



Queensland Public Library Standards and Guidelines

Young Peoples Services Standard

(April 2009)

10.4 Young Peoples Services Standard

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10.4.1 Objective

To provide standards and guidelines for developing young peoples library services which meet their recreational and information needs, support the development of reading and literacy, and encourage lifelong learning. Effective library services for children (0 – 12 years of age) and young adults (13 – 18 years of age) are driven by values of inclusion, fun, challenge, self-awareness and learning.

10.4.2 Young Peoples Services Standard

10.4.2.1 Standard for staff levels

In libraries serving populations over 35,000, one of the qualified librarians should be a specialist position to suit the demographic needs of the community. This may be a Young Peoples Librarian with responsibility for planning and managing young peoples services and collections.

If the population served exceeds 110,000, consideration should also be given to assigning specific responsibility for library services for young adults.

10.4.2.2 Standard for staff management

Young peoples services should be coordinated by staff with suitable specialist knowledge, skills and experience, preferably as a specific responsibility. Staff should undergo regular training and professional development to refresh skills and keep abreast of new advances in the field.

For more detail on staffing for young peoples library services refer to the Public Library Staffing Standard, Section 2.3.5.
http://www.slq.qld.gov.au/_data/assets/pdf_file/0010/98785/SLO_-_Staffing_Standard_-_May_2008.pdf.

10.4.2.3 Standard for community profiling

Regular analysis of statistics released by the Australian Bureau of Statistics and other relevant data should be undertaken to ensure current knowledge of populations of young people of all ages in the Local Government area. This information should guide the development of young peoples library services, including planning and budgeting.

10.4.3 Guidelines

10.4.3.1 Guidelines for collections and resources

All resources should be of high quality and reflect popular topics and interests. They should express a variety of viewpoints and cultural understandings and represent a diversity of people, places, events, issues and ideas. Resources should encourage the development of reading, multiple literacies, critical thinking and lifelong learning. A wide variety of formats

should be available to serve the recreational and information needs of young people in the community. While assisting with learning needs, the collections should not replicate that of the school library whose primary role is to support the curriculum. Where possible, libraries should offer the opportunity to sample the latest developments in information technology.

Young people should have their own library card and access to the entire library collection including web based resources, with the exception of items classified as restricted by law e.g. DVDs for viewing by people over 15 years. Unrestricted access encourages intellectual growth and a wider perspective, and offers a greater variety of resources.

Internet access should be freely and equitably available to young people, with due consideration to library policies covering issues such as censorship, parental supervision and email usage. While each library service should decide whether to utilise Internet filters, the restriction they place on this free access should be considered. If they are used, they should not limit the comprehensiveness of searching for reasonable research and communication purposes.

Collections should be developed to reflect a range of literacy levels and needs within the young peoples community, including those of indigenous people or people with culturally diverse backgrounds or disabilities. Resources include talking books, materials in languages other than English, and resources for children with low literacy levels.

Collections should be available for the following groups within and related to the young peoples community.

Babies and toddlers 0 – 2 years:

- resources include board books, tactile books, picture books, CDs and DVDs;
- books and resources should be colourful, attractive, resilient and safe for small children;
- resources chosen should nurture reading and enjoyment of books, rhyme and music and help to support the early development of language and multiple literacies.

Children 3 – 12 years:

- resources include print and non-print materials, fiction and non-fiction titles, reference and learning resources, comics, magazines, graphic novels, CDs, DVDs, suitable software and online resources such as databases and computer games;
- materials should reflect wide-ranging contemporary interests, assist in learning, encourage the development of reading and library usage, and support the recreational interests of children.

Young Adults 13 – 18 years:

- resources include print and non-print materials, fiction and non-fiction titles, reference and learning resources, magazines, comics, graphic novels, posters, CDs, DVDs, software, online resources such as databases and computer games;
- materials should reflect topical current interests, concerns and popular culture and present a variety of viewpoints, encouraging independent thinking and intellectual development;
- consultation with young adults on resource development is desirable, using methods such as focus groups, social networking web sites and suggestion boxes.

Parents and carers:

- resources should be collected to support parents and carers in their roles, and to assist them in developing their children's literacy. Materials may include a wide range of media.

10.4.3.2 Guidelines for community engagement and consultation

Community engagement and consultation on the library needs of young people help to ensure that services and programs meet expressed needs and raise awareness of current trends. Including young people in this process is an essential element in its effectiveness.

Methods of consultation and engagement should suit local circumstances, and could include:

- establishing focus groups or advisory groups for feedback and input, including the use of online social networking tools;
- arranging group visits and presentations to school groups;
- inter-agency networking with bodies supporting youth work, employment, parenting, sport and recreation;
- active working relationships with schools, pre-schools, child care centres, home schoolers, teachers and teacher-librarians.

