



# CONNECTIONS


A TOOLKIT FOR WESTERN AUSTRALIAN PUBLIC LIBRARIES  
WORKING WITH CULTURALLY DIVERSE COMMUNITIES



public libraries  
WESTERN AUSTRALIA



Government of **Western Australia**  
Department of **Local Government and Communities**  
Office of **Multicultural Interests**



Published by Public Libraries WA Inc, 2017  
<http://www.publiclibrarieswa.org.au/>

## Acknowledgements

Public Libraries WA Inc gratefully acknowledges the financial assistance of the Office of Multicultural Interests, State Government of Western Australia which supported this project.

Public Libraries WA Inc thanks its public library members who shared effective practices and participated in consultations to inform this report and accompanying toolkit.

### Public Libraries WA

is a membership organization of Western Australia's 226 public libraries aimed at providing collaborative leadership, strategic and operational advice, development of professional practice and realising opportunities to strengthen and extend public library services across the state.

### Office of Multicultural Interests

is a division of the Department of Local Government and Communities providing information, advice, funding, training and support to communities and community organisations to help build strong communities that maintain and share their diverse cultures and participate actively in all aspects of Western Australian life.

Author: Nola Allen, Consultant: Libraries, Communities and Literacy

Design: The Little Creative Agency





# CONTENTS

ABOUT THIS TOOLKIT	4
Getting Started	4
Using Toolkit	5
CONNECT	16
Case Studies	22
CONSULT	23
Case Studies	27
COLLABORATE	28
Case Studies	31
COMMUNICATE	32
Case Studies	35
CONTEMPLATE	36
Case Studies	39
CONTRIBUTE & CONTINUE	40
Case Studies	42



# ABOUT THIS TOOLKIT

## Getting Started

This toolkit is designed to help you work with culturally and linguistically diverse (CaLD) community members to initiate, develop and deliver relevant public library programs and services that will increase community engagement and participation.

Based on *Cultural Diversity Services and Opportunities for Western Australian Public Libraries: Background Paper* (PLWA, 2017), this toolkit draws on extensive desktop research and consultations with local government public library and community development staff, and representatives of State Government and community organisations working with CaLD communities and individuals across Western Australia.

Bringing together common threads and themes that reflect successful, real-world library practice in the area of service and program development, community engagement and design thinking, the toolkit comprises:-

- a framework of strategies and activities
- links to online tools
- real world case studies of library services at international, national and local level

While some of the practices outlined will be familiar to you, there may be other approaches that will provide you with a different way of working or a new perspective to the way you plan, develop and deliver services in your library.



## Using the Toolkit

This toolkit provides a framework of key concepts that guide decision-making on working collaboratively with CaLD communities. These concepts can be modified and adapted according to your library's community, resourcing and staffing. The 6 Key Concepts are:-



### CONNECT

Understanding the why, what, how, where, when of working with culturally diverse groups and individuals.



### CONSULT

Talking to library staff, community development local government staff, CaLD organisations, networks, individuals, library users and non-users to identify common goals, needs, interests and opportunities.



### COLLABORATE

Developing partnerships to create, deliver, promote and evaluate programs and services.



### COMMUNICATE

Utilising various communication tools to promote, document and inform target groups and the wider community about programs and services.



### CONTEMPLATE

Evaluating programs and services, reflecting on outcomes.



### CONTRIBUTE & CONTINUE

Refining programs for ongoing delivery and sustainability.










Each key concept includes links to **related free online resources and tools** ✂ and **contemporary multicultural library service practices and case studies** 🔍 from libraries around the world with a focus on key points of learning. Also throughout the Toolkit are references to relevant pages in the **Background Report**. 📄










Some case studies feature best practice examples where libraries have shared resources that they have developed and have agreed to share. These documents will soon be available at <http://www.publiclibrarieswa.org.au/> This field of library work is dynamic and continually evolving. If your library has practical advice, experiences or resources to share then contact: [http://www.publiclibrarieswa.org.au/contact us](http://www.publiclibrarieswa.org.au/contact-us)











## CASE STUDIES A QUICK LOOK



THEMES	CASE STUDY	CONCEPT		FIND HERE
Access	Gate2Home on-screen virtual keyboard emulator	Consult		<a href="http://gate2home.com/">http://gate2home.com/</a>
Collection Development	Books Light Up Many Worlds CBW 2015	Collaborate		<a href="http://wa.cbca.org.au/wab-wideas2015.htm">http://wa.cbca.org.au/wab-wideas2015.htm</a>
Community Profile	Halifax Libraries, Canada. Asset Mapping p.14	Connect		<a href="http://www.halifaxpubliclibraries.com">http://www.halifaxpubliclibraries.com</a>
	Asset Mapping City of Armadale, WA	Connect		<a href="https://www.mycommunitydirectory.com.au/Western_Australia/City_of_Armadale/">https://www.mycommunitydirectory.com.au/Western_Australia/City_of_Armadale/</a>
Bilingualism, Multilingualism	Ruth Faulkner Library Belmont Chinese Storytime	Collaborate		pp.23
	Bilingual Storytimes Burnaby Public Library, BC, Canada.	Collaborate		<a href="http://www.bpl.bc.ca/kids/embracing-diversity/songs-and-rhymes">http://www.bpl.bc.ca/kids/embracing-diversity/songs-and-rhymes</a>
Community of Practice	British Columbia New to BC Initiative. Consortium of ten metropolitan library systems developed a number of integrated initiatives including a web-portal providing digital resources	Contribute		<a href="http://newtobc.ca/">http://newtobc.ca/</a>

Bilingual Storytimes	Bilingual Storytimes Burnaby Public Library, BC, Canada. Embracing Diversity: Songs and Rhymes in 15 languages. Includes thematic program ideas to incorporate videos eg "Twinkle Twinkle Little Star" in Mandarin	Collaborate		<a href="http://www.bpl.bc.ca/kids/embracing-diversity/songs-and-rhymes">http://www.bpl.bc.ca/kids/embracing-diversity/songs-and-rhymes</a>
Education	Mandurah Library Homework Hub	Consult		 p. 20 See Appendix 4
English Language Learning	Social English Conversation Session City of Swan Libraries	Collaborate		 pp. 14, 18-19 See Appendix 6
	Learning English Through Storytime LETS Guidelines for Coordinators and Facilitators	Collaborate		<a href="https://www.better-beginnings.com.au/books-more/learning-english-through-storytime-lets">https://www.better-beginnings.com.au/books-more/learning-english-through-storytime-lets</a>
Evaluation	Wanneroo Libraries. Culture Counts Survey 2015/16.	Contemplate		<a href="https://culturecounts.cc/about/#vision">https://culturecounts.cc/about/#vision</a>
	The Cultural Benefits of Victoria's Public Libraries – Creative Communities 2014 – pp 52 – 55 Libraries Supporting Australia's Complex Cultural Mosaic	Connect		<a href="https://culturecounts.cc/support/resources/research/the-cultural-benefits-of-victorias-public-libraries/">https://culturecounts.cc/support/resources/research/the-cultural-benefits-of-victorias-public-libraries/</a>
Events	International EYCB Living Library Organiser's Guide 2011 Human Library website	Collaborate		<a href="https://www.coe.int/t/dg4/eycb/Source/EYCB%20Living%20Library.pdf">https://www.coe.int/t/dg4/eycb/Source/EYCB%20Living%20Library.pdf</a>  <a href="http://humanlibrary.org/">http://humanlibrary.org/</a>

Job Skill Development	Job Seeker Support Program Girrawheen Library	Collaborate		<a href="https://www.wanneroo.wa.gov.au/libraries">https://www.wanneroo.wa.gov.au/libraries</a> Job Seeker Online Resources
Partnerships	OMI Links to government and community organisations	Collaborate		<a href="http://www.omi.wa.gov.au/omi_links.cfm">http://www.omi.wa.gov.au/omi_links.cfm</a>
				 pp.23
	Los Angeles Public Library service. Citizenship Corners Storytime	Collaborate		<a href="http://www.urbanlibraries.org/your-path-to-citizenship-starts-at-the-los-angeles-public-library-innovation-848.php?page_id=167">http://www.urbanlibraries.org/your-path-to-citizenship-starts-at-the-los-angeles-public-library-innovation-848.php?page_id=167</a>
Planning	Multicultural Action Plan Belmont, WA	Connect		<a href="http://www.belmont.wa.gov.au/Community/Cultural%20Diversity/Pages/default.aspx">http://www.belmont.wa.gov.au/Community/Cultural%20Diversity/Pages/default.aspx</a>
	Multicultural Action Plan 2017-2020 City of Kwinana	Connect		<a href="http://www.kwinana.wa.gov.au/our-council/publications-reports/Publications/Multicultural%20Action%20Plan.pdf">http://www.kwinana.wa.gov.au/our-council/publications-reports/Publications/Multicultural%20Action%20Plan.pdf</a>
	State Library of Queensland Multicultural Engagement Framework 2014-2017	Connect		<a href="http://www.plconnect.slq.qld.gov.au/resources/multicultural/multi-cultural-resources#multi-strat">http://www.plconnect.slq.qld.gov.au/resources/multicultural/multi-cultural-resources#multi-strat</a>
Promotion, Communications,	Queens Library New Americans Program Brochure	Communicate		<a href="http://www.queenslibrary.org/services/new-americans-program">http://www.queenslibrary.org/services/new-americans-program</a>
	Bentley Library/Bentley Primary School/Housing Authority/Bentley Community Focus. My Place, Your Place, Our Place: Growing up and Growing Gardens in Bentley	Communicate		<a href="http://trove.nla.gov.au/work/207348573?selectedversion=NBD57386173">http://trove.nla.gov.au/work/207348573?selectedversion=NBD57386173</a>

Volunteers Library champions	Hartford Public Library US Cultural Navigator Program	Collaborate		<a href="https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation/cultural-navigators">https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation/cultural-navigators</a>
	Claremont Library and the Confucius Institute of WA partnership	Consult		 p. 15
	Richmond, Canada Library Champions Project	Consult		 p. 21 <a href="http://rpl.yourlibrary.ca/newcomers">http://rpl.yourlibrary.ca/newcomers</a>
	Human Library/Living Library	Collaborate		 p.25 <a href="http://humanlibrary.org/">http://humanlibrary.org/</a>
Website, Social Media	Cockburn Libraries' Website, Blog, Social Media			<a href="http://www.cockburnlibraries.com.au/">http://www.cockburnlibraries.com.au/</a>
	Flickr Sushi Workshop @ Success Cockburn Libraries	Communicate		<a href="https://www.flickr.com/photos/cockburnlibraries/sets/72157682051655796">https://www.flickr.com/photos/cockburnlibraries/sets/72157682051655796</a>
	Richmond Public Library Newcomers Page and Settlement Stories: Digital Storytelling Project	Connect		<a href="http://rpl.yourlibrary.ca/newcomers">http://rpl.yourlibrary.ca/newcomers</a>
	Belmont Library New Arrivals Support website page	Connect		<a href="http://www.belmont.wa.gov.au/Community/Ruth%20Faulkner%20Library/Pages/Learning-English.aspx">http://www.belmont.wa.gov.au/Community/Ruth%20Faulkner%20Library/Pages/Learning-English.aspx</a>

NewToBC The Library Link for Newcomers

Consult

 p. 17



<https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation/community-participation/neighborhood-approach>

Joining Your Local Library with Mary G and Better Beginnings, State Library of Western Australia

Consult



[https://www.youtube.com/watch?v=wWQO6C3h\\_R0](https://www.youtube.com/watch?v=wWQO6C3h_R0)

Omaha Public Library Welcomes You YouTube

Communicate



[https://www.youtube.com/watch?v=bOAAq8D\\_CZY](https://www.youtube.com/watch?v=bOAAq8D_CZY)

Richmond Public Library Newcomers Page and Settlement Stories: Digital Storytelling Project

Connect













 p.18

<http://rpl.yourlibrary.ca/newcomers>


## TOOLS A QUICK LOOK










THEMES	TITLE	CONCEPT	FIND HERE
Accessibility	Google Translate	Connect	 <a href="https://translate.google.com.au/community?source=t-new-user">https://translate.google.com.au/community?source=t-new-user</a>
	Multilingual Glossary, SLNSW	Connect	 <a href="http://www2.sl.nsw.gov.au/multi-cultural/glossary/">http://www2.sl.nsw.gov.au/multi-cultural/glossary/</a>
	Translating and Interpreting Services. Australian Government. Department of Immigration and Border Protection	Connect	 <a href="https://www.tisnational.gov.au/en/Agencies/Help-using-TIS-National-services/How-to-become-a-client">https://www.tisnational.gov.au/en/Agencies/Help-using-TIS-National-services/How-to-become-a-client</a>
Brainstorming	IDEO At A Glance Toolkit – Brainstorm Rules p.9 (For more detail see IDEO Libraries Toolkit. Create Brainstorm Prompts p.59)	Consult	 <a href="http://www.designthinkingforlibraries.com">http://www.designthinkingforlibraries.com</a>
Community Profiles, Asset Mapping	ABS Census Data	Connect	 <a href="http://www.abs.gov.au/websitedbs/censushome.nsf/home/communityprofiles?opendocument&amp;navpos=230">http://www.abs.gov.au/websitedbs/censushome.nsf/home/communityprofiles?opendocument&amp;navpos=230</a>
	AEDC	Connect	 <a href="https://www.aedc.gov.au/data">https://www.aedc.gov.au/data</a>
	Community-Led Libraries Toolkit pp 51-60	Connect	 <a href="http://www.librariesincommunities.ca/">http://www.librariesincommunities.ca/</a>
	DSS Settlement Reporting Facility	Connect	 <a href="https://www.dss.gov.au/our-responsibilities/settlement-and-multicultural-affairs/programs-policy/settlement-services/settlement-reporting-facility">https://www.dss.gov.au/our-responsibilities/settlement-and-multicultural-affairs/programs-policy/settlement-services/settlement-reporting-facility</a>

	IFLA/UNESCO Multicultural Library Manifesto Toolkit. Community Analysis and Needs Assessment	Connect		<a href="https://www.ifla.org/node/8977">https://www.ifla.org/node/8977</a>
	Libraries for All European Strategy for Multicultural Education ESME Manual 2011. Needs Assessment and Reaching the Target Group p.5	Connect		<a href="http://librariesforall.eu/en/products">http://librariesforall.eu/en/products</a>
	MyCommunityDirectory	Connect		<a href="https://www.mycommunitydirectory.com.au/Resources/CouncilMembership">https://www.mycommunitydirectory.com.au/Resources/CouncilMembership</a>
	OMI Ethnic and Cultural Groups	Connect		<a href="http://www.omi.wa.gov.au/omi_db_organisations.cfm">http://www.omi.wa.gov.au/omi_db_organisations.cfm</a>
	OMI Metropolitan Multicultural Networks	Connect		<a href="http://www.omi.wa.gov.au/omi_cald.cfm">http://www.omi.wa.gov.au/omi_cald.cfm</a>
	Profile ID	Connect		<a href="http://profile.id.com.au/">http://profile.id.com.au/</a>
Communications, Publicity, Marketing	Doodle – planning and meeting	Collaborate		<a href="http://doodle.com/">http://doodle.com/</a>
	Dropbox – sharing large files, photographs	Collaborate Contribute	 	<a href="https://dropbox.com">https://dropbox.com</a>
	Google Docs - collaborating	Collaborate		<a href="https://www.google.com.au/docs/about/">https://www.google.com.au/docs/about/</a>



	Harmony Day Government of Australia. Includes helpful tips for social media promotion	Communicate		<a href="http://www.harmony.gov.au/get-involved/communities/communities-online-promotion-kit/">http://www.harmony.gov.au/get-involved/communities/communities-online-promotion-kit/</a>
	Hartford Public Library We Belong Here Hartford includes brand messaging, effective communications strategies	Communicate		<a href="https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation">https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation</a>
	OMI Calendar of Events. List your event	Communicate		<a href="http://www.omi.wa.gov.au/omi_event_form.cfm">http://www.omi.wa.gov.au/omi_event_form.cfm</a>
	OMI Ethnic Media	Communicate		<a href="http://www.omi.wa.gov.au/omi_db_ethnicmedia.cfm">http://www.omi.wa.gov.au/omi_db_ethnicmedia.cfm</a>
	OMI Implementing the Principles of Multiculturalism Locally: A planning guide for WA local governments. Communication pp. 30-32	Communicate		<a href="http://www.omi.wa.gov.au/resources/publications/LocalGovernment/Implementing_the_principles_of_Multiculturalism_Locally.pdf">http://www.omi.wa.gov.au/resources/publications/LocalGovernment/Implementing the principles of Multiculturalism Locally.pdf</a>
	State Library of NSW Multicultural Portal – downloadable brochures	Communicate		<a href="http://www.sl.nsw.gov.au/public-library-services/multicultural-services">http://www.sl.nsw.gov.au/public-library-services/multicultural-services</a>
	State Library of NSW Multilingual Glossary	Communicate		<a href="http://www2.sl.nsw.gov.au/multicultural/glossary/">http://www2.sl.nsw.gov.au/multicultural/glossary/</a>
	State Library of QLD PDF templates to download/adapt	Communicate		<a href="http://www.plconnect.slq.qld.gov.au/resources/multicultural/languages-other-than-english">http://www.plconnect.slq.qld.gov.au/resources/multicultural/languages-other-than-english</a>
Consultation Processes Communication Tips	OMI Tips for Engaging Culturally and Linguistically Diverse Communities	Consult		<a href="http://www.omi.wa.gov.au/omi_publications.cfm?pg=7">http://www.omi.wa.gov.au/omi_publications.cfm?pg=7</a>

