



Strathcona County  
**LIBRARY**

STRATHCONA  
COUNTY LIBRARY  
PLAN OF SERVICE  
2016-2020

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## ABOUT THE LIBRARY'S PLAN OF SERVICE

The Library's Plan of Service 2016-2020 was developed through a community consultation process. Community leaders were invited to a series of structured dialogues to help the Library to assess community needs and to determine what role it should play in addressing them. Four roles were recommended for the Library to focus on in 2016-2020. Within those roles, the Library and its Board set five goals and a series of measurable objectives. This framework is reviewed each year by the Library and its Board as part of an annual budget process, at which time annual actions are planned and progress is measured. The Plan of Service is filed with the Public Library Services Branch of Alberta Municipal Affairs, and is available through the Library's website and by request.



**Vision:** The heart of a connected, informed, and inspired community.

**Mission:** Reaching out across urban and rural Strathcona County, the Library promotes engagement, sparks imagination, and provides the tools for building skills and knowledge.

**Guiding Values:** equitable access, responsiveness, intellectual freedom, accountability, and collaboration.

## DEFINITIONS

**Community Collaborations.** Relationships between the Library and other organizations that share areas of concern, interest or service. These range on a collaboration continuum as outlined below.

- Conversations. Sharing of opinions on areas of concern or interest. e.g. community dialogues.
- Networks. Shared processes used to build and sustain relationships between organizations.
- Cooperation. Shared processes for collaboration and shared work toward common goals.
- Informal Partnerships. Where agreements exist to share work, risks, and results.
- Formal Partnerships. Where a standardized procedure and signed documentation has been used to define agreements between partners.

**Digital Literacy.** The interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, to construct new knowledge, and to create and communicate with others in order to participate effectively in society.\*

\*Definition from BC Ministry of Education.

**Event.** A planned public or social occasion. The Library often plans events with partners.

**Information Fluency.** The knowledge and ability of individuals to search for, locate, evaluate, and use information and information tools to resolve issues, answer questions and satisfy needs.

**Library-Wide Strategy.** A plan of action to achieve a variety of outcomes, for audiences of all ages, as developed by library staff from across the organization.

**Lifelong Learning.** Learning that occurs throughout people's lives through which they continuously develop and improve their knowledge and skills for employment and personal fulfilment. Lifelong learning is a broad term that encompasses:

- Formal Learning. Learning acquired in an educational institution, delivered through an organized and structured curriculum, assessed by a qualified instructor, and recognized with certification.
- Non-Formal Learning. Learning that is structured, with defined objectives, led by a facilitator, but not necessarily recognized with certification.
- Informal Learning. Learning acquired naturally, spontaneously or as part of other activities, without structure or objectives, that is not recognized by certification.

**Program.** Planned content or activities, delivered by library staff or by a contracted instructor, on topics of interest to library users. Content may be delivered in one continuous session, or over a period of time e.g. story times, book clubs, campaigns and reading games are all types of programs.

- Program Session. Single instance of a program.
- Program Format. How a program is delivered.  
e.g. location, audience, time of day, nature of participation, delivery method.
- Program Component. Internal element such as a set of activities or block of content.  
e.g. Components that support people to express creativity may include hands-on activities that result in the creation of something new.  
e.g. Components that support people to connect with each other may include interactive or group activities.

**Resource.** Materials, services, equipment, facilities, or staff assistance.

## FOCUS ROLES

### PARTICIPATE AND CONNECT: COMMUNITY ENGAGEMENT



#### DEFINITION

Residents will know about programs, services, and activities provided by community agencies and will have opportunities for community dialogue, collaboration, partnerships and civic engagement.

-- This role was created by/for County residents

#### CHOSEN AS A PRIORITY BECAUSE

- County population is growing: all residents need support to know about and connect to community resources and to each other.
- There is unmet demand for services that foster community connections including for better rural Internet access.
- There is untapped potential for different, more effective, and more formal partnerships between the Library and other County organizations that deliver community services.
- This role can help to address community needs like welcoming newcomers, celebrating diversity, and making career choices.

## GOAL 1

Residents will have opportunities to connect with each other and with local resources so that they feel engaged in the community.

#### OBJECTIVE 1.1

By the end of 2016, the Library will standardize a library-wide process for ensuring that its community collaborations are initiated and reviewed in alignment with its strategic priorities, and formalize partnerships where appropriate.

#### OBJECTIVE 1.2

By 2018, the Library will leverage its community collaborations to provide improved access for rural residents to online Library and community resources.

#### OBJECTIVE 1.3

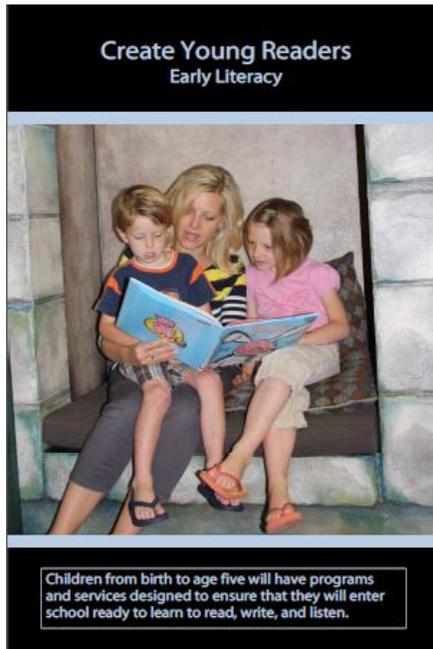
By 2020, the Library will offer six new programs, events, or resources that enable residents to connect with each other and/or to learn about local resources.