In particular, it is essential to establish good consultation networks between school libraries and public libraries, to optimise services offered and eliminate duplication of resources. Regular active networking in this field is highly recommended.

10.4.3.3 Guidelines for programs and services

A wide range of programs and services should be offered to support the library's important role in lifelong learning and assisting young people to develop their potential. Tailored young peoples programs should be offered regularly by all libraries, regardless of size and these should be firmly grounded in the issues, interests and developmental needs of young people. Planning of these programs and services should include meaningful engagement with young people and should incorporate risk management strategies for proposed programs.

Effective programs encourage and enhance usage of library services and resources by young people. Above all, programs and services should be engaging and enhance civic well-being and participation in community life. In order to ensure young people are capable, contributing and connected, it is important to provide activities which contribute to developing multiple literacy skills. Age-appropriate programs may include:

- regular storytelling and rhyme/ baby bounce sessions;
- under 5's activities that encourage enjoyment of books, rhyme, song and music;
- structured school and class visits;
- holiday programs and activities such as reading clubs and competitions;
- displays and activities to support special events;
- homework help programs;
- library orientation services and training in library and Internet usage;
- themed parties and events reflecting popular culture and current trends ;
- workshops, debates and discussions on topics of popular and current interest;
- cross-generational activities.

10.4.3.4 Guidelines for promotion and marketing

Promotion of library services for young people should be appropriately targeted, inclusive, regular and consistent. Promotional materials should be of a high standard and, where appropriate, should be consistent with the branding of council services. Effectiveness is greatly enhanced by the participation of young people in the planning of activities, especially those for young adults. Examples of promotional and marketing techniques include:

- displays and distribution of library brochures in a wide range of community locations;
- regular features in local media outlets used by young people;

- promotion of library activities and events on social networking web sites;
- library bags and bookmarks for and designed by young people;
- library newsletters and/or web pages produced by young people;
- library welcome packs for new mothers in hospitals;
- promotional sessions at relevant community and education venues.

10.4.3.5 Guidelines for policies and procedures

Each library service should have clearly articulated policies to support the delivery of young peoples services at the practical level. These policies should be consistent with local Council laws and reflect the goals of the library service with regard to young people as clients. Policies and procedures should be developed to meet local needs and should, as a minimum, cover the following issues:

- borrowing entitlements of young people;
- acceptable use of the Internet;
- supervision of young people while in the library;
- unattended children, including any requirement for staff to obtain Blue Cards;
- dealing with instances of bullying, intimidation, or suspicion of harmful behaviour.

10.4.3.6 Guidelines for library facilities

Library facilities for young people should be welcoming and inclusive, and the environment should encourage learning and engagement. Areas should be age-appropriate and well defined wherever possible. In planning the location of young peoples areas within the library, consideration should be given to traffic flow, noise, visibility, security and appeal to the target groups. Areas should be attractively decorated, with input from young people into the design, furnishings, colour schemes and equipment. Signage should be prominent, clear and age-appropriate. Furniture should be safe, sturdy and comfortable.

The height and design of library shelving should relate to the size of the users and should be able to be moved and re-configured easily. The maximum height should be 1500 mm. For more information on shelving, refer to the Library Buildings standard, Section 4.4.2.7. <http://www.slq.qld.gov.au/info/publib/policy/guidelines/four>.

Facilities for children up to 12 years should include where possible:

- an area for storytelling and floor play, safe for crawling babies and toddlers, and with easy access for prams;
- an activities area, ideally suited to "wet" activities such as painting;
- plenty of display shelving and picture book boxes;
- age-appropriate furniture and seating;
- multimedia facilities;
- a service desk with appropriate height access, if considered appropriate;
- baby feeding and change facilities.

Facilities for young adults 13 to 18 years of age should feature where possible:

- an area distinguishable from the childrens and adult areas;
- comfortable casual seating suitable for lounging and/or study;
- multimedia facilities;
- display spaces.

10.4.4 Performance Indicators

- Suitably trained and approved staff assigned responsibility for young peoples services
- Regular analysis of statistical and demographic data to inform planning and budgeting of services
- Number of targeted programs and participation in them

- Membership and usage of library by young people

10.4.5 Definitions

Community engagement: Communication between library staff and communities on a range of policy, program and service issues. Interactions may be formal or informal and range from information sharing to consultation, and sometimes active participation in decision-making.

Blue card: Blue cards are issued by the Commission for Children and Young People and Child Guardian once it has carried out the Working with Children Check to see if a person is eligible for employment in child-related work.