Consultation Processes Communication Tips Volunteers	A Common Purpose: Formal Volunteering and Cultural Diversity. Fran Robinson. Volunteering WA, 2011. Profiles perspectives on volunteering and communication styles of 20 countries, pp.25-64	Consult		<a href="https://volunteeringwa.s3.amazonaws.com/Assets/docs/A%20Common%20Purpose.pdf">https://volunteeringwa.s3.amazonaws.com/Assets/docs/A%20Common%20Purpose.pdf</a>
Evaluation	APLA Guidelines, Standards and Outcome Measures for Australian Public Libraries July 2016	Connect Contemplate	 	<a href="https://www.alia.org.au/node/184/public-libraries">https://www.alia.org.au/node/184/public-libraries</a>
	Culture Counts	Connect Contemplate	 	<a href="https://culturecounts.cc/about/#vision">https://culturecounts.cc/about/#vision</a>
	IDEO At A Glance Toolkit – Ideation p.9 - 12 (For more detail see IDEO Libraries Toolkit How to conduct an interview p.43)	Consult		<a href="http://www.designthinkingforlibraries.com">http://www.designthinkingforlibraries.com</a>
	International Standards Organisation Evaluating Library Services. 2014	Connect Contemplate	 	<a href="https://www.iso.org/obp/ui/#iso:std:iso:11620:ed-3:v1:en">https://www.iso.org/obp/ui/#iso:std:iso:11620:ed-3:v1:en</a>
Interview Techniques, Consultation Processes	Community-Led Libraries Toolkit. Community Entry pp. 36-49	Consult		<a href="http://www.librariesincommunities.ca/">http://www.librariesincommunities.ca/</a>
	IDEO At A Glance Toolkit. Iteration pp.13-14. (For more detail see IDEO Libraries Toolkit. Iteration pp.79-96)	Collaborate		<a href="http://www.designthinkingforlibraries.com">http://www.designthinkingforlibraries.com</a>

Pilot to Full-Scale	IDEO At A Glance Toolkit – Getting to Scale p.15-16 (For more detail see IDEO Libraries Toolkit. p. 104)	Continue		<a href="http://www.designthinkingforlibraries.com">http://www.designthinkingforlibraries.com</a>
Planning	Checklist for Reviewing Library Services	Connect		See Appendice 1
	Diverse WA cultural awareness training OMI	Connect		<a href="http://www.diversewa.omi.wa.gov.au/">http://www.diversewa.omi.wa.gov.au/</a>
	IDEO Libraries Toolkit	Connect Consult Collaborate	  	<a href="http://www.designthinkingforlibraries.com">http://www.designthinkingforlibraries.com</a>
	IFLA Multicultural Toolkit	Connect		<a href="https://www.ifla.org/files/assets/library-services-to-multicultural-populations/publications/ifla-unesco-multicultural-library-manifesto_implementation-kit_2012-12.pdf">https://www.ifla.org/files/assets/library-services-to-multicultural-populations/publications/ifla-unesco-multicultural-library-manifesto_implementation-kit_2012-12.pdf</a>



# CONNECT



Ask yourself and your staff the following questions and discuss the prompts and tips to establish and build connections between your library and your community.



Investigate and utilise the online tools.



Explore the Case Studies to learn about real world examples of libraries putting the

- Is the library management group supportive of prioritizing CaLD services and is this reflected in the library's strategic plan? Will staff, resources and a budget be allocated for new programs and services? Investigate and discuss with staff.
- Are services for CaLD groups and individuals identified as a priority in the council's strategic plans? Are there other teams within council with similar target audiences and shared goals that the library could work with? Does the council have a multicultural action plan? Meet with allied teams and discuss collaborative opportunities.

OMI Implementing the Principles of Multiculturalism Locally: A planning guide for WA local governments. Strategic and Business Planning pp.10-11 [http://www.omi.wa.gov.au/resources/publications/LocalGovernment/Implementing\\_the\\_principles\\_of\\_Multiculturalism\\_Locally.pdf](http://www.omi.wa.gov.au/resources/publications/LocalGovernment/Implementing_the_principles_of_Multiculturalism_Locally.pdf)

IFLA/UNESCO Multicultural Library Manifesto – Implementation Kit Management and Operation pp.9-10 [https://www.ifla.org/files/assets/library-services-to-multi-cultural-populations/publications/ifla-unesco-multicultural-library-manifesto\\_implementation-kit\\_2012-12.pdf](https://www.ifla.org/files/assets/library-services-to-multi-cultural-populations/publications/ifla-unesco-multicultural-library-manifesto_implementation-kit_2012-12.pdf)

- Define what needs to be achieved, the target user group to engage, the service or collection gap to address.

IDEO Libraries Toolkit At A Glance – Define Your Challenge p.5  
(For more detail see IDEO Libraries Toolkit pp. 27-31 or pp. IDEO Activities Workbook 16-19)  
<http://www.designthinkingforlibraries.com>







- Engage library staff by offering cultural awareness training. Is training offered through the council or other allied agencies in the community? Allow time for staff to undertake free online cultural awareness training.
- Cultural awareness training will build staff confidence in working with marginalized groups and help them to gain an understanding of the journeys that people have experienced to arrive and settle in the community and any traumas or losses that they have encountered.

Diverse WA <http://www.diversewa.omi.wa.gov.au/>

- Utilise the skills and connections of staff. Are there staff who live locally and identify as part of a CaLD group? Are they bi- or multi-lingual or have contacts with members of clubs, associations, cultural groups within the community? Discuss with library staff and develop a staff skills register.
- Brainstorm with library staff and identify community and systemic barriers for the target group e.g. geographic isolation, lack of transportation, language barriers; membership requirements, website, internal and external library signage and wayfinding

Multilingual Glossary. State Library of New South Wales.  
<http://www2.sl.nsw.gov.au/multicultural/glossary/>



- Is there a New Arrivals page on your library or local government website where library information could be promoted? Does the library website use Google Translate?
- Does your library promote the Translating and Interpreting Services available to EAL speakers on your library's website and with internal signage?

Translating and Interpreting Services. Australian Government. Department of Immigration and Border Protection. <https://www.tisnational.gov.au/en/Agencies/Help-using-TIS-National-services/How-to-become-a-client>

Google Translate <https://translate.google.com.au/community?source=t-new-user> (Note: Google Translate has its limitations and some libraries include an explanation and caution on their website. See Surrey Libraries Canada Google Translation – Explanation and Caution page <https://surreylibraries.ca/translation-explanation-and-caution>)



- Take a tour around the library in someone else's shoes – someone with English as an Additional Language (EAL), someone who has never had the experience of visiting a library before. How do you perceive the library's collections, spaces and facilities? How could you make collections more accessible?
- Be invited to a service or facility that successfully serves the CaLD community such as a café/museum/playground/market/community garden/park. Document what you see with photos to share with other staff. (Remember to ask permission before taking any photographs.)
- Take an inventory of the library's existing programs, services and collections and consider how they could be expanded or adapted to be more culturally inclusive.

Checklist for Reviewing Library Services Go to Appendix 1 P.24





- Build a profile of your diverse community by adopting a community-led approach and work collaboratively with the community to conduct asset mapping and a community needs analysis.
- Identify network partners and build strategic alliances with multicultural network forums, schools, cultural/ethnic associations, community language schools, social services organisations, Adult Migrant Education program service providers.
- Engage with CaLD community, education and business leaders by participating in community networks, visiting agencies and attending community events such as community fairs etc

MyCommunityDirectory <https://www.mycommunitydirectory.com.au/Resources/CouncilMembership>

ABS Census Data <http://www.abs.gov.au/websitedbs/censushome.nsf/home/communityprofiles?opendocument&navpos=230>

Profile ID <http://profile.id.com.au/>

AEDC <https://www.aedc.gov.au/data>



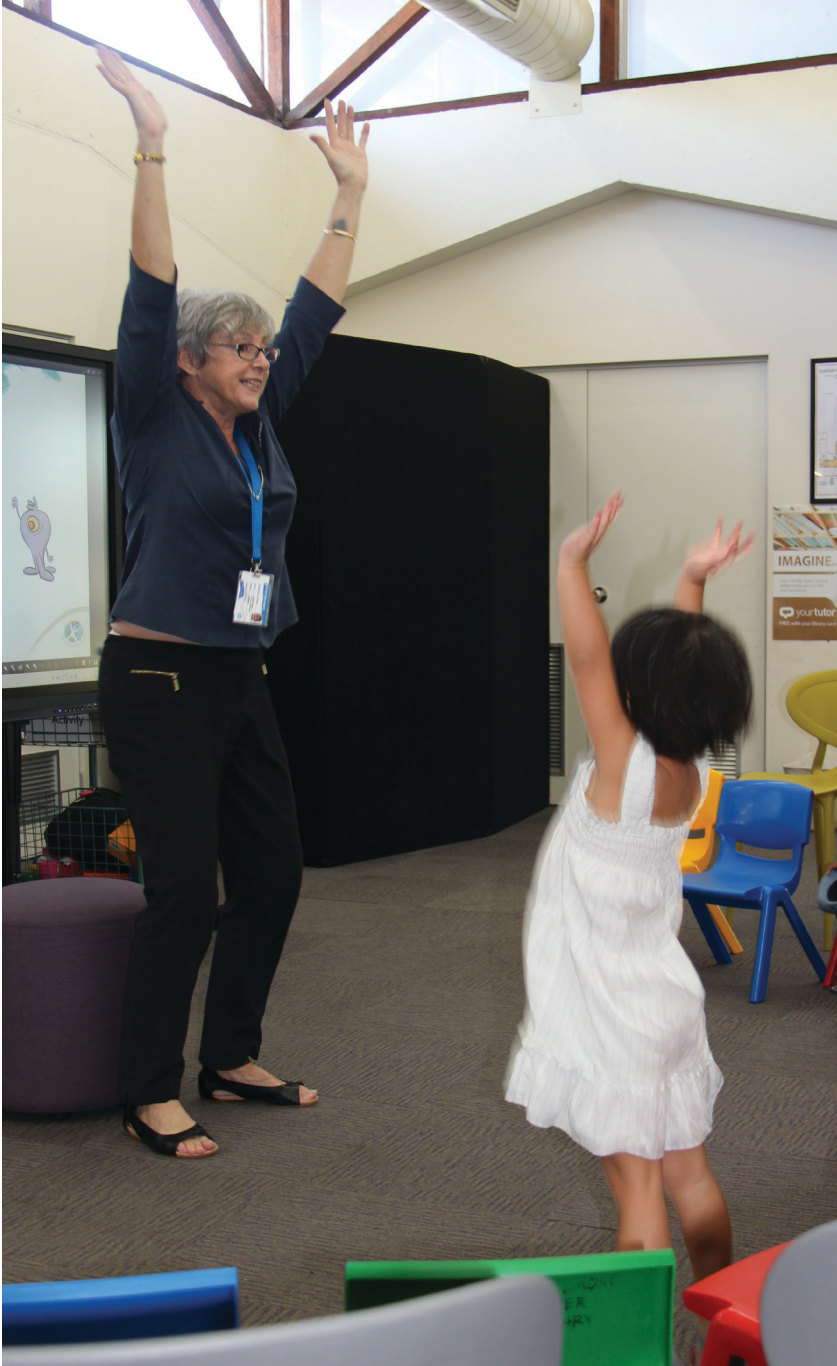
DSS Settlement Reporting Facility <https://www.dss.gov.au/our-responsibilities/settlement-and-multicultural-affairs/programs-policy/settlement-services/settlement-reporting-facility>

OMI Ethnic and Cultural Groups [http://www.omi.wa.gov.au/omi\\_db\\_organisations.cfm](http://www.omi.wa.gov.au/omi_db_organisations.cfm)

OMI Metropolitan Multicultural Networks [http://www.omi.wa.gov.au/omi\\_cald.cfm](http://www.omi.wa.gov.au/omi_cald.cfm)

IFLA/UNESCO Multicultural Library Manifesto Toolkit. Community Analysis and Needs Assessment <https://www.ifla.org/node/8977>





Libraries for All European Strategy for Multicultural Education ESME Manual 2011. Needs Assessment and Reaching the Target Group p.5  
<http://librariesforall.eu/en/products>

Community-Led Libraries Toolkit pp 51-60  
<http://www.librariesincommunities.ca/>

- Consider how you will measure the success of your project. Look at quantitative and qualitative measures, the effectiveness of the partnerships/collaborations and long-term outcomes.

Culture Counts A digital application and web portal system that collects and measures data from three groups: self (practitioners), peer and the public about a particular arts and cultural experience. <https://culturecounts.cc/about/#vision>

APLA Guidelines, Standards and Outcome Measures for Australian Public Libraries July 2016 <https://www.alia.org.au/node/184/public-libraries>

International Standards Organisation Evaluating Library Services. 2014 <https://www.iso.org/obp/ui/#iso:std:iso:11620:ed-3:v1:en>



## CASE STUDIES

### COMMUNITY PROFILE, PLANNING

- City of Armadale. Asset Mapping [https://www.mycommunitydirectory.com.au/Western\\_Australia/City\\_of\\_Armadale](https://www.mycommunitydirectory.com.au/Western_Australia/City_of_Armadale)
- Halifax Libraries, Canada. Asset Mapping (  p.14) <http://www.halifaxpubliclibraries.ca/services.html>

### EVALUATION

- The Cultural Benefits of Victoria's Public Libraries – Creative Communities 2014 – pp 52 – 55 Libraries Supporting Australia's Complex Cultural Mosaic  
<https://culturecounts.cc/support/resources/research/the-cultural-benefits-of-victorias-public-libraries/>

### PLANNING

- Belmont Multicultural Action Plan (  p.13)  
<http://www.belmont.wa.gov.au/Community/Cultural%20Diversity/Pages/default.aspx>
- City of Kwinana Multicultural Action Plan 2017-2020  
<http://www.kwinana.wa.gov.au/our-council/publications-reports/Publications/Multicultural%20Action%20Plan.pdf>
- State Library of Queensland Multicultural Engagement Framework 2014-2017  
<http://www.plconnect.slq.qld.gov.au/resources/multicultural/multicultural-resources#multi-strat>

### WEBSITE

- Belmont Library New Arrivals Support website page (  p.17)  
<http://www.belmont.wa.gov.au/Community/Ruth%20Faulkner%20Library/Pages/Learning-English.aspx>
- British Columbia New to BC Initiative (  p.17) <http://newtobc.ca/>
- Richmond Public Library Newcomers Page and Settlement Stories: Digital Storytelling Project (  p.17)  
<http://rpl.yourlibrary.ca/newcomers>



# CONSULT





Go out into the community and meet with library users and non-users to identify common goals, needs and interests by listening, observing and being open to the unexpected.



Investigate the following prompts, tips and tools to start the consultation process.



Explore the Case Studies to find out about real world examples of libraries putting the process into action.

- Use the library's community profile and asset map to identify individuals, networks, library staff, community development local government staff, CaLD organisations to meet and discuss the library service with.
- Conduct user/non-user interviews and surveys and in-depth "expert interviews" with leaders from CaLD organisations. Explore your challenge from a different point of view by visiting an "analogous setting" i.e. visit a facility or service where people from CaLD groups gather

IDEO At A Glance Toolkit – Ideation p.9 - 12 (For more detail see IDEO Libraries Toolkit How to conduct an interview p.43)

Community-Led Libraries Toolkit. Community Entry pp. 36-49 <http://www.librariesincommunities.ca/>



- Consultations work both ways - you learn more about the needs and interests of the community and the intended audience can discover what libraries have to offer. Non-users' perceptions of libraries may be based on little or no experience or limited expectations e.g. *"Libraries are for people who read and speak English well so there won't be anything of value for me because I can't read or speak English."*
- Use networking as an opportunity to seek volunteers who could assist with the development and delivery of programs. Existing CaLD library users could be asked to be an advocate for the library or "library champion" to promote the library to others in their social and cultural networks.
- De-mystify library terminology - ensure that everyone understands what a library does by explaining basic terms like "borrow", "return", "loan", "membership." Work with CaLD volunteers to create a "Welcome to Your Library" you tube video.
- Take an inventory of the library's existing programs and consider how they could be expanded and adapted to be more culturally inclusive.