#### OBJECTIVE 1.4

By 2020, 90% of surveyed library users will report that, as a result of their attendance at library programs or events related to community engagement, they have benefited in both of the following categories:

- Awareness or knowledge of available community resources.
- Feelings of community engagement or connection.

## CREATE YOUNG READERS: EARLY LITERACY



### DEFINITION

Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write, and listen.

-- This role is defined by Nelson

### CHOSEN AS A PRIORITY BECAUSE

- The number of young Strathcona families with children from birth to age five is still growing.
- There are pockets of unmet demand such as families who face barriers in accessing library services.
- Early literacy services are time-sensitive and vital to the health, happiness and success of young residents.

### FOCUS ROLE

## GOAL 2

Children from birth to age five will have support to develop their emergent literacy and social skills so that they can continue to thrive and enjoy the benefits of reading and learning throughout their lives.

### OBJECTIVE 2.1

By 2020, the Library will offer 15 new library programs, program components, or resources to support preschool children in the development of emergent literacy and social skills.

### OBJECTIVE 2.2

By 2020, the Library will increase by 25% the number of program sessions as a result of community collaboration that support preschool children in the development of emergent literacy and social skills.

### OBJECTIVE 2.3

By 2020, 90% of surveyed parents and caregivers of children from birth to age five indicate that, as a result of participation in early literacy programs, their children have benefited in at least two of the following categories:

- Social skills related to individual and group experiences.
- Literacy skills (language, listening, rhyming, etc.).
- Positive attitude towards learning, stories and reading.

### GOAL 3

Families and caregivers of children from birth to age five will have support to build their knowledge, skills and confidence so that they can encourage the development of emergent literacy and social skills in their children.

#### OBJECTIVE 3.1

By 2020, the Library will offer 10 new programs, program components, or resources to support parents and caregivers of children from birth to age five so that they can encourage the development of emergent literacy and social skills in their children.

#### OBJECTIVE 3.2

By 2020, 90% of surveyed parents and caregivers of children from birth to age five indicate that, as a result of participation in early literacy programs, they have benefited in at least two of the following categories:

- Awareness or knowledge of available early literacy resources.
- Confidence or comfort with early literacy resources, ideas and activities.
- Awareness of the importance of supporting early literacy experiences for children.
- Ideas for ways to encourage early literacy in daily activities.

## SATISFY CURIOSITY: LIFELONG LEARNING



### DEFINITION

Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives

-- This role is defined by Nelson

### CHOSEN AS A PRIORITY BECAUSE

- Lifelong learning is critical to the health, happiness and success of residents of all ages.
- Students and lifelong learners of all ages and stages need support, from children to seniors.
- Aspects of this role help to address community needs like support for career and consumer decisions and support for transitions between secondary and post-secondary education.

## GOAL 4

Residents will have opportunities to explore topics of personal interest and express their creativity so that they can fuel their curiosity and continue to learn throughout their lives.

### OBJECTIVE 4.1

By 2017, the Library will develop and implement a library-wide strategy to support students of all ages with their formal learning.

### OBJECTIVE 4.2

By 2020, the Library will offer 25 new programs or resources that support residents with non-formal or informal learning.

### OBJECTIVE 4.3

By 2020, the Library will provide 10 new programs, program components, or resources that enable residents to express their creativity.

### OBJECTIVE 4.4

By 2020, 90% of surveyed library users will report that, as a result of attendance at programs or use of library resources related to lifelong learning, they have benefited in at least two of the following categories:

- Awareness or knowledge of available resources.
- Learned something new.
- Gained or practiced a skill.
- Enjoyment or enhanced quality of life.

## UNDERSTAND HOW TO FIND, EVALUATE AND USE INFORMATION: INFORMATION FLUENCY



### DEFINITION

Residents will have the skills to search for, locate, evaluate, and effectively use information to resolve issues, answer questions and satisfy their needs.

-- This role is defined by Nelson

### CHOSEN AS A PRIORITY BECAUSE

- Development of digital literacy, critical thinking and analytical skills are crucial for residents of all ages.
- Library is experiencing high demand for technical assistance and for help with development of digital literacy skills from residents of all ages.
- Skills acquired within this role are core to success in all of the Library's priority roles and many more.

## GOAL 5

Residents will have opportunities to develop their information fluency skills to make informed and effective use of information and their digital literacy skills so they can participate with confidence in digital environments.

### OBJECTIVE 5.1

By 2016, the Library will develop and implement a library-wide strategy to help residents of all ages to build their digital literacy skills.

### OBJECTIVE 5.2

By 2020, the Library will offer 15 new resources or programs that support residents to develop their information fluency skills.

### OBJECTIVE 5.3

By 2020, the Library will increase by 25% the number of program sessions that support residents to develop their information fluency skills.

### OBJECTIVE 5.4

By 2020, 90% of surveyed library users will report that, as a result of attendance at programs or use of library resources related to digital literacy or information fluency, they have benefited in at least two of the following categories:

- Awareness or knowledge of available resources on information fluency or digital literacy.
- Competence, skills, or abilities with information fluency or digital literacy.
- Confidence or comfort with information fluency or with navigating digital environments.



Strathcona County  
**LIBRARY**

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