have I had opportunity to observe excellent performance in this area?<br>• Who are my rolemodels?<br>• What on-the-job learning, education, training, or reading have I done? | • What additional strategies, skills, or knowledge would I benefit from gaining in this area?<br>• Who are potential role models I could learn from in this area (ie, who are known for excellent performance)?<br>• What other on-the-job learning, education, training or reading exist? |
| Experience | • What experiences have most helped me to develop my capability? | • What further experiences would most help me develop my capability? |
| Achievements | • What are the most significant outcomes I have delivered in this area?<br>• What are the greatest challenges I have overcome in this area?<br>• How do I want to celebrate my success? | • What objectives could I set myself in this area (ie, in terms of the work outcomes I want to achieve over the next 12 months)?<br>• What future challenges exist in this area? |

[4] Development to be confirmed as part of the implementation phase (2022-23)

# 4. Whakatiputipu o te ngahere

## Growth of the forest

*How other influences can help us grow*

*Ki te kore ngā pūtake e mākūkūngia e kore te rākau e tupu*

*If the roots of the tree are not watered the tree will never grow*

# Pārongo tāpiri | More information

## Life-long learning and further development

Once you have identified which areas you would like to grow your or your team's skills in, there are many options for further development.

Learning and development can happen at any stage of a person's life in a mixture of ways, including (but not limited to):

- On-the-job learning (buddy/mentor, time for practising skills, watching tutorials, discussion with colleagues)
- Formal learning through an education institution (see links below) either in-person or online
- Formal learning through your organisation
- Professional organisation membership
- Participating in regional or special interest groups
- Professional reading/listening
- Attending conferences, external workshops, webinars etc
- Networking

## Approved library education providers

| Provider | Description | Link |
|---|---|---|
| Open Polytechnic Kuratini Tuwhera | • NZ Certificate in Library and Information Services for Children and Teens (Level 6)<br>• NZ Diploma in Library and Information Studies (Level 5)<br>• NZ Diploma in Records and Information Management (Level 6)<br>• Bachelor of Library and Information Studies<br>• Graduate Certificate in Library & Information Leadership | http://www.openpolytechnic.ac.nz/subjects-and-courses/library-and-information-studies |
| Victoria University of Wellington | • Master of Information Studies<br>• Postgraduate Diploma in Information Studies<br>• Postgraduate Certificate in Information Studies | http://www.victoria.ac.nz/sim/study/postgraduate/mis |
| Te WānangaoRaukawa | • Te Poutuaronga Puna Maumahara (3-year degree)<br>• Te Heke Puna Maumahara (1-year diploma) | https://www.wananga.com/nga-akoranga |
| Charles Sturt University | • Library and Information Studies qualifications<br>• Includes postgraduate Certificate in Teacher Librarianship | https://study.csu.edu.au/courses/library-information-studies |

# Library workforce professional development in New Zealand

| Provider | Description | Link |
|---|---|---|
| LIANZA Bodies of Knowledge | • The Bodies of Knowledge identify the different areas of competency for the Library and Information Profession, to ensure New Zealand library and information professionals have a broad knowledge base and skill set. | https://lianza.org.nz/professional-development/professional-registration/bodies-of-knowledge-bok/ |
| LIANZA Professional Development | • LIANZA offers professional development events, organised nationally and by its regions and special interest groups. | https://lianza.org.nz/events/ |
| LIANZA Research Toolkit SIG | • This Research Toolkit includes guides developed by the SIG, and pointers to other resources that may help navigate the research process. | https://lianza.org.nz/research-toolkit/ |
| LIANZA / SLANZA Tertiary Grants Project | • LIANZA and SLANZA have grants available for tertiary qualifications in indigenous knowledge management, library and information studies. Grants are for current or new workers in library or information service, to increase qualified people who represent the communities we work with all over Aotearoa. | https://www.librariesaotearoa.org.nz/tertiary-grants.html |
| Te Rōpū Whakahau | • Professional development in Mātauranga Māori, te Ao Māori and Māori initiatives. | https://trw.org.nz/professional-development/ |
| SLANZA | • SLANZA has professional learning available online to empower and support school library staff, and strengthen and promote school libraries in Aotearoa New Zealand. | http://www.slanza.org.nz/professional-learning.html |
| National Library – Services to Schools | • Professional development and support services aim to strengthen the knowledge and skills of school library staff and teachers. The services focus on our three strategic priorities: school libraries, reading engagement, and digital literacy. | https://natlib.govt.nz/schools/professional-learning |

# Professional development within the organisation

| Resource | Description | Link / contact |
|---|---|---|
| [Name of resource] | • [description] | [Link to resource or contact details] |

# Papakupu |Glossary

| Te reo Māori | English |
|---|---|
| hauora | health, Māori philosophy of holistic well-being, comprising taha tinana (physical well-being), taha hinengaro (mental and emotional well-being), taha whānau (social well-being), and taha wairua (spiritual well-being) |
| kawa | protocol/s |
| kīwaha | Idioms, phrases |
| kaimahi | workforce, colleagues |
| kaipupuri | stewards |
| kaitiaki | guardians |
| kaupapa | principles |
| kupu | word/s |
| manuhiri | special guest |
| mātauranga | knowledge |
| motu | country |
| rohe | district |
| taonga | treasures |
| te ao Māori | Māori worldview |
| tikanga | customs |
| wairua | spirit |
| whakataukī | proverb |

# Ngā mihi | Acknowledgements

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- Te Rōpū Whakahau
- The School Library Association of New Zealand Aotearoa (SLANZA)
- LIANZA Pacific Management Information Network SIG
- Australian Library and Information Association (ALIA)
- Chartered Institute of Library and Information Professionals UK (CILIP)

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Some descriptors in this document have been adapted from existing frameworks:

- CILIP Professional Knowledge and Skills Base (PSKB), Chartered Institute of Library and Information Professionals, 2021
- NSW Public Sector Capability Framework, Public Service Commission NSW, 2020 (Creative Commons Australia Attribution 3.0 licence)
- Tapasā – Cultural competencies framework for teachers of Pacific learners, Ministry of Education, 2018
- Jisc Library and Information Professional Profile (digital capabilities), JISC, 2019
- Digital Dexterity framework for library professionals, Council of Australian University Librarians (CAUL), 2020

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