IDEO At A Glance Toolkit – Brainstorm Rules p.9 (For more detail see IDEO Libraries Toolkit. Create Brainstorm Prompts p.59) <http://www.designthinkingforlibraries.com>



A Common Purpose: Formal Volunteering and Cultural Diversity. Fran Robinson. Volunteering WA, 2011. Profiles perspectives on volunteering and communication styles of 20 countries, pp.25-64 <https://volunteeringwa.s3.amazonaws.com/Assets/docs/A%20Common%20Purpose.pdf>





- Listen to your community by attending multicultural network meetings to gain a greater understanding of the needs of various groups. Use these meetings to raise the profile of the library in the wider community. Support staff to spend quality time with users and non-users to gain deeper insights and inspiration.
- Be mindful of creating unrealistic expectations with your target audience. Without being negative, ensure that it is clear what the library can contribute to a mutually-beneficial partnership.
- Observe the people who use the library, how they use the library and how they find things without asking for help. People develop workarounds or ways of doing or achieving something despite obstacles such as limited English language skills. Reflect on what you've observed and consider ways of improving accessibility.
- A community led approach requires patience. Building relationships takes time and the library's commitment needs to be long term.

OMI Tips for Engaging Culturally and Linguistically Diverse Communities [http://www.omi.wa.gov.au/omi\\_publications.cfm?pg=7](http://www.omi.wa.gov.au/omi_publications.cfm?pg=7)





## CASE STUDIES

### ACCESS

- Gate2Home on-screen virtual keyboard emulator <http://gate2home.com/>


### EDUCATION

- Mandurah Library Homework Hub (  p. 20)


### ENGLISH LANGUAGE LEARNING, FAMILY LITERACY

- Learning English Through Storytime (  p. 19)

### JOB SKILL DEVELOPMENT, ENGLISH LANGUAGE LEARNING

- Girrawheen Library's Job Seeker Support Program (  p. 20) Online Job Seeker Resources  
<https://wanneroo.spydus.com/cgi-bin/spydus.exe/MSGTRN/OPAC/JOBS>


### VOLUNTEERS, PARTNERSHIPS

- Claremont Library and the Confucius Institute of WA partnership (  p. 15)

### VOLUNTEERS

- Richmond, Canada Library Champions Project (  p. 21) <http://rpl.yourlibrary.ca/newcomers>

### WEBSITE, SOCIAL MEDIA

- NewToBC The Library Link for Newcomers (  p. 17) <https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation/community-participation/neighborhood-approach>
- Joining Your Local Library with Mary G and Better Beginnings, State Library of Western Australia  
[https://www.youtube.com/watch?v=wWQO6C3h\\_R0](https://www.youtube.com/watch?v=wWQO6C3h_R0)



# COLLABORATE





Successful collaborations are based on

- open communication
- clearly articulated goals that are shared and prioritised by both partners
- well-defined roles
- realistic timelines with identified key dates and milestones
- mutually agreed upon key performance indicators

Collaborations and partnerships can be formal with memorandums of understanding (MOUs) or informal arrangements for the delivery of a one-off event.



Investigate the following prompts, tips and tools to facilitate collaborations between your library and other organisations in the community.

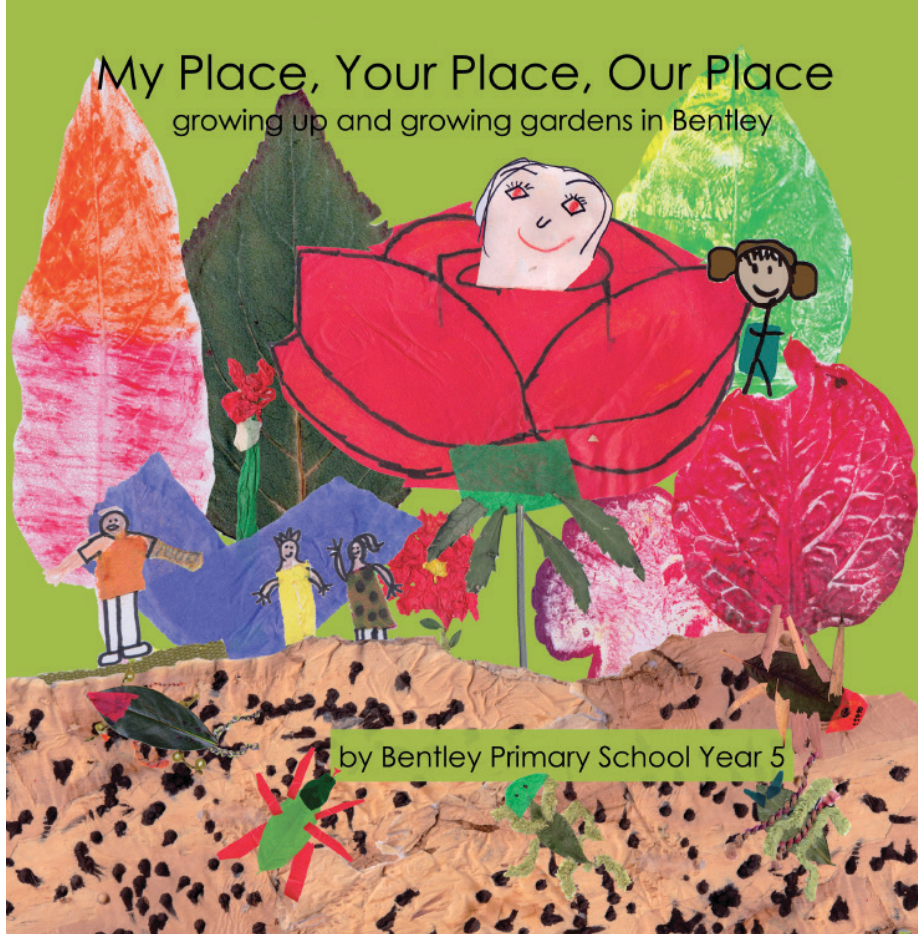


Explore the Case Studies to find out about real world examples of libraries putting the process into action.

- Through connecting and consulting with your community, you will have identified potential partner organisations. By mapping existing services and programs you avoid duplication and realise collaborative opportunities for the library.
- Meet with groups that share your library's goals and target audiences. Discuss ways that you can work together to realise your goals. Consider an "iterative design" approach based on a process of prototyping, trialing, experimentation and seeking user feedback. Iteration is an informed, deliberate version of trial and error - Prototype (working out an idea) ->Mini pilot (trying it out live) ->Implementation (making it sustainable)

IDEO At A Glance Toolkit. Iteration pp.13-14. (For more detail see IDEO Libraries Toolkit. Iteration pp.79-96)  
<http://www.designthinkingforlibraries.com>





- Utilise free online tools and processes to facilitate collaboration between library staff, community development local government staff, CaLD organisations, networks, individuals, library users and non-users to work together to develop programs, services and resources. Contact your council's IT department for advice or recommendations on these and other online tools.

- Seek user feedback. Ask for comments from your intended audience or partner organisations and be prepared to incorporate their thoughts and suggestions.
- Be flexible and prepared to change approaches as the project is rolled out. Ensure that the project goals are still being met and that all partners are supportive

Google Docs – collaborating <https://www.google.com.au/docs/about/>

Doodle – planning and meeting <http://doodle.com/>

Survey Monkey – feedback <https://www.surveymonkey.com>


- Document the process and the program delivery, in writing and visually. This information will feed into promotion, evaluation and reporting. Take photographs of events/activities to add to your library's image collection and for use in social media/ advertising material/website etc; ensure the photos are high resolution JPGs

Dropbox – sharing large files, photographs  
<https://dropbox.com>



## CASE STUDIES


### BI- AND MULTILINGUALISM

- Ruth Faulkner Library Belmont Chinese Storytime (  pp.23)
- Bilingual Storytimes Burnaby Public Library, BC, Canada. Embracing Diversity: Songs and Rhymes in 15 languages. Includes thematic program ideas to incorporate videos eg "Twinkle Twinkle Little Star" in Mandarin <http://www.bpl.bc.ca/kids/embracing-diversity/songs-and-rhymes>


### COLLECTION DEVELOPMENT

- Books Light Up Many Worlds CBW 2015 book list <http://wa.cbca.org.au/userfiles/file/WA/Books%20Light%20Up%20Many%20Worlds%20list2.pdf>

### PARTNERSHIPS

- OMI Links to government and community organisations [http://www.omi.wa.gov.au/omi\\_links.cfm](http://www.omi.wa.gov.au/omi_links.cfm)
- Los Angeles Public Library service. Citizenship Corners Storytime (  pp.23) [http://www.urbanlibraries.org/your-path-to-citizenship-starts-at-the-los-angeles-public-library-innovation-848.php?page\\_id=167](http://www.urbanlibraries.org/your-path-to-citizenship-starts-at-the-los-angeles-public-library-innovation-848.php?page_id=167)

### PROGRAMMING, VOLUNTEERS

- Living Library program, Wanneroo Libraries, Harmony Week and Reconciliation Week 2017
- Human Library/Living Library (  p.25) <http://humanlibrary.org/>
- Hartford Public Library US Cultural Navigator Program <https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation/cultural-navigators>

### PROGRAMMING, PARTNERSHIPS

- Harmony Week Community Book Project Bentley Library 2016 (  p.25)

### SKILL DEVELOPMENT, ENGLISH LANGUAGE LEARNING, PARTNERSHIPS

- English Conversation Sessions (  pp.14, 18-19)





# COMMUNICATE



Libraries are in the business of collecting and sharing thousands and thousands of stories but often they fail to tell their own stories well or to reach their intended audiences. Through collaborations, partners can work together to promote, document and inform the wider community about programs and services.



Investigate the following prompts, tips and tools offer ways to publicise programs and services to targeted CaLD audiences and to raise awareness about the library more generally.



Explore the Case Studies to find out about real world examples of libraries that are successfully telling their stories.

- Publicise programs with well-designed appropriate communications that are visually appealing and use simple clear language, photographs and symbols to communicate to the target audience. Develop materials in conjunction with target audience/CaLD groups. Investigate local ethnic newspapers, radio as avenues for promoting your library's services.
- Distribute information about the library through various media/avenues e.g. local shops, shopping centres, Centrelink, support organisations such as Communicare etc

OMI Ethnic Media [http://www.omi.wa.gov.au/omi\\_db\\_ethnicmedia.cfm](http://www.omi.wa.gov.au/omi_db_ethnicmedia.cfm)

OMI Implementing the Principles of Multiculturalism Locally: A planning guide for WA local governments. Communication pp. 30-32 [http://www.omi.wa.gov.au/resources/publications/LocalGovernment/Implementing\\_the\\_principles\\_of\\_Multiculturalism\\_Locally.pdf](http://www.omi.wa.gov.au/resources/publications/LocalGovernment/Implementing_the_principles_of_Multiculturalism_Locally.pdf)

State Library of NSW Multicultural Portal – downloadable brochures <http://www.sl.nsw.gov.au/public-library-services/multicultural-services>

State Library of NSW Multilingual Glossary <http://www2.sl.nsw.gov.au/multicultural/glossary/>

State Library of QLD PDF templates to download/adapt <http://www.plconnect.slq.qld.gov.au/resources/multicultural/languages-other-than-english>





- Promote the library at community events, fairs, Harmony Week events, Reconciliation Week

OMI Harmony Week Kit [http://www.omi.wa.gov.au/resources/publications/harmony\\_week/HW\\_kit\\_2017.pdf](http://www.omi.wa.gov.au/resources/publications/harmony_week/HW_kit_2017.pdf)

- Promote library events, services on the Office of Multicultural Interests' calendar

OMI Calendar of Events. List your event  
[http://www.omi.wa.gov.au/omi\\_event\\_form.cfm](http://www.omi.wa.gov.au/omi_event_form.cfm)

- Promote your library's programs, services and events via social media on your library's and relevant organisations and cultural groups' Facebook, Twitter, Instagram, YouTube

Harmony Day Government of Australia. Includes helpful tips for social media promotion  
<http://www.harmony.gov.au/get-involved/communities/communities-online-promotion-kit/>

- Capture your community in photographs and use relevant stock photos in promotional material and on social media. Ensure that you have photos of events that capture the diversity of your community. Photos should be the correct resolution for use in print material and online. Consider employing a professional photographer to build a high quality collection of photos that showcase the library's resources, programs and services.
- Partner with other local government libraries to conduct a regional marketing campaign promoting inclusive library services. Investigate funding opportunities for a wider marketing campaign on bus shelters, trains, shopping centres, billboards.

Hartford Public Library We Belong Here Hartford includes brand messaging, effective communications strategies  
<https://www.hplct.org/library-services/immigration-citizenship/community-civic-participation>



## CASE STUDIES

### PROMOTION, COMMUNICATIONS, PARTNERSHIPS

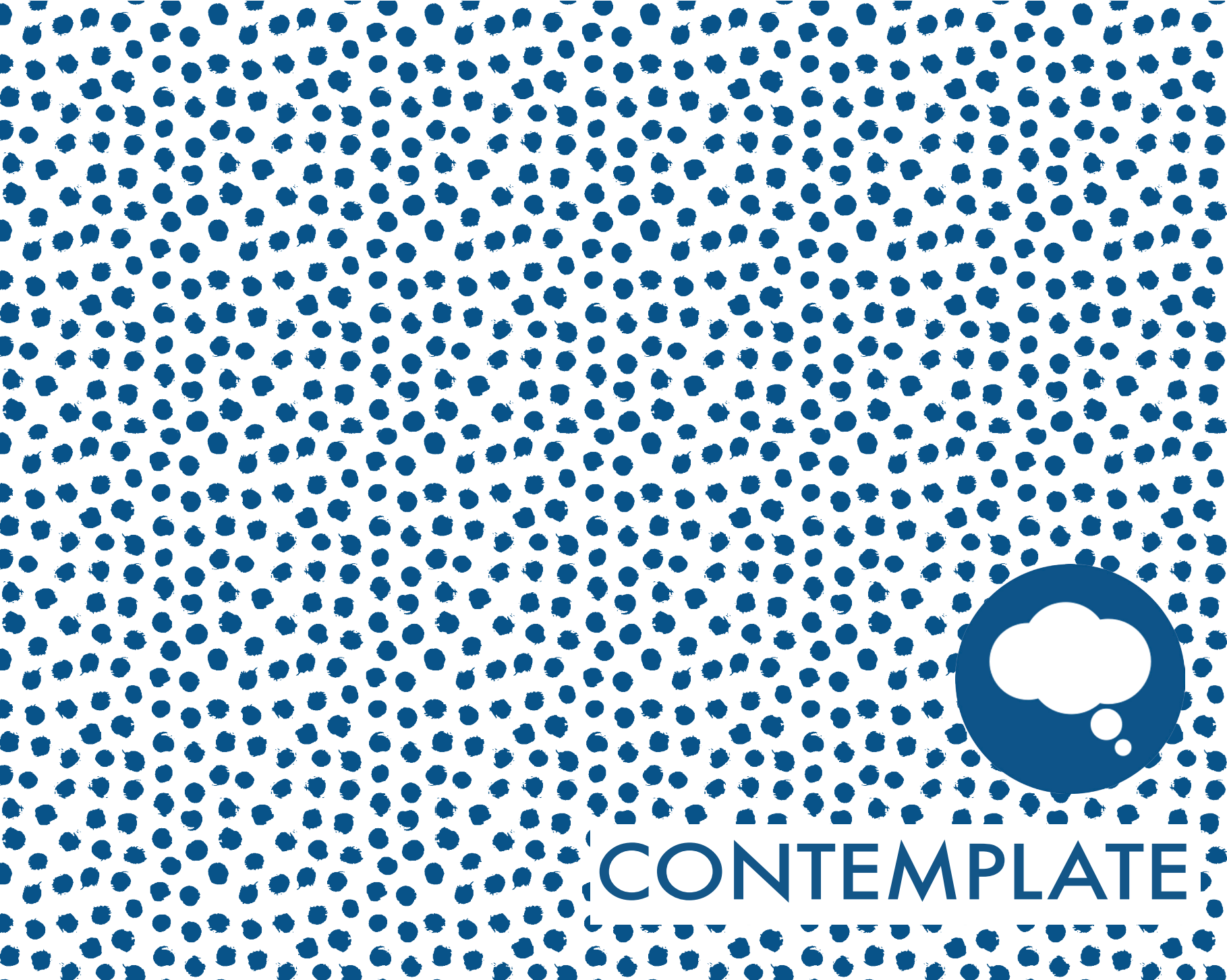
- Bentley Library/Bentley Primary School/Housing Authority/Bentley Community Focus. My Place, Your Place, Our Place: Growing up and Growing Gardens in Bentley. <http://trove.nla.gov.au/work/207348573?selectedversion=NBD57386173>
- Queens Library New Americans Program Brochure <http://www.queenslibrary.org/services/new-americans-program>

### WEBSITE, SOCIAL MEDIA

- Cockburn Libraries' Website, Blog, Social Media <http://www.cockburnlibraries.com.au/>
- Flickr Sushi Workshop @ Success <https://www.flickr.com/photos/cockburnlibraries/sets/72157682051655796>
- Omaha Public Library Welcomes You [https://www.youtube.com/watch?v=bOAAq8D\\_CZY](https://www.youtube.com/watch?v=bOAAq8D_CZY)







# CONTEMPLATE



From the planning of a project through to its delivery, measures and processes need to be put into place to capture the program's impact and long-term outcomes. Sometimes, the most important outcome of community-led service planning is not the actual program or service, but the level of engagement of the target audience with the library and their sense of inclusion.



Investigate the following prompts, tips and tools outline the importance of reflection and evaluation as part of a constant learning process that leads to effective and relevant service delivery.



Explore the Case Studies to find out about real world examples of program evaluation within a library context.

- Spend time reflecting on the project's outcomes. Did it achieve what it set out to do? Did the project's goals change as a result of partner or community feedback?
- What did you learn from working collaboratively on this project? Reflect on the partnership and how it evolved over the duration of the project.

- What quantitative (e.g. attendance figures) and qualitative (e.g. community feedback via surveys) measures were used? Investigate tools such as Culture Counts that measure and report on the impact of your library's services.
- What were the short-term and long-term impacts of the project? For example, short-term output = increase in membership, long-term outcome = council adoption of Multicultural Action Plan

Culture Counts. A digital application and web portal system that collects and measures data from three groups: self (practitioners), peer and the public about a particular arts and cultural experience.  
<https://culturecounts.cc/about/#vision>

Australian Public Library Alliance (APLA) Guidelines, Standards and Outcome Measures for Australian Public Libraries July 2016 p.83 Stronger and more creative communities (Possible measures and survey questions to use with CaLD community members) <https://www.alia.org.au/node/184/public-libraries>



International Standards Organisation (ISO) Evaluating Library Services ISO 16439-2014 p.55 specific example of influence of internet access in the library on job finding; p.57 assessing economic value of libraries/cost-benefit analysis

<https://www.iso.org/obp/ui/#iso:std:iso:11620:ed-3:v1:en>

Community-Led Libraries Toolkit pp 138-140; qualitative measurement, community-led evaluation

<http://www.librariesincommunities.ca/>

- Discuss the use of free online tools with IT staff to measure traffic to the libraries website and social media channels.

Google Analytics <https://analytics.google.com/>

Hootsuite <https://hootsuite.com/>

- Ensure that the project's results are reported to all partners including CaLD agencies, other council teams and key individuals. Planning and holding a celebratory event is a great outcome in its own right.
- Have you thought about how people in your library and council will learn about the project? Via your organisation's website/ newsletter/ staff meetings?







## CASE STUDIES

### EVALUATION, PLANNING

- Wanneroo Libraries. Culture Counts Survey 2015/16. The City of Wanneroo used Culture Counts to survey people using its library services between August 2015 and March 2016. 1,695 members of the public were surveyed to find out what they thought of the library service. Each survey contained twelve 'dimension' questions, asking the public about their experience at their local library. These library quality dimensions have been developed with the sector to measure the impact and value of these services. Contact Wanneroo Library for more information.





# CONTRIBUTE & CONTINUE





By participating in local government library alliances and contributing to an online community of practice, you can share your knowledge, learning and expertise.



Investigate the following prompts, tips and tools outline identify where resource- and information-sharing could reduce duplication of effort.



Explore the Case Studies to learn about successful resource-sharing amongst libraries.

- Share your experiences, successes, challenges, learnings with the public library community through online platforms, at conferences, seminars, professional journals.
- Ensure that your report is made available to stakeholders, your local government's CEO, peak bodies.

Public Libraries WA <http://www.publiclibrarieswa.org.au/>

- If your project was a pilot, what needs to be done to make it more widely available to other CaLD groups within the community?

IDEO At A Glance Toolkit – Getting to Scale p.15-16 (For more detail see IDEO Libraries Toolkit. p. 104)  
<http://www.designthinkingforlibraries.com>





## CASE STUDIES

### PROGRAMS & SERVICES

- City of Belmont Ruth Faulkner Library New Arrivals Library Support Best Practice Outline  
See appendix 2
- Town of Katanning, Katanning Library Language Learning Centre Best Practice Outline  
See appendix 3
- City of Mandurah, Mandurah Library English Conversation Session Example Best Practice Outline  
See appendix 4
- City of Stirling, Mirrabooka Library, Tours for CaLD Community members Best Practice Outline  
See appendix 5
- City of Swan, Midland Library Let's Talk Social English Conversation Sessions Best Practice Outline  
See appendix 6
- City of Wanneroo, Girrawheen Library Job Seeker Example documents Best Practice Outline  
See appendix 7

### WEBSITE

- British Columbia New to BC Initiative. Consortium of ten metropolitan library systems developed a number of integrated initiatives including a web-portal providing digital resources <http://newtobc.ca/>

## Appendix 1

### CHECKLIST FOR REVIEWING LIBRARY SERVICES FOR CaLD COMMUNITIES

Walk through your library as a community member and consider these elements with fresh eyes.

Thought-Starters	Current	Future
PLANNING		
Local Govt Multicultural Action Plan		
Library Management committed		
STAFF		
Staff's languages		
Staff's cultural diversity competencies		
FACILITIES		
Signage in different languages		
Collections easily accessible		
COLLECTIONS		
LOTE collections		
Fiction, Non Fiction		
Newspapers, Magazines		
Bilingual/multilingual picture books		
English language learning materials		
WEBSITE		

A. Planning: Services to culturally diverse communities are integral parts of all library planning efforts. The library's mission, goals, and objectives specifically address services to culturally diverse communities. Find the library's mission or cultural diversity statement on the library web site or on a sign within the library. Based on the library mission or cultural diversity statement, rate the library on these items.

1. \_\_\_\_\_ Library director and library board are involved and committed to serving all segments of the community.
2. \_\_\_\_\_ Services to all segments of the community are included in the library's long range/strategic plan.
3. \_\_\_\_\_ Library management and staff understand why serving all segments of the community is important.

Rate the library's level of success in providing each item listed: L for low, M for medium, or H for high.

B. Facilitating Access/Signage and Welcoming Environment: Access to library services by culturally diverse communities includes delivery systems and bibliographic processes that reflect cultural and linguistic differences.

1. \_\_\_\_\_ Language-appropriate signage on the exterior of the building is easily visible and welcomes people to the library at or near the front door.
2. \_\_\_\_\_ Culturally sensitive posters, art, and displays help create a welcoming environment.
3. \_\_\_\_\_ Language-appropriate signage is at the collection site, as is signage directing library users to the collection.
4. \_\_\_\_\_ Counter signage or nametags are used when bilingual staff is available.
5. \_\_\_\_\_ Bilingual library forms, cards and brochures are available and prominently displayed.
6. \_\_\_\_\_ Library is open at hours convenient to all segments of the community.
7. \_\_\_\_\_ The library Website includes language- and culturally appropriate features.



B. Collection: The library's collection provides materials in all formats and reflects the needs, language, and cultural preferences of culturally diverse communities.

1. \_\_\_\_\_ The collection is in an easily visible and accessible area of the library with seating available to encourage use of materials in the library.
2. \_\_\_\_\_ Look for the collection development policy on the library web site. Does it include a statement about materials for diverse communities?
3. \_\_\_\_\_ Alternative methods for accessing the collection are available (subject headings, bilingual materials catalog, bibliographies, book lists, and Website are bilingual).
4. \_\_\_\_\_ Library has schedule/process in place for ongoing community input to collection development.
5. \_\_\_\_\_ Collection displays and materials are in areas where people gather.
6. \_\_\_\_\_ Alternate format materials are available for the sight and hearing impaired.
7. \_\_\_\_\_ Collection provides language learning materials for English as a Second Language patrons and materials in other languages as appropriate.

Rate the library's level of success in providing each item listed: L for low, M for medium, or H for high.

C. Programs/Services Offered: Services to culturally diverse communities include a wide variety of programs to meet specific needs and interests of the communities.

1. \_\_\_\_\_ Programs/activities are offered in the library (e.g. bilingual programs/assistance, use of meeting room space by ethnic and other diverse community groups).
2. \_\_\_\_\_ Library programs/activities are offered in the community (e.g. library booth at ethnic community events, visits to schools, speaking to ethnic community groups).
3. \_\_\_\_\_ Bilingual staff is available.
4. \_\_\_\_\_ Staff is culturally responsive (e.g. eye contact, smiles, level of communications).
5. \_\_\_\_\_ Library participates in community fairs, celebrations and civic forums.
6. \_\_\_\_\_ Library delivers services in the community at community centers that serve diverse populations (e.g. migrant camps, senior centers, etc.).
7. \_\_\_\_\_ Library coordinates/collaborates on library services/programs with other agencies working in the diverse communities.
8. \_\_\_\_\_ Library programs encourage/facilitate participation by members of diverse populations.
9. \_\_\_\_\_ Library has schedule/process in place for ongoing community input.

Adapted from: Cuesta, Yolanda J. and Gail McGovern. Getting Ready to Market the Library to Culturally Diverse Communities. *Alki: The Washington Library Association Journal*. Mar 1, 2002. <http://www.webjunction.org/do/DisplayContent?id=1526> and Irvall, Birgitta and Gyda Skat Nielsen. Access to libraries for persons with disabilities – Checklist. *IFLA Professional Reports*, no. 89. International Federation of Library Associations and Institutions.

## APPENDIX 2

Library Program Title	BELMONT RUTH FAULKNER LIBRARY NEW ARRIVALS LIBRARY SUPPORT PROGRAM	
When	Dates	Commenced 2011; Ongoing
Why	Outcomes	<p>The objectives of New Arrivals Library Support Program:</p> <ul style="list-style-type: none"> <li>a. Improve language and literacy skills of adults and their families</li> <li>b. Increase people's capacity to support their children's reading and learning</li> <li>c. Build confidence, nurture a lifelong reading habit and improve literacy skills</li> <li>d. Explore links to home, family and community experiences</li> <li>e. Link people of all ages and backgrounds to library resources and services</li> </ul>
What	Project Description	Multifaceted program comprising various services and specialized collections including: -
		Homework Club with Settlement Group worker; commenced by DIAC (Dept of Immigration and Citizenship) staff at BCC ceased in December 2012. The Club catered specifically for students from migrant families. Library continued the program with Library and volunteer tutor support in 2013 and current attendees are mostly from migrant background.
		<p>Plans to develop resources for Community Languages collection</p> <ul style="list-style-type: none"> <li>i. For families with young children—CDs with books, multilingual storybook, games, CD ROMs, aids to develop English</li> <li>ii. For adults learning English— extensive range of IELTS (International English Language Testing System) text books for the ANF collection in the Community Languages collection</li> <li>iii. Graded readers—Limited vocab books with CDs</li> <li>iv. Development of Family Literacy kits – resources to develop English vocabulary for families with young children. Includes books with read along CDs, games, puppets</li> <li>v. Development of bilingual picture books with a range of languages from Arabic to Vietnamese – to encourage families to read to children in English and in their native language.</li> </ul>
		<p>Information evenings for CALD communities partnered with Settlement Group worker eg.</p> <p>Family Peace Workshop for professionals interested in running workshops for new arrivals. Family Peace kit produced in Queensland by RAILS professional who delivered the sessions. Much interest generated in the area of understanding Australian law</p>
		Community Book Project with Tranby Primary School Playgroup and funded by State Library of Western Australia's Better Beginnings Program (2012)
		Learning English Through Storytime (LETS) Program handbook and training videos developed; available on the State Library of WA's Better Beginnings' website Practitioners Portal Resources and You Tube <a href="https://www.youtube.com/watch?v=Ae-H79L0Hxw">https://www.youtube.com/watch?v=Ae-H79L0Hxw</a>
		Conversation Classes: Arranged promotion and commencement of

		Conversation Classes with a trained volunteer tutor in August 2012. Currently have 3 volunteer tutors.
		Promotion and display of resources and regular contact with staff from local AMEP (Adult Migrant English Program) at Polytechnic West based in Carlisle.
		Planning to train local community members to run and supervise regular bilingual story time sessions in the Library
Who	Target Audience	The project targets the City of Belmont's culturally diverse community
How	Staff	Delivered by the City's library team and a dedicated volunteer tutor support team
	Collections/Resources	See Project description
	Evaluation	Since the programme commenced in November 2012 Council has received positive feedback from the community and the library has experienced growing attendance that is more representative of the culturally diverse City of Belmont community
	Partners	Settlement Grants Program worker DIAC; Gowrie; Community development staff City of Belmont; Department of Education; Read Write Now;
	Volunteers	Yes; possible contact <a href="http://www.bilingualfamilies.net">www.bilingualfamilies.net</a>
	Documentation	LETS Handbook available on SLWA Better Beginnings Website Practitioners Portal <a href="http://www.better-beginnings.com.au">www.better-beginnings.com.au</a>
Where	Library and Contact Details	Edith Lauk <a href="mailto:Edith.lauk@belmont.wa.gov.au">Edith.lauk@belmont.wa.gov.au</a> Ph. 9477 7173

# APPENDIX 3

Library Program Title	Katanning Public Library Katanning Language Learning Centre (KLLC)	
When	Dates	Commenced investigations 2010; Established 2014
Why	Outcomes	Development of a designated free of charge language learning centre to increase the level of English spoken across the community. With the purpose of increasing the level of English spoken by CaLD community members, the LLC aims to provide more confidence for migrants using local services, increased educational and employment opportunities and increased integration in the wider community, whilst also facilitating a greater understanding of different cultures and increasing volunteer involvement throughout the community. Language training, particularly for the migrant community, is seen as a priority for Katanning.
What	Project Description	Katanning Public Library had a workroom that had been underutilised for a number of years. This room was chosen as the preferred location to host the KLLC as its benefits greatly outweigh the other considered options. A number of key criteria were set to assist in this decision including; location, size, statement, future extension, cost effectiveness, impact on operation, accessibility and local economic impact. The co-location into the Library Workroom exceeded other options against these key criteria.  Once the room had been renovated and refitted as the KLLC, Katanning Read Write Now (RWN) relocated into the space to be the main service provider for the centre. RWN provide regular one on one tutoring to community members of all backgrounds wanting to learn English and improve their literacy skills. Currently RWN have reached their full capacity with a clientele of 30 students as they only have 15-20 tutors.
Who	Target Audience	Adult CaLD community members, particularly from the migrant population of Katanning
How	Staff	Run via Read Write Now volunteers
	Budget	Royalties for Regions: \$24,000 Katanning Friends of the Library: \$1000 In-kind donation of staff time from the Shire of Katanning. No running budget as Read Write Now is solely run by volunteers. Other costs such as utilities and insurance are included in the running costs of the overall facility. \$500 per year allocated from Shire of Katanning to purchase new resources.
	Facilities	Co-located within the Katanning Public Library and Art Gallery facility. All major infrastructure already in place pre-KLLC with only minor renovations required
	Equipment	Desktop PCs with internet access, tables & chairs, whiteboard, pinboard. Set up as a small classroom
	Collections/Resources	Read Write Now resources, SLWA ESL library resources accumulated by the Katanning Public Library via the Public Library system.



		Permanent loan of ESL resources from South Regional TAFE
	Technology	Not highly technical as the main requirement is quality one-on-one tutoring
	Evaluation	Read Write Now
	Partners	Mainly Read Write Now and Shire of Katanning. However, throughout the consultative process a strong emphasis has been placed on forging relationships, if not partnerships, throughout the community amongst all service providers that are supporting people of CaLD backgrounds.
	Volunteers	15-20. The number of volunteer tutors is the main limiting factor with regards to the number of individuals that can be serviced at a time.
Where	Library and Contact Details	Jess Hagley <a href="mailto:katlib@katanning.wa.gov.au">katlib@katanning.wa.gov.au</a>

# APPENDIX 4

Library Program Title	Mandurah Libraries English Conversation Classes	
When	Dates	Ongoing
Why	Outcomes	English Conversation Classes are an ideal opportunity for migrants to practice English in a safe environment, get to know their local library and build relationships. Even though there are already some classes in Mandurah, two of these are run by churches and some people would feel more comfortable in a library setting. Furthermore, research conducted with CALD youth found that once a week is not enough to learn English, migrants want more opportunities to practice the language in a safe environment <sup>1</sup> . Plus the more class times there are, the more likely they can get to at least one. Therefore by holding classes at the library we should not be taking clients away from other classes. What we offer will be free, structured, open to everyone and over two venues, so more people should be able to access classes.
		Investigate what is already available in the community
		Get feedback from potential clients on topics, timing of classes
		Feedback from ESL teachers – would like to encourage students to access libraries more; ask students what topics they would like to talk about; health and medicine; use of slang/issues with certain words and expressions, offensive language
What	Project Description	See session outlines
Who	Target Audience	CaLD community members
How	Staff	1
	Volunteers	Yes
	Documentation	SEE ATTACHED SESSION OUTLINES Useful websites for planning: <ul style="list-style-type: none"> <li>• <a href="http://www.englishcurrent.com/teachers/teach-first-english-conversation-class/">http://www.englishcurrent.com/teachers/teach-first-english-conversation-class/</a></li> <li>• <a href="http://iteslj.org/questions/">http://iteslj.org/questions/</a></li> <li>• <a href="http://www.eslconversationquestions.com/english-conversation-questions/topics/">http://www.eslconversationquestions.com/english-conversation-questions/topics/</a></li> <li>• <a href="http://www.esldiscussions.com/">http://www.esldiscussions.com/</a></li> </ul> Reference 1. <a href="https://www.ccyp.wa.gov.au/our-work/projects/consultation-with-cald-young-people/">https://www.ccyp.wa.gov.au/our-work/projects/consultation-with-cald-young-people/</a>
Where	Library and Contact Details	Chantay Mallett, Literacy Development Officer Phone: 9550 3650; email: <a href="mailto:chantey.mallett@mandurah.wa.gov.au">chantey.mallett@mandurah.wa.gov.au</a>

## APPENDIX 4.1

### MANDURAH LIBRARIES ENGLISH CONVERSATION CLASSES

#### TOPIC 1

#### Animals Conversation Questions

##### Introduction

- Everyone introduces themselves – name, favourite animal and why
- Discuss queries from over the week

##### Warm-up Task

- In groups, compete to list as many animals as you can.
- Play Categories game – Topics – E.g. pets, water animals, reptiles, insects, wild cats...  
Each person lists something new until the group runs out of suggestions.

##### Vocabulary List

- Endangered: Animals which are nearly extinct.
- Poaching: illegal hunting or stealing of animals.
- Extinct: no longer existing.
- (places) Perth Zoo, Peel Zoo, AQWA – Aquarium

##### Activity

- Animal themed spot the difference and describe the differences  
<https://www.activityvillage.co.uk/find-the-difference>

##### ESL Conversation Questions:

- What is your favourite animal and why?
- Do you have a pet? How important is your pet to you?
- Did you have pets as a child? What does having a pet teach children?
- Which animals make the best pets?
- Do you wonder what animals are thinking? What thoughts do they have? Do you think we will be better able to communicate with animals in the future?
- Which animal is the most dangerous? What would you do if one approached you?
- Do you like dogs? Why do people call the dog, man's best friend?
- Do you enjoy going to the zoo? Some people consider zoos cruel environments for animals. What do you think?
- Which animal is most helpful to humans?
- Which animal would you like to be?
- Who would win in a fight – a tiger or a lion?
- What do you think about hunting animals? Would you like to try it?
- How should a person be punished if they are cruel to an animal?
- Some animals are endangered due to illegal poaching. How do you feel about this issue?
- If we can bring an extinct animal from the past back with genetic engineering, should we do it? Which animals should we bring back?
- Have you heard of the law of the jungle? How do you feel about the idea that in nature, animals kill or be killed?
- What do you think about the idea of evolution? If animals are still evolving, what will they be like in the future?
- What do people mean when they say 'a leopard doesn't change its spots'? Do you agree?

idiom	meaning	example sentence
ants in one's pants	unable to sit still or remain calm out of nervousness or excitement	Lisa had ants in her pants the day before her interview.
cat nap	a short sleep	I'm going to have a cat nap while you're cooking dinner.
cat's got one's tongue	said about someone who doesn't speak (usually due to shyness)	It looks like the cat's got your tongue, Lucy. Are you always this quiet?
chicken out	to decide not to do something out of fear (usually just before)	I was going to take a ride on Geoff's motorcyle, but I chickened out when he gave me a helmet to wear.
clam up	become quiet suddenly	Arthur clammed up when I asked him about his family.
copy cat	a person who does the same thing as someone else	My sister is such a copy cat. First she bought the same car as me, and now she's applying to my school.
dropping like flies	dying/giving up quickly	My roses are dropping like flies in this early frost.
fishy	odd, suspicious	I knew something fishy was going on when I saw all of my friends' cars in my mom's driveway.
have a cow	get extremely upset (often over something minor)	My teacher had a cow when she realized nobody had done the homework.
hold your horses	wait and be patient	Hold your horses! I'll be done in the washroom in a minute.
horse around	play roughly	If you're going to horse around, please go outside.
in the dog house	in trouble with another person	I don't think Marsha is coming out tonight. She's still in the dog house for forgetting Aaron's birthday.
kill two birds with one stone	get two things done at once	If you pick the groceries up when you drop George off for his shift, you will kill two birds with one stone.



idiom	meaning	example sentence
kitty corner	diagonal direction	The gas station is kitty corner to the library.
let the cat out of the bag	reveal a secret	Who let the cat out of the bag about the surprise party?
(a) little bird told me	I heard something (usually secretive or unknown) from someone (not named)	A little bird told me that you are thinking of quitting your job.
make a beeline	go straight for something	My grandma made a beeline for the smoking room as soon as she got off the airplane.
monkey see, monkey do	silly/unintelligent people tend to copy each other's actions	Our one-year-old is saying bad words now. I told my husband, "Monkey see, monkey do!"
pig out	eat a lot of something	I pigged out on pancakes so I don't have room for lunch.
raining cats and dogs	raining heavily	I forgot my umbrella, and it was raining cats and dogs.
rat race	fierce, competitive struggle for power, position etc	I'm ready to leave this rat race and retire in Mexico.
smell a rat	begin to suspect trickery etc	I asked my brothers not to tell my parents that I went out, but I could smell a rat as soon as I opened the door.
straight from the horse's mouth	directly from the original source	I know Jenny is pregnant, because I heard it straight from the horse's mouth.
take the bull by the horns	face a challenge or danger boldly	If you really think you deserve a promotion, you'll have to take the bull by the horns.
until the cows come home	for a very long time	I could eat pizza and ice-cream until the cows come home.

## APPENDIX 4.2

### MANDURAH LIBRARIES ENGLISH CONVERSATION CLASSES

#### TOPIC 2

#### Eating & Eating out

##### Introduction

- Name and favourite restaurant and why
- Discuss any queries from over the week

##### Warm up

- Everyone gives a review of the last restaurant they visited.

##### Vocabulary/idioms

- Restaurant, fast food, takeaway, menu, order, catering, diet, doggy bag, appetizer, entrée, grab a bite, leftovers, my eyes are bigger than my stomach, pig out, this one's on me, my treat, minus/without/hold the, here or to go, seconds, help yourself

##### Activity:

- Ordering food/customer service roleplay

##### Questions:

1. Do you enjoy eating out? Why?
2. How often do you eat out? Where do you usually go?
3. What kind of restaurants do you like?
4. Do you like to try new places or prefer to go to the same places?
5. Are there many restaurants in the area that serve food from other countries?
6. What do you think of fast food restaurants?
7. Favourite appetizer, entrée, main, dessert, side etc?
8. Which foods are you bored with eating?
9. Do you eat a healthy diet? Do you eat too much or too little of any type of food?
10. Do you worry about calories when you eat out?
11. Who do you usually go with when you eat out?
12. What does your family do while eating dinner? Do you sit around a dinner table?
13. What is special about eating with another person?
14. What is the best type of food to eat on a date?
15. Do you know anyone who has or have you worked in a restaurant? What kind? Enjoyable?
16. Would you send a dish back if it did not taste good or if you received the wrong food?
17. What do you think about tipping at restaurants?
18. What do you think about the cost of eating out?
19. Do you think it matters what a restaurant looks like or just the food?
20. What do you think of food trucks?
21. What is the worst experience you have had eating out?
22. Have you ever been to an all you can eat restaurant? What do you think of them?
23. People say breakfast is the most important meal of the day. Agree or disagree?
24. Do you snack? What is your favourite thing to snack on?
25. How often do you eat out? Is this more or less than the average person, in your opinion?

26. Do you mind eating alone? Or do you usually try to eat with another person?
27. Which eating tool is best? Chopsticks, knife and fork, or hands? Why?
28. Do you ever eat a midnight snack? What do you like to eat late at night?
29. In your culture, do you say anything special before or after eating?

### Fast Food restaurant Roleplay

Student A – Customers

Target language

I / She was first.

Do you have any special offers?

Can I have ...

a hamburger / a cheeseburger? / a

chickenburger meal?

large fries / a milkshake / cola / coffee?

without ...

ketchup / salt / ice.

Have you got. ..

ketchup / barbecue sauce?

How much is that?

I want to eat in / take away.

This is too cold / These are too salty.

Student B – Assistant

Target language

Can I help you?

Who's next?

Would you like ...

regular or large?

fries / a drink (with that)?

Eat in or take away?

Do you mind waiting 5 minutes?

Here you are.

Is that everything? Anything else?

That's £3.15.

Sorry. Have you got anything smaller?

Enjoy your meal!

You are an assistant in a fast food restaurant. It's very busy today.

After you take the order, repeat it to the customer at the end, and tell him/her how much it costs.

Remember ...

Don't forget to ask if the customer wants regular or large.

- Don't accept \$50 notes. Ask for something smaller.
- If somebody has a special request (e.g. no ketchup) tell them they'll have to wait for 5 minutes.
- If anyone complains, say 'Sorry' and explain that it's very busy today.

Don't give them their money back.

## APPENDIX 4.3

### MANDURAH LIBRARIES ENGLISH CONVERSATION CLASSES

#### TOPIC 3

#### Giving directions

##### Introduction

- Name and have you ever been lost and have to ask for directions? What happened?
- Discuss any queries from over the week

##### Vocabulary

- Left, right, behind, in front of, next, next to, between, at the end, across from, beside, near, turn, take, continue straight, straight ahead, street, road, lights, roundabout, T-junction, crosswalk, zebra crossing, first/second,
- landmarks: shop, bank, hospital, police station, fire station, library, recreation centre/ swimming pool, cinema, museum, zoo, art gallery, hotel, school, park, playground, beach
- asking: excuse me, do you know, how do I get to, which way to, where is,

##### Activities

- Discuss the map, look at all the landmarks and name them.
- Spot the difference – spot the differences and describe their locations.
- Extension- give and follow directions on the map. E.g. I am at the park, can you please tell me how to get to the bank? A: From pool street, cross School Street, walk past the school and the bank will be on your right.
- Or one person gives directions, see if the other ends up in the right place.

##### Questions

1. What comes to mind when you hear the word 'maps'?
2. Do you like maps?
3. Are you good at reading maps?
4. Are you good at drawing maps?
5. Have you ever used Google earth to make a map?
6. What do you think when you look at a map of your country?
7. Do you need a physical map to find a new place or can you picture the map in your head?
8. Do you understand all of the symbols on a map?
9. What do you think of A-Z maps?
10. Do you prefer foldaway maps or atlas maps?
11. Do you ever use mind maps to study English vocabulary?
12. What do you think when you look at a map of the world?
13. Have you ever got lost using a map?
14. Have you ever followed a map that was in a language different to your own?
15. Do you think maps of museums and art galleries are always easy to understand?
16. Would you like to work a cartographer (a map maker)?
17. How long can you spend looking at a map and enjoying it?



## APPENDIX 4.4

### MANDURAH LIBRARIES ENGLISH CONVERSATION CLASSES

#### TOPIC 4

#### English Conversation - Movies

##### Introduction

- Name Favourite movie and why
- Discuss queries from over the week

##### Warm up

- Think of all the places you can see/get movies – cinemas, video store, library, outdoor cinema, plane, at home – Netflix, Foxtel, TV etc.

##### Vocabulary, Phrases and Idioms:

- Genre – type (of music, movie, book, etc.)
- Sequel – a film that follows another film and continues the storyline
- Dubbed – when audio, usually in a different language, is recorded over the original audio
- Subtitle – script at the bottom (or side) of the screen usually to provide a translation of the dialogue
- Session time, Movie trailer, Chick flick, It was a hit, On the edge of my seat, It's a classic, Advanced screening

##### Activity:

- Choose a genre and describe. Could watch a trailer, choose which genre they think it is and describe.

##### Conversation Questions:







- Where can you get/see movies? Cinema, video store, library, outdoor cinema, plane, Netflix, Foxtel, etc.
- What genres of movies do you like?
- What's your favourite movie of all time? Why do you like it?
- What's the worst movie you have ever seen?
- Is going to the movies too expensive? How much are you willing to pay to see a movie at the cinema? Will you pay more to see a film in 3D?
- Who is the most beautiful actress in the world? Who is the most handsome actor in the world?
- Talk about someone you think is a very talented actor or actress.
- Do you like animated movies? Or are they just for kids?
- Do you enjoy movies from your own country or other countries more? From which other countries?
- What do you like to eat or drink while watching a film?
- How long should a movie be? How long is too long?
- Are sequels ever as good as the original? Give examples of good sequels if you can.
- How do you choose which movie to watch? By the genre? Director? Main star?
- Does watching movies in English help you learn English? Would you recommend this method to language students?
- Can we learn about a culture from the movies that culture produces? What have you learned from foreign films?
- Do you mind reading subtitles when you watch a foreign language film, or would you prefer it is dubbed into your own language?
- Does violence in films and on television inspire violence in real life? Do you think age restrictions for films are effective?
- Are you looking forward to any upcoming movies? What film do you want to watch these days?
- What movies came out this year? / What movies are out now?
- Which of them have you seen? How were they? Describe a movie you have recently seen (at end of session)

## Genres

Action	Action film is a film genre in which the protagonist or protagonists end up in a series of challenges that involve violence, close combat, physical feats and frantic chases.
Adventure	Adventure Films are exciting stories, with new experiences or exotic locales. Adventure films are very similar to the action film genre, in that they are designed to provide an action-filled, energetic experience for the film viewer.
Comedy	Comedy is a genre of film that uses humour as a driving force. The aim of a comedy film is to illicit laughter from the audience through entertaining stories and characters. Although the comedy film may take on some serious material, most have a happy ending. Comedy film has the tendency to become a hybrid sub-genre because humour can be incorporated into many other genres. Comedies are more likely than other films to fall back on the success and popularity of an individual star.
Crime	Crime films are films that focus on the lives of criminals. The stylistic approach to a crime film varies from realistic portrayals of real-life criminal figures, to the far-fetched evil doings of imaginary arch-villains.
Drama	Drama film is a genre that relies on the emotional and relational development of realistic characters. While Drama film relies heavily on this kind of development, dramatic themes play a large role in the plot as well. Often, these dramatic themes are taken from intense, real life issues. Whether heroes or heroines are facing a conflict from the outside or a conflict within themselves, Drama film aims to tell an honest story of human struggles.
Family	Family film is a genre that contains appropriate content for younger viewers. Family film aims to appeal not only to children, but to a wide range of ages. While the storyline may appeal to a younger audience, there are components of the film that are geared towards adults- such as witty jokes and humour. This genre may fall into many other genres, including comedy, adventure, fantasy, and animated film.
Fantasy	Fantasy film is a genre that incorporates imaginative and fantastic themes. These themes usually involve magic, supernatural events, or fantasy worlds. Although it is its own distinct genre, these films can overlap into the horror and science fiction genres. Unlike science fiction, a fantasy film does not need to be rooted in fact. This element allows the audience to be transported into a new and unique world. Often, these films centre on an ordinary hero in an extraordinary situation.
Horror	Horror film is a genre that aims to create a sense of fear, panic, alarm, and dread for the audience. These films are often unsettling and rely on scaring the audience through a portrayal of their worst fears and nightmares. Horror films usually centre on the arrival of an evil force, person, or event. Many Horror films include mythical creatures such as ghosts, vampires, and zombies. Traditionally, Horror films incorporate a large amount of violence and gore into the plot. Though it has its own style, Horror film often overlaps into Fantasy, Thriller, and Science-Fiction genres.
Romance	Romance film can be defined as a genre wherein the plot revolves around the love between two protagonists. This genre usually has a theme that explores an issue within love, including but not limited to: love at first sight, forbidden love, love triangles, and sacrificial love. The tone of Romance film can vary greatly. Whether the end is happy or tragic, Romance film aims to evoke strong emotions in the audience.
Sci-fi	Science Fiction film is a genre that incorporates hypothetical, science-based themes into the plot of the film. Often, this genre incorporates futuristic elements and technologies to explore social, political, and philosophical issues. The film itself is usually set in the future, either on earth or in space. Traditionally, a Science Fiction film will incorporate heroes, villains, unexplored locations, fantastical quests, and advanced technology.
Thriller	Thriller Film is a genre that revolves around anticipation and suspense. The aim for Thrillers is to keep the audience alert and on the edge of their seats. The protagonist in these films is set against a problem – an escape, a mission, or a mystery. No matter what sub-genre a Thriller film falls into, it will emphasize the danger that the protagonist faces. The tension with the main problem is built on throughout the film and leads to a highly stressful climax.

## Movie Ratings

G	General These films are for general viewing. However, G does not conclusively mean a children's film because
---	---

	<p>many of these productions contain content that would be of no interest to children. The content is very mild.</p>
PG 	<p>Parental guidance recommended These films contain material that a parent might need to explain to younger children. The content is mild.</p>
M 	<p>Recommended for mature audience These films contain material that requires a mature perspective. The content is moderate.</p>
MA15+ 	<p>The content is strong in impact. MA15+ classified material contains strong content and is legally restricted to persons 15 years and over. Cinema staff will request that the person show proof of their age before allowing them to watch an MA15+ film. Children under 15 who go to the cinema to see an MA15+ film must be accompanied by a parent or legally appointed adult guardian for the duration of the film.</p>
R18+ 	<p>Restricted to 18 and over People under 18 cannot see these films in the cinema or buy or hire them. High impact content.</p>
CTC 	<p>The film has not yet been classified. Check the Classification closer to release date.</p>

## APPENDIX 4.5

### MANDURAH LIBRARIES ENGLISH CONVERSATION CLASSES

#### TOPIC 5

#### Weather/ Seasons

##### Introduction

- Name, favourite season or type of weather and why
- Discuss queries from over the week.

##### Warm-up Task:

- In turn, list weather-related words (snowy, cold, typhoon, etc).

##### Vocabulary

- Forecast, temperature, Celsius,
- Seasons: Summer, autumn, winter, spring
  - Summer runs from December to February
    - Hot, boiling, scorching, sunny, humid, breeze, dry season
    - Wear shorts, t-shirts, skirts, bathers, swimmers, thongs, sandals, sunnies/ sunglasses, hat, cap, board shorts, sun hat,
  - Autumn runs from March to May
    - The leaves change, getting cold, starting to rain, cloudy, overcast,
    - Wear dresses, cardigans, leggings,
  - Winter runs from June to August
    - Cold, chilly, windy, raining, hailing, storming – thunder and lightning, floods, fog, tornado, wet season
    - Wear rain/coats, jumpers, hoodie, jeans, pants, umbrella, boots, rug up, gloves, beanie,
  - Spring runs from September to November
    - Flowers blooming, getting warmer, showers, drizzle, fine/ clear day,

##### Activity

- Have a collection of photos with different types of weather. Each person takes a picture and describes the weather and uses that knowledge to guess which season they think it is.
- Each person can give a short talk on the weather in their home town – extension: compare to Australian weather.

##### Discussion Questions

1. Do you trust the weather forecast? Which weather forecast is the most accurate? How often do they get it right?
2. Do you feel different because of weather? How do different types of weather affect your emotions?
3. How do you deal with rain? Do you use an umbrella or raincoat? Or just ignore it?
4. Have you ever been caught with the wrong clothing for the weather conditions? What happened?
5. Do you worry about global warming? How serious are the earth's environmental problems?
6. Which region of your country has the best weather? What is it like there?
7. The sun can be dangerous. Do you burn easily? Have you been seriously sunburned?



8. What occupations are most affected by weather? Do you know anyone doing any of these jobs?
9. In English, the expression 'it's raining cats and dogs' means it is raining very heavily. Try to imagine the origin of this strange expression and share your ideas.
10. Do you remember the first time you saw snow? How did you react? If snow is common where you live, how do you feel about it?
11. Has your region or country ever experienced a weather-related disaster like a serious storm? What happened and how much damage was caused?
12. What does it mean to say, 'I feel under the weather'? When did you last feel this way?
13. Would you rather live somewhere that is dry and hot all year round or a place which has clearly different seasons? Or in some other kind of climate?
14. Does anyone you know predict weather changes by sensing them in their body or by observing the environment? How accurate are their predictions?
15. Do weather conditions affect any of your hobbies? What can't you do if the weather isn't suitable?
16. Is the weather a good topic for small talk? If not, what topics do you prefer?
17. Some weather phenomena, like tornadoes or lightning, look spectacular. Can you understand why some people try to get closer to storms?

#### Describing the weather

good, great, nice, fine, lovely, beautiful, wonderful, excellent, gorgeous, fair, pleasant;

bad, awful, terrible, nasty, lousy, foul, rotten, miserable, unpleasant, dull;

sunny, warm, hot, mild, cool, chilly, cold, freezing, icy, frosty;

rainy, wet, humid, dry, arid, frigid; foggy, smoggy, misty;

windy, stormy, breezy, windless, calm, still;

a spell of good weather; a two-day spell of sunny weather; a spell of rainy weather;

Sky: cloudy, overcast, cloudless, clear, bright, blue, gray (BrE grey), dark; a patch of blue sky.

#### Weather phenomena and related words

Sunshine: warm sun, hot sun, blazing sun, sunshine, sunlight, sunrays, sunbeams; bright sunshine, bright sunlight; a patch of sunlight; daylight, moonlight;

sunrise, sunset, day, night, dawn, morning, noon, afternoon, evening, twilight, nightfall, midnight;

Wind: strong wind, high wind, light wind, cold wind, warm wind, brisk wind, fresh wind; a gust of wind; easterly wind, northerly wind, southerly wind, westerly wind; wind, breeze, hurricane, windstorm, whirlwind, tornado, typhoon, dust storm, sandstorm, tropical storm;

Rain: heavy rain, pouring rain, steady rain, constant rain, cold rain, warm rain, light rain, gentle rain; rain, rainfall, shower, downpour, deluge, rainstorm, drizzle, hail, sleet; a drop of rain, a droplet, a raindrop; rainbow;

Fog: fog, mist, haze, smog, dew; thick fog, dense fog, heavy fog, patchy fog; a blanket of fog;

Thunder and lightning: thunderstorm, thunder, a clap of thunder, a thunderclap, a bolt of thunder, a thunderbolt; lightning, a flash of lightning, a bright flash of lightning, a bolt of lightning;

# APPENDIX 5

Library Program Title	Mirrabooka Library Storytime/Rhymetime for families via the AMEP and Library Tours	
When	Dates	As and when requested by the Adult Migrant English Program – Mirrabooka Centre
Why	Outcomes	Promote the library and its services and programs for young children and families to migrants from a non-English speaking background.
What	Project Description	A storytime/rhymetime session run by the librarian either in the library or at the AMEP centre in Mirrabooka.
		The librarian promotes services for families available at the library.
		The “Sing with me” literacy pack is given out to each child.
Who	Target Audience	Adults who are enrolled in the AMEP centre at Mirrabooka who have children under 5 years old.
How	Staff	1 librarian
	Collections/Resources	General library collection.
	Partners	AMEP (Adult Migrant English Program) – Mirrabooka Centre
Where	Library and Contact Details	Mirrabooka Library. 92057300
Additional Information	Observations and Learnings	The storytime/rhymetime sessions are popular and the participants enjoy the sessions. Some participants then join the library and come to the more regular storytime and rhymetime sessions.

Program Title	Library Tours for members of the C.A.L.D community in Mirrabooka	
When	Dates	As and when requested by a community organization.
Why	Outcomes	The tours are conducted of the library to help familiarize new migrants with the services that the library offers the public.
What	Project Description	The tour is a 30 minute session where the librarian shows the group participants around the library and discusses the various services we offer. There is an emphasis on the English Language resources and programs that we offer.
Who	Target Audience	People from a C.A.L.D background.
		Adult Migrant English Program – Mirrabooka Centre.
		Sudbury Community House – English Conversation group
		Community services (City of Stirling) – New migrants familiarization tour.
How	Staff	1 librarian
	Partners	AMEP Mirrabooka, Sudbury Community House and COS community services.
Where	Library and Contact Details	Mirrabooka Library. 92057300
Additional Information	Observations and Learnings	This is a popular program and the participants are often keen to join the library after the tour and utilise the services.

Library Program Title	Midland Library Lets Talk social English group	
When	Dates	Saturday afternoons from start Term One to End Term Four
	1:00pm – 2:30pm	We take a break over December/January
Why	Outcomes	To bring local people into a safe non-threatening environment where they can practice their English, socialize and meet new people.
		Goal is to make it a more social and self-managed group
		To develop conversational English confidence in everyday life.
		To introduce and build knowledge/confidence in using Library services
What	Project Description	Let's Talk social English
		Currently is structured with four exercises, an icebreaker, topic development, discussion and question/answers.
		Purpose of exercises is to get conversation started and to keep it moving. Some days, they do not complete all of them.
Who	Target Audience	CALD people from the Swan community
		New immigrants who have completed their 500 hours
		Community groups
How	Staff	Sessions run and managed by volunteers, overseen by Assistant Library Manager
	Budget	Initial Business Case to set up, now absorbed into Programming Budget. Mostly cost of room, printing, catering and basic purchases to create more topics for discussion.
	Facilities	Room in the library
	Equipment	Table, chairs and sometimes a whiteboard.
	Collections/Resources	Kit with topics set up, feedback on LOTE collection, IELTS collection.
	Evaluation	Anecdotal from volunteers and a yearly survey
	Volunteers	We have had up to 4 volunteers but we don't have the numbers
	Documentation	See attached session outlines, guide notes, conversation class rules, volunteer description
Where	Library and Contact Details	Midland Public Library, 45 Helena Street, Midland WA 6056
		Clara Lukin, Assist Library Manager, Midland <a href="mailto:Clara.lukin@swan.wa.gov.au">Clara.lukin@swan.wa.gov.au</a>
Additional Information	Observations and Learnings	In current format, we struggle to get consistent numbers, usually 5-8 people attending which is why I would like to explore a more social option, so we retain regular people coming along.

APPENDIX 6.1  
MIDLAND LIBRARY ENGLISH CONVERSATION CLASSES  
LETS TALK GUIDELINES  
The Let's Talk Program

The Let's Talk program is a weekly conversation group with sessions running from 1pm until 2:30pm on Saturdays at Midland Library (in the Red Room). The sessions are intended for those members of the public that wish to practice their English speaking, listening and conversation skills. For these sessions we wish to provide a safe, relaxed, welcoming and friendly atmosphere. There are no pre-requisites for coming to these sessions and they are not formal classes. Each session is unrelated to a prior or following session. The sessions are run by volunteers and it is planned to have at least two volunteers per session.

There will be a lever arch file marked for the program which will contain loosely structured format for a session including subject matter. These will be arranged in topics and stored in alphabetical order in plastic sleeves. A single topic should be adequate for a single session and there will be only one topic per plastic sleeve.

To clarify, examine the sample attached to this outline. The title is the general subject that discussion will be focused around. Underneath the title will be a brief list of materials required to run the session (Any extra materials will be provided at the library so volunteers are not required to do any preparation at home). Following that the general format is as follows:

- Ice Breaker/game = some form of fun easy going group activity with a goal of helping everyone relax and feel comfortable
- A short discussion section = usually brainstorming or discussing colloquial terms allowing people to jump in and also learn off each other's experiences
- Discussion questions = A series of short answer questions. These allow participants to think about answers and practice asking questions too.
- Conversation practice = this section will sometimes be role plays or lists of vocabulary etc. and will often be done with handouts- usually containing pre-conceived conversations or situations. These are intended to demonstrate conversation in practice and should help participants to formulate queries etc.
- Open Discussion = A larger more complex topic is proposed to the group with the intent of generating open, free conversation between participants or groups of participants. This occurs at the end and should carry on until the end of the session.

Each topic in the file will generally follow this structure. However, it is not meant to be strict and does not have to be strictly followed. It will be up to the volunteers present at the session as to how they want to carry out the session. A lot will depend on the participants on the day. A group might burn through all the sections and a different group might only make it to the second session before the session is finished. Depending on the levels of the participants a volunteer may choose to omit a particular activity or session.

The following are notes on some abbreviations used in the topic pages:

- LN: = Leader's note (information to describe how the leader of the conversation group may like to do things.)
- (Handout)= written within topic instructions indicates the point at which the handouts should be distributed
- Extras = back of file where miscellaneous resources are kept i.e. site addresses etc.

The focal point should be that conversation practice is being done, even if the group ends up talking about something entirely different. We just want people to practice conversing and have a good time doing it.

Using the file:

Now that the format of a topic has been discussed we can talk about the file. At the front of the file there will be copies of this guide, our group rules and any other administrative information. Then there will be the topics fronted by a list of all topics. After the individual topics will be a games and activities resources section. This section will contain materials for the ice breaker activities bingo cards etc. Lastly at the back of the file will be a communications sleeve, where we can place requests for topics, ideas, information requests/resources and contacts. Separate from the file will be a small box containing any oddly shaped/sized or non-paper materials used in sessions.

Each session one or two topics will be chosen (it might be helpful to have a couple of choices) and the required supplementary materials gathered. The group can chat and introduce themselves while waiting for any late-comers. Run through the topic and wind it up by 2:30pm even if the topic isn't finished. Dates should be written onto the cover page of the topics used and all topics and materials should be returned to the file.

General notes:

Each topic sleeve will have a cover page with a table on it. In the table, the date will be written each time a topic is used so we can keep track of popular topics and so that we don't re-use a topic too soon after it was last used.

Each topic's content is designed to encourage practice of different styles, forms, purposes and registers of speech. The topics are also intended to be more than adequate for the hour and a half session time. It is not imperative to cover all sections in a topic.

The topic sleeves are for the volunteer to use not the participants. Occasionally there will be some pages that can be copied and distributed (this is noted in the materials section of a topic).

Volunteers will arrive early (5-10minutes) to briefly familiarise themselves with the topic and format and to gather materials.

Volunteers can encourage participants to give ideas for future discussions.

Participants and volunteers are required to adhere to the group rules.

Participants should arrive on time if possible and may leave whenever they wish.

If there are further questions please call or email via the contacts listed on the poster.



## APPENDIX 6.2

### MIDLAND LIBRARY ENGLISH CONVERSATION CLASSES

#### LETS TALK RULES

#### TOPIC 2

### Conversation Group Rules:

The conversation group encourages:

- 1) A friendly and welcoming atmosphere
- 2) Free speech and verbal interaction
- 3) Having a go and participation
- 4) Asking questions
- 5) Group comfort and enjoyment of sessions

The conversation group prohibits:

- 1) Offensive language
- 2) Negative/provocative/offensive/ aggressive behaviour
- 3) Being exclusive or singling out individuals
- 4) Targeting and or bullying individuals/ prejudice
- 5) Being disruptive and obstructing the goals of the conversation group

## APPENDIX 6.3

### MIDLAND LIBRARY ENGLISH CONVERSATION CLASSES

#### LETS TALK

##### Session outline

##### On the day:

Introduction; Volunteers introduce themselves

Note: if small group (perhaps encourage the participants to do the same) >>group follows same plan

If large group, form smaller groups before participants introduce themselves.

Tips: Smaller groups offer more opportunities for individuals to speak.

During early sessions avoid discussing personal or family matters.

Volunteers should lead setting the example.

Waiting for people to arrive for the first few minutes gives time for repetition of 'getting to know each other' type conversation.

Name tags?

Organising groups; place cards down and allow participants to choose their own group.

Consult green book, page 15 if issues arise with too quiet, isolated participants or dominating participants arise.

Encourage feedback and expression of participants' language goals etc. This will allow us to tailor the program to our client groups.

Keep in mind the difference between classes and groups- the participants come more to practice than learn. If a participant wants formal tuition or other services we can guide them to the right services if possible.

To help avoid misunderstanding we can state our goals at the beginning: We meet here to- help you practice English skills, help you gain confidence in using your English skills with opportunity to learn new words and phrases and general conversation skills. Participate together in interesting and fun discussions.

View table green book, page 21

No homework- though participants can be encouraged to bring questions or examples to be discussed in the next session.

Concluding the session remind participants of the available library services and resources to research topics discussed or to be discussed.

Consider what a conversation is and come back to it when you notice the group is straying.  
I.e. only one person is talking or the discussion has become interview or interrogation- like.

Speaking purposes – complaining, congratulating, giving opinions, seeking in formation and recounting experiences Try and achieve a range of these during a discussion.

Volunteers need to avoid becoming a 'formal teacher' and try to speak as if talking to friends so that less formal everyday speech is encouraged to flow. Only slow things down when necessary.

Role plays of everyday situations

Ways of adding to a conversation – changing topic, checking understanding, commenting on the previous remark, adding something relevant and asking for more information

Try not to correct the speech of a participant too regularly or at all. Disrupting their flow can cause them to become self-conscious and lose confidence.

## APPENDIX 6.4

### MIDLAND LIBRARY ENGLISH CONVERSATION CLASSES

#### LETS TALK

#### TOPIC 1

Topic - Driving

LN: =leader's note

---

Ice Breaker – Cars we know – Match pictures of famous cars to their drivers, Match pictures of Taxis to their country

Brainstorm: Words to do with driving

Vehicle	car	licence	drive/driver	manual/automatic
Test	practical driving assessment (PDA)	steer	traffic	
	signs/signals	petrol	fuel	

Part2: Parts of a car

Door	bonnet	boot	tyres	gearstick	handbrake
	Pedal-brake, accelerator, clutch	steering wheel	seatbelt	dashboard	seat
	windshield	headlights	indicator	radio	glovebox air-con

Activity: Timeline to getting a licence in WA

Summarise the information in the six steps to 'P's then ask participants to arrange the Novice driver timeline pictures into the correct order.

Conversation practice: In pairs. Ask your partner whether or not they have a licence. Can they/do they want to drive? How do they get around? Is driving appealing to them? Get the participants to report about their partner to the group.

Discussion questions:

- 1) What kind of responsibilities to drivers have?
- 2) What do you think makes a good driver?
- 3) What kind of things do 'bad' drivers do?
- 4) What kind of driving do people do in your country and how is the traffic there?
- 5) What are the differences between driving in your home town compared to driving you're seen in Australia?

Discussion Topic:

Cars and pollution- How can we reduce pollution from cars?

Cars of the future – In pairs/groups or all together- Describe what you think cars in the future will be like. (Appearance, materials, fuels etc.)

## APPENDIX 6.41

### MIDLAND LIBRARY ENGLISH CONVERSATION CLASSES

#### LETS TALK

#### DRIVING 1A

The six steps of getting your first driver's licence are:

- [Step 1: Get a learner's permit](#)
- [Step 2: Learn to drive/ride](#)
- [Step 3: Pass practical assessment](#)
- [Step 4: Gain experience](#)
- [Step 5: Complete Hazard Perception Test](#)
- [Step 6: Get a provisional licence \('P' Plates\)](#)

Step 1: fill out application form

Gather ID documents

Study Drive Safe Handbook or online then complete practice quizzes

Go to licencing centre to make application, sit theory test and make payment

Eyesight gets tested and Learner's Permit and Logbook given to you

Step 2: Find an instructor

Display 'L' plates

Gather experience and record hours of driving in varied conditions

Step 3: Pass your PDA

Book a driving test when you are confident in your driving

Make sure you can bring a roadworthy vehicle – (good tyres, clean and undamaged glass, centrally mounted handbrake)

Arrive early with car, booking letter, ID and Learner's Permit with completed logbook

Stay calm and take your test

If passed, move onto next step, if not then re-book with payment and try again

Step 4: Practice what you have learned and fill out second part of logbook over six months

Display 'L' plates when driving and drive in a range of conditions

Step 5: Fill out HPT application form and complete log book

Practice Hazard Perception Test online and check, 6 months minimum have passed

Go to licencing centre with form, ID, completed log book, permit

Step 6: Get your provisional licence

Make payment for your provisional licence

You must display 'P' plates when driving Red for the first six months then green for following 18 months

Drive carefully!



## APPENDIX 6.5

## MIDLAND LIBRARY ENGLISH CONVERSATION CLASSES

## LETS TALK

## TOPIC 5

## At the library

(LN:=leader's note)

Materials: Pictures from games resources titled At the library picsearch, children's book for evaluation (see open discussion section), relevant books

Ice Breaker

Show the group the pair of pictures. Let them pass it around while you explain to them that they will have a minute or two to look at the pictures and that they should try and remember what they can about them. You would like them to memorise what is in the pictures, colours and positions of items in the picture. Once they've had a few minutes, take the pictures back and ask the participants questions about the pictures. I.e. use those below or add your own.

LN: If using different photos simply adjust the questions.

I.e. What colour is the young man's backpack in picture A?

What colour is the floor?/ the book the young man is returning?

How many bookcases were there?

What was the young man wearing?

Picture B:

List the items you could see in the picture. (globe, poster, computer, mouse, shelves, papers, open book, palm tree, sun etc.)

LN: If it goes well, a more detailed picture can be tried. See picture C.

Brainstorming:

What can you do/participate in at Midland library? What services are offered at Midland library that you are aware of?

Borrowing books	using computers	printing/scanning	
surfing the net	rhyme time	story time	computer classes
newspapers/magazines	book clubs	research	reading
Our conversation group!!!	E-library services		

Discussion questions: LN: Group, small groups or pairs

1) What was the last book you read?

2) What type of book was it? Non-fiction/fiction/biography etc.

3) What was it about? Who wrote it?

4) Did you like/dislike it? Why?

5) Would you recommend it to others? Why/Why not?

Conversation practice: A brief look at the catalogue search page

LN: Pass around the screen shots while briefly explaining the fields and appearance.

Common questions

Do you have any books by .....?

I'm looking for.....

Can you make a reservation for me?

Can you help me find .....

I can't find .....on the shelf.

Can I become a member at this library?

I've lost my membership card. Can I please get a new one?

Am I able to use the computers upstairs? How long can I use them for?

What time do you close/open?

How often do you do rhyme time/ story time?

LN: Pass around some of the library's brochures and use them to base conversations/library enquiries on.

Open Discussion: Evaluating a book.

LN: Group leader chooses a children's book that can be read fairly quickly and easily to the group (much like story time). Then group critically discusses the book. I.e. what is good about it and what isn't, is it interesting? Comment on the plot, illustrations, language and suitability for children (target age group). Etc.







You are to decide on a restaurant you'll own. You need to come up with a name and a 3 course menu for a function. Entrée, main and dessert. Be creative and make your dishes sound interesting. After some time we will all be introduced to each other's menu.



Activity 2: All together we will pick a theme I.e. Seafood and come up with our ideal 3 course menu through discussion and compromise. Themes can include game meat, tapas, vegetarian, Asian, African, European, American, Picnic, 5 star, lunch bar, gourmet, markets, food hall etc.

melt	bake	stir	pour
cover	open	mix	boil
whip	fry	knead	
microwave	steam	shake	
grate	wash	rinse	strain
cut	slice	chop	beat
toast	roast	wrap	flatten
sharpen	peel	spread	sprinkle
fold	taste	measure	pound
add	rest	separate	
grease	coat	marinate	juice



## TRAYS

Includes Cole Slaw & Hush Puppies

Chopped BBQ..... 5.75      Sliced or Coarse BBQ..... 6.00

## DINNERS

Served with Choice of two vegetables & Hush Puppies

### BARBECUE

Chopped BBQ..... 6.50

Sliced or Coarse BBQ..... 6.75

Baby Back Ribs ..... 7.50

### CHICKEN

	SM	LG
BBQ Chicken .....	6.50	7.75

Fried Chicken .....	6.50	7.75
---------------------	------	------

Chopped Boneless Chicken .....	7.50
--------------------------------	------

LARGE ALL WHITE: ADD \$.50

## COMBINATIONS

Served with Choice of two vegetables & Hush Puppies

Chopped BBQ and Chicken..... 8.00

Chicken & Baby Back Ribs ..... 8.50

Baby Back Ribs & Chopped BBQ..... 8.50

COARSE OR SLICED - ADD \$.25

## DESSERT

Lemon Pie or Carrot Cake..... 1.75

Banana Pudding ..... 1.75



## BRUNSWICK STEW

Made Fresh Daily with Vegetables & Chicken

Includes Hush Puppies

Bowl ..... 3.00      Pint..... 3.75



## SANDWICHES

Chopped BBQ..... 3.25

Chopped Chicken ..... 3.25

Sliced..... 3.50

Coarse ..... 3.50

### SANDWICH SPECIAL

(Chopped BBQ or Chicken, Fries, Tea or Lemonade) 5.50

## VEGETABLES/PLATE

Choice of 4 Vegetables  
Served with Hush Puppies

Collard Greens	Boiled Potatoes	Cole Slaw
Steamed Cabbage	Potato Salad	French Fries
Corn & Butter Beans		Brunswick Stew

**\$5.75**

## SIDE ORDERS

Any Vegetable ..... 1.75      French Fries ..... 1.75

Brunswick Stew Cup .... 1.75      6 Hush Puppies..... 1.00

Bag of Skins ..... 1.75      12 Hush Puppies ..... 1.75

## BEVERAGES

Iced Tea ..... Reg. 1.25....Lg. 2.00

Lemonade ..... Reg. 1.25....Lg. 2.00

Can Drink..... 1.50





## Egg Noodle Soup (Chicken Broth) - Mì Nước

74. Combination Egg Noodle Soup (Shrimp, Fish Ball, Squid, Imitation Crab Meat & BBQ Pork) Mì Đặc Biệt 特別蝦肉麵 8.95
75. Shrimp, Imitation Crab Meat, Pork w/ Egg Noodle Soup Mì Tôm Cua Thịt 鮮蝦蟹肉麵 7.95
76. Shrimp Egg Noodle Soup Mì Tôm 鮮蝦麵 7.95
77. Shrimp, Pork w/ Egg Noodle Soup Mì Tôm Thịt 鮮蝦豬肉麵 7.95
78. Shrimp, Imitation Crab Meat w/ Egg Noodle Soup Mì Tôm Cua 鮮蝦肉麵 7.95
79. Beef Ball Egg Noodle Soup Mì Bò Viên 牛肉丸麵 7.95
80. Beef Stew Egg Noodle Soup Mì Bò Kho 牛腩麵 7.95
81. Fillet Fish Egg Noodle Soup Mì Cá 魚片麵 7.95
82. Bean Curd Skin Wrap Shrimp Paste Egg Noodle Soup Mì Tầu Hủ Kỳ 腐皮蝦麵 7.95

Extra Egg Noodle 1.95  
Thêm Vài Mì  
Extra Soup 0.95  
Thêm Chén Soup  
Item 74 - 82 Serve with Chicken Broth

## Chow Mein - Mì Xào

- 83A. Combination Crispy Chow Mein, Beef, Chicken & Shrimp Mì Xào Dòn Thập Cẩm 什錦炒麵 9.95
- 83B. Combination Soft Chow Mein, Beef, Chicken & Shrimp Mì Xào Mềm Thập Cẩm 什錦炒麵 9.95
84. Beef Soft Chow Mein Mì Xào Bò 牛肉炒麵 8.95
85. Shrimp Soft Chow Mein Mì Xào Tôm 鮮蝦炒麵 9.55
- 86A. Chicken Soft Chow Mein Mì Xào Gà 雞肉炒麵 8.95
- 86B. Seafood Soft Chow Mein Mì Xào Hải Sản 海鮮炒麵 9.95

## Fried Rice - Cơm Chiên

87. Yang Chow Fried Rice (Shrimp, Chicken & Chinese Sausage) Cơm Chiên Dương Châu 揚州炒飯 9.55
88. Combination Fried Rice Beef, Chicken & Shrimp Cơm Chiên Thập Cẩm 什錦炒飯 9.55
89. Beef Fried Rice Cơm Chiên Bò 牛肉炒飯 8.95
90. Chicken Fried Rice Cơm Chiên Gà 雞肉炒飯 8.95
91. Shrimp Fried Rice Cơm Chiên Tôm 鮮蝦炒飯 9.55

CAUTION: ALL SOUP ARE HOT!

## French Bread - Bánh Mì

95. Charbroiled Pork Sandwich Bánh Mì Thịt Nướng 烤豬肉麵包 4.95
96. Charbroiled Beef Sandwich Bánh Mì Bò Nướng 烤牛肉麵包 4.95
97. Charbroiled Chicken Sandwich Bánh Mì Gà 烤雞肉麵包 4.95
98. Beef Stew w/ French Bread Bánh Mì Bò Kho 牛腩麵包 7.95
99. Fried Eggs (2) w/ French Bread Bánh Mì Trứng Ốp Lả 麵包煎蛋 4.95

## House Special - Đặc Biệt

100. Legend Combination Seafood Sour Soup (Spicy) Cánh Chua Hải Sản (Cay) 本樓海鮮酸辣湯 9.95
101. Fried Fish (Tilapia) w/ Special Fish Sauce炸立魚 8.95  
Cá Chiên Chấm Nước Mắm

## Vegetarian Foods - Món Ăn Chay

102. Fried Tofu Dish w/ Lettuce Sà Lách Đậu Hủ Chiên 炸豆腐 5.95
103. Steamed Vegetable w/ Rice Cơm Rau Cải Hấp 蒸菜飯 5.95
104. Vegetable Rice Noodle w/ Vegetable Soup 素菜湯粉 5.95
105. Vegetable Egg Roll w/ Lettuce (5 Rolls) Chả Giò Chay 炸素春卷 7.55
106. Vegetable Spring Rolls (2 Rolls) Gỏi Cuốn Chay 素菜卷 2.55
107. Vegetarian w/ Rice Dish (Tofu, Mushroom, Broccoli, Carrot & Pockchoy) Cơm Rau Cải Xào Đậu Hủ Chay 素什錦飯 7.55
108. Vegetarian Chow Fun Hủ Tiếu Xào Chay 素菜炒河粉 7.95
109. Vegetarian Crispy Chow Mein Mì Xào Dòn Chay 素菜兩南黃 7.95
110. Vegetarian Soft Chow Mein Mì Xào Mềm Chay 素菜撈麵 7.95
111. Tofu Fried Rice (Tofu, Egg, Carrots, Peas) Cơm Chiên Đậu Hủ Và Rau Cải 豆腐炒飯 7.95
112. Diced Tofu & Onion Seared in Butter w/ Rice Cơm Đậu Hủ Lức Lắc 炸豆腐燴飯 7.95
113. Vegetarian Tofu Sour Soup w/ Rice (Spicy) Cánh Chua Đậu Hủ Chay 豆腐酸辣湯飯 8.55
114. Charbroiled Tofu Sandwich Bánh Mì Đậu Hủ Nướng 炸豆腐麵包 4.55
115. Charbroiled Tofu w/ Vermicelli Bún Đậu Hủ Nướng 炸豆腐米粉 6.55
116. Vegetarian Egg Rolls w/ Vermicelli Bún Chả Giò Chay 素春捲米粉 6.55

\*\*\* Vegetarian Include: Tofu, Mushroom, Broccoli, Carrot, Pockchoy & Baby Corn Except: in Spring Rolls & Egg Rolls



CAUTION: ALL SOUP ARE HOT!

## Beverages - Giải Khát

- B1. Thai Tea (Boba Add \$0.75) Trà Thai 泰式奶茶 3.25
- B2. Lipton Tea w/ Lemonade Trà Lipton Chanh Đường 檸檬紅茶 3.25
- B3. Young Coconut Juice Nước Dừa Tươi 椰子水 3.25
- B4. Salted Lemon Juice Nước Chanh Muối 咸檸檬水 3.25
- B5. Salted Plum Drink Nước Mơ 梅汁 3.25
- B6. Soda Lemonade Soda Chanh Tươi 蘇打檸檬 3.25
- B7. Soda Salted Lemonade Soda Chanh Muối 蘇打咸檸檬 3.25
- B8. Soda Salted Plum Drink Soda Xi Muối 蘇打酸梅 3.25
- B9. Egg Yolk w/ Condensed Milk Sữa Hột Gà Nóng 蘇打雞蛋奶 3.25
- B10. Soda Egg Yolk w/ Condensed Milk Sữa Hột Gà Nóng 蘇打雞蛋奶 3.25
- B11. Fresh Soy Milk Sữa Đậu Nành 豆奶 3.25
- B12. Orange Juice 鮮橙汁 3.25
- B13. Hot French Coffee Cà Phê Đền Nóng 熱黑咖啡 3.25
- B14. Hot French Coffee w/ Condensed Milk Cà Phê Sữa Nóng 熱咖啡奶 3.25
- B15. Iced French Coffee w/ Condensed Milk Cà Phê Sữa Đá 冰咖啡奶 3.25
- B16. Iced French Coffee 冰黑咖啡 3.25
- B17. Soda (Coke, Diet Coke, Sprite, Dr. Pepper, Pepsi) Nước Ngọt 各式汽水 1.65
- B18. Hot Tea or Iced Tea Trà Nóng Hay Trà Đá 熱茶 2.95
- B19. Hot Tea Pot Bình Trà Nóng 熱茶 2.95
- B20. Milk Tea (Boba Add \$0.75) Trà Sữa Nóng 奶茶 3.25
- B21. Sparkling Water (Perrier) Chai Nước Sủi 氣水 1.95
- B22. Glass of Milk Ly Sữa Tươi 牛奶 1.95

## Desserts - Tráng Miệng

- D1. Cooked Mung Bean in Coconut Milk Chè Đậu Xanh 綠豆冰 3.25
- D2. Cooked Red Bean in Coconut Milk Chè Đậu Đỏ 紅豆冰 3.25
- D3. Two Flavor Bean & Jellow in Coconut Milk Chè Ba Màu 三色冰 3.25

## Shakes - Sinh Tố

- M1. Natural Milk Shake of Sour Sop Sinh Tố Mãng Cầu 檸檬果汁 3.95
- M2. Natural Milk Shake of Durian Sinh Tố Sầu Riêng 榴蓮果汁 3.95
- M3. Natural Milk Shake of Jack Fruit Sinh Tố Mít 菠蘿蜜果汁 3.95
- M4. Natural Shake of Avocado (Photo Shown w/ Added Boba) Sinh Tố Bơ (Photo Shown w/ Added Boba) 牛油果奶昔 3.95
- M5. Natural Shake of Strawberry Sinh Tố Dâu 草莓奶昔 3.95
- M6. Natural Milk Shake of Pineapple Sinh Tố Thơm 鳳梨奶昔 3.95

Bobo - Smoothie  
Choice of Real, Green Apple, Lychee, Honey, Peach, Mango, Green Tea, Caramel, Taro or Honeydew  
Smoothie \$3.25 Boba Add \$0.75

Thank You Very Much - Cảm ơn Nhiều

SIGN'S



Imported Beers

Imported Beers

The Famous Vietnamese Noodle & Cuisine/Daily Fresh



LEGEND NOODLE & Grill



Open Daily

Sun. - Thur.

10:30 am - 10 pm

Fri. - Sat.

10:30 am - 11 pm



(213) 381-3300



209 S. Vermont Ave., Los Angeles, CA 90004

Website: www.legendnoodleandgrill.com





# Bank Brasserie

## ters

550 / \$5.50 / \$7.00  
b and garlic butter

1/ \$6.50

150  
Spanish onion

1 850 / \$3.50 / \$9.50  
Jalapeño olives

## ERS

n 1/2

thermore,

ice

bove

## EES

leek, fried onions,  
cfn chilli and five spice

ket and sun dried

## ROLLS

il oil and dukkah

/ VISITORS PRICE  
free - please ask staff  
tion - please ask staff

## PRIME MAINS

PORTUGUESE STEEL CHICKEN AND PRANKS  
2350 / \$25.50 / \$27.50  
w/ rocket and mango salad, labne and pilot / see 1/2

PRESSED DUCK

2700 / \$27.00 / \$29.00  
slow roasted duck, pressed and rolled w/ prosciutto  
and served on sweet potato puree w/ white bok choy,  
cherry compote and jus 1/2

STICKY SMOKEY BBQ PORK RIBS

2800 / \$28.00 / \$29.50  
w/ tomato signature coffee rub, star and pickles

GRILLED ATLANTIC SALMON FILLET

2700 / \$27.00 / \$29.00  
w/ egypt spiced cous cous, spinach and  
lemon beurre blanc

PROSCIUTTO WRAPPED FET FILLET

3400 / \$34.00 / \$36.00  
w/ truffle mashed potato, asparagus, blistered cherry  
tomatoes and bearnaise

## BUTCHER'S BLOCK

WE NOW HAVE A BUTCHER BLOCK TEAM OF  
CRAVING CHEFS WITH A TASTE FOR THE BEST OF  
WILTSHIRE (EXCEPT FOR THE PORK)  
Savoury pasties, the best of our meat for our  
specialties and butchery for you.

Parade size only Specials Board

## Mains

GRAN FED SIRLOIN 2000 (g)

2250 / \$22.50 / \$24.50

GRAN FED SCOTCH FILLET 2000 (g)

2850 / \$28.50 / \$30.50

TOMAKIN SURF AND TURF

3350 / \$33.50 / \$35.50

300g grain fed scotch fillet, prawns, scallops, garden  
crumbed calamari and hollandaise sauce 1/2

FISH OF THE DAY please see specials board

CRUMBED LAMB CUTLETS (3)

2500 / \$25.00 / \$28.00

Extra Cutlet (1) 500 / \$5.00 / \$6.50

CRUMBED CHICKEN BREAST SCHNITZEL

1650 / \$16.50 / \$18.00

CRUMBED CHICKEN BREAST PANNA CIANA

1950 / \$19.50 / \$21.50

CHICKEN MEY

2050 / \$20.50 / \$19.50

filled w/ garlic butter

BEEF BATTERED FLATHEAD FILLETS (4)

1900 / \$19.00 / \$21.00

w/ garden and caper aioli and lemon

ROASTED VEGETABLE STACK

1700 / \$17.00 / \$19.00

1/2 potato wedges, basil pesto, roasted garlic, aioli  
and sweet balsamic 1/2 (v)

All meals made made to order, please allow 15 mins and include  
or economic vegetables and wine plates  
(vegetables please include and include vegetable stock)

**Sauces**  
• Rich Gravy • Creamy Pumpkin  
• Field Mushroom and Red Wine  
• Duxene • Jus • Garlic Butter  
• Hollandaise

## SALADS

TOMAKIN CAESAR SALAD

1550 / \$15.50 / \$17.00

cauliflower, croustons, bacon, shaved parmesan,  
caesar dressing, anchovies and a soft poached egg

1/2 TONAL WITH SLICED BAKED ATLANTIC SALMON

OR REDWOOD SMOOKED CHICKEN BREAST

1750 / \$17.50 / \$19.50

DUCK SALAD

2250 / \$22.50 / \$24.50

lightly cured and roasted duck breast w/ rocket,  
baked a smoked salmon, orange segments and a  
sticky orange dressing 1/2

CRUMBED PRAWN

2050 / \$20.50 / \$22.50

panko crumbed prawns, spicy chorizo, roasted  
capsicum and mango w/ rocket, potato, feta and  
mixed leaves

BBP

1550 / \$15.50 / \$17.00

roasted butternut pumpkin, feta, pine nuts,  
caramelised onion, baby spinach and rocket w/  
balsamic vinaigrette 1/2 (v)

TRAI BEEF SALAD

1650 / \$16.50 / \$18.00

eye fillet, capsaicin, spring onion, bean sprouts, mixed  
leaves, crispy noodles and tangy dressing

## PASTA

SPAGHETTI BOLONGNESE

1350 / \$13.50 / \$14.50

w/ shaved parmesan

LUNCHINI CARBONARA

1650 / \$16.50 / \$17.50

w/ bacon, onion, garlic, parmesan and cream

SPAGHETTI GAMBERI

1850 / \$18.50 / \$19.50

w/ prawns, chilli, garlic, tomato naipoli, rocket & cream

CHEF'S PASTA OF THE DAY please see specials board

## Sides

SIDE OF CHIPS

5pm 350 / \$3.50 / \$4.00

165 550 / \$5.50 / \$6.50

SIDE OF MASHED POTATO

350 / \$3.50 / \$4.00

SIDE OF SALAD 450 / \$4.50 / \$5.00

SIDE OF SEASONAL VEGETABLES

350 / \$3.50 / \$4.00

## NIPPER'S MEALS

SPAGHETTI BOLONGNESE 700 / \$7.00 / \$7.50

PASTA & CHEESE 450 / \$4.50 / \$5.00

KIDS SALAD 450 / \$4.50 / \$5.00

CHICKEN NUGGETS 450 / \$4.50 / \$5.00

BATTERED FLATHEAD FILLETS 750 / \$7.50 / \$8.00

CHILDREN'S ROST 950 / \$9.50 / \$10.00

		From the <b>Chargrill</b>		 Vegetarian  Contains Pork	
		<b>Succulent Rack of Pork Ribs</b>		<i>Full Rack</i> 800-900g 	44.50
		A Full Rack of Ribs slowly cooked in our selected herbs and spices and finished on the Chargrill with Sticky Glaze. Served with a Garden Salad and Chunky Chips		<i>Half Rack</i>	26.50
		<b>Chargrilled Lamb Cutlets</b>			32.50
		Four Medium Cooked French Trimmed Lamb Cutlets with Red Wine Jus. Served on Sweet Potato Mash and Seasonal Vegetables.			
		<b>Chargrilled 300g Marbled Sirloin Steak</b>			31.50
		Cooked to your liking. With your Choice of Herb Garlic butter, Peppercorn Sauce or Bearnaise Sauce. Served on Roasted Potatoes and Seasonal Vegetables			
		<b>Swf'n Twf</b>			36.50
		Chargrilled 200g Marbled Eye Fillet Steak cooked to your liking. Topped with Prawns and 1/2 Bay Bug in Garlic Cream Sauce. Served with Roasted Potatoes and Seasonal Vegetables			
		<b>Chargrilled 200g Marbled Eye Fillet Steak</b>			31.50
		Cooked to your liking. With your choice of Herb Garlic butter, Mushroom Sauce, Peppercorn Sauce or Bearnaise Sauce. Served with Roasted Potatoes and Seasonal Vegetables			
		<b>Chargrilled Moroccan Spiced Chicken Breast</b>			27.50
		Cher Grilled Succulent Chicken Breast Fillet coated in Moroccan Spice. Served with a Garden Salad and Chunky Chips.			
		<b>Chicken Parmigiana</b>			23.50
		A Classic, Crispy Drumbed Chicken Fillet topped with Ham, Napoli Sauce and Mozzarella Cheese. Served with a Garden Salad and Chunky Chips.			
		<b>Slow Roasted Pork Belly</b>			27.50
		BBQ Spiced Slow Roasted Pork Belly Jus served on sweet potato mash and Seasonal Greens.			
		<b>Beach Cafe Mixed Grill</b>			86.75
		A Selection of our finest cuts: 300g Sirloin, BBQ Spiced Chicken Breast, Grilled Chorizo Sausage, BBQ Pork Belly and two grilled lamb cutlets. Served with chunky chips and home made Dolislaw. ( 2 persons)			
		<b>Seafood</b>			
		<b>Barramundi Fillet and Chips</b>			29.50
		Grilled or Battered with Tartar sauce. Served with a Garden Salad and Chunky Chips.			
		<b>Grilled Salmon Fillet</b>			29.50
		on a bed of Grilled Asparagus and Roasted Potatoes. Served with Lime Hollandaise.			
		<b>Prawns in Garlic Cream Sauce</b>			31.50
		Roasted Prawns in a Creamy Garlic Sauce. Served with Home made Herb Focaccia Bread and a Rocket B Parmesan Salad			
		<b>Seafood Platter</b>			78.75
		A Selection of our finest Seafood with, Lemon Pepper Calamari, Tempura Prawns, Grilled Barramundi Fillet, Soft Shell Crabs and Garlic Roasted Bay Bugs. Served with a Garden Salad and Chunky Chips ( 2 or 3 persons)			
		<b>Chilli Roasted Bugs</b>			36.50
		Served with Home made Herb Focaccia Bread			
		<b>Chargrilled Bugs in Garlic Cream Sauce</b>			36.50
		Served with Homemade Herb Focaccia Bread			
		<b>Lemon Pepper Calamari</b>			25.50
		Deep fried thick sliced Calamari basked with Lemon Pepper Seasoning. Served with Lemon, Tartar Sauce, Garden Salad and Chunky Chips.			
		<b>Sides</b>			
		<b>Basket of Chunky Chips</b> with Aioli			7.90
		<b>Basket of Potato Wedges</b> with Sweet Chili and Sour Cream			11.50
		<b>Small Mixed Side Salad</b>			8.50
		<b>Seasonal Vegetables</b>			7.50
		<b>Onion Rings with Aioli</b>			7.90
		<b>Colelaw or Sweet Potato Mash</b>			5.50



## APPENDIX 7

Library Program Title	Girrawheen Library Job Seeker Program	
When	Dates	Weekly meetings
Why	Outcomes	Jobseeker Support program - 25% unemployed in Girrawheen ; program driven by libraries Links with Mirrabooka AMEP where Lecturer facilitates pack with students
What	Project Description	Drop-in service to assist clients with resumes; one-on-one sessions; workshops with volunteers to help people become job-ready; workshops with volunteers to help people become job-ready
Who	Target Audience	not exclusively pitched at CALD, heavily used by CALD clients
How	Staff	currently undergoing review due to lack of volunteers; assisted by Volunteering Officer
	Facilities	Meeting room preferably or area
	Equipment	Whiteboard; computer access
	Partners	Northern Corridor Multicultural Reference Group
	Volunteers	Yes
	Documentation	Resume Resource Pack with USB while not exclusively pitched at CALD, heavily used by CALD clients; See following documents
Where	Library and Contact Details	Shandra O'Connor Girrawheen Library <a href="mailto:shandra.oconnor@wanneroo.wa.gov.au">shandra.oconnor@wanneroo.wa.gov.au</a> 9342 8844

Library Program Title	Girrawheen Library English Conversation Groups	
When	Dates	Weekly meetings; WAN – Mondays; GIR – Tues & Thurs; CKS - Fridays
Why	Outcomes	Help adult learners of English gain confidence, fluency and vocabulary
What	Project Description	See volunteer handbook; contact Girrawheen Library
Who	Target Audience	adult learners of English (not absolute beginners)
How	Staff	1 program coordinator, branch contact person at each branch
	Budget	Minimal – some initially to set up for printing, resources and stationery. Ongoing for refreshments.
	Facilities	Meeting room preferably or area
	Equipment	Whiteboard; TV/DVD player & CD player used occasionally
	Collections/Resources	Session theme material, some DVDs games etc
	Evaluation	Volunteer feedback was submitted weekly, this has been discontinued recently
	Partners	Initially BJL- Connecting communities
	Volunteers	Each session led by volunteers – preference is for 2 to co-lead each session, but this varies somewhat
	Documentation	“registration” form, attendance register, volunteer sign in sheet,
Where	Library and Contact Details	Wendy Robyn Girrawheen Library <a href="mailto:Wendy.robyn@wanneroo.wa.gov.au">Wendy.robyn@wanneroo.wa.gov.au</a> 9342 8844

## APPENDIX 7.1

### Suggested Resume Format

#### Name and Contact details

Name: Your correct full name (and preferred name if different)

Address: Street and/or postal address

Phone number(s): make yourself easy to contact!

E-mail: make sure your e-mail address doesn't suggest anything negative about you (e.g. [sexypants@hotmail.com](mailto:sexypants@hotmail.com))

### Career Summary or Career Objective

This is optional but commonly used. It is one short paragraph about you – who you are, where you are going, your hopes and intentions and what you have that the employer wants. It should entice the employer to read on.

### Workplace Skills and Attributes

- Tailor the list to the job, with the most relevant at the top
- Skills and attributes can come from all of life, not just work
- This is not a list of work roles (sales, receptionist), but skills you have learnt (spreadsheet creation, food handling) or attributes you have developed (fast learner, effective team player).

### Workplace Training and Qualifications

- Include relevant items only
- Show the currency or length of experience
- Never lie or oversell as you need to be able to live up to what you say about yourself.

### Employment History

The overall focus should be on the skills, experience and knowledge, not the job role as such.

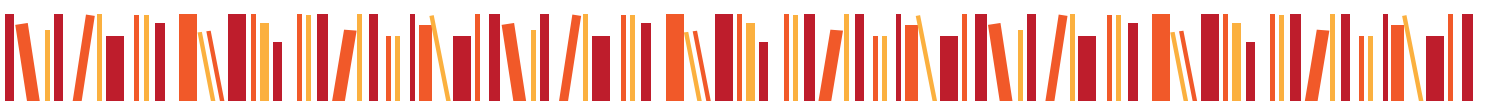
- If presenting chronologically, work backwards from the present

Position Title, Employer & Dates (in months and years)

List duties and responsibilities in bullet points

Highlight the most relevant points

- If you have many jobs of a similar nature you can bundle them together e.g.



January 2010 – July 2014 Contract Construction Worker with

- Buildco
  - Westbuild
  - Quick Construct
- 
- If you are presenting chronologically, be sure to address any gaps. For example, explain that you were studying, engaged in home duties, voluntary work or travel. Avoid mentioning poor health.

#### Personal Interests

This will help the employer get a sense of you and how you will fit in. Try to make it interesting if you can.

#### Community Involvement

Include this if you have anything relevant. It helps to give an idea of your character.

#### Referees

- Provide 3 people who will say good things about you
- Professional referees are best. If you do not have three, you can list one or more character referees, specifying that this is what they are. Family members are not suitable as referees.
- Your referees should know that you are listing them
- Ideally, referees should be easy to contact, so provide alternative phone numbers and email addresses if available. International referees in particular should be contactable by email.
- As well as contact details you should provide their position title and company name.

## APPENDIX 7.2 EXAMPLE

### Combination Style Resume

#### 1. Name and contact details:

Name – full name

Address – both street and postal if different

Phone – usually your home number

Mobile – if you have and use one

Email – if you have and use one

#### Example:

Name:	Sarah Smith
Contact telephone number:	(08) 1234 5678
Mobile telephone number:	123 456 7890
Email address:	Sarah.Smith@resume.com
Postal address:	PO Box, Resumeville WA 1234
Street address:	1, Resume Road, Resumeville. WA 1234

#### 2. Career Summary or Career Objectives:

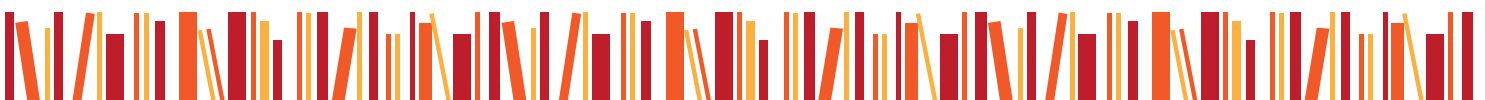
A positive statement about you and where you are going; your hopes and intentions.

Career summary – brief summary of your experience, qualifications and skills to date and what kind of job you're now looking for.

Example: I have a strong background in sales spanning 15 years, from fast-paced call centre environments to consultant roles and direct phone sales based on commission only. I have a very strong aptitude with people and thrive on fast-paced environments and over achieving targets.

Career objective – brief summary of relevant experience (to the job you're applying for), your skills (if any), your qualifications (if any) and the job you are now looking for.

Example: I am seeking a challenging and varied career in retail where I can interact with people, show my enthusiasm and dependability and develop management skills.



### 3. Workplace Skills and Attributes:

List your skills and give an indication about how extensive they are.

Don't confuse your job roles with the skills that you used in them. Your skills come from your whole life!

List the skills and attributes you have which are relevant to the employer.

Put the most important ones at the top!

Example:

- Fifteen years of experience in sales industry.
- Proficient in general office duties, including Microsoft Word and Quickbooks Accounting.
- Excellent communication skills.

### 4. Employment History

Start from your last (or current) job, list backwards – give your position title and the name of the employer.

List your duties and responsibilities.

Highlight the bits that are most relevant to the potential employer.

Dates: usually in months and years, e.g. Jan 1994 – Sept 2003; December 1996 to present.

Unless they are particularly relevant, it may not be helpful to list those jobs you had over 15 years ago.

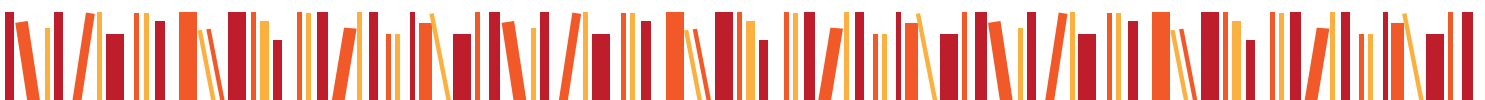
For less recent jobs, give less detail about duties and responsibilities unless relevant.

Example:

[month year – present]	Employer name
	Position held
	Duties and responsibilities
Jan 2009 – present	Jim's Electrical Store
	Customer service officer
	<ul style="list-style-type: none"> <li>• cash handling</li> </ul>

**Girrawheen Library**

Patrick Court, Girrawheen | T: 9342 8844 | F: 9343 4952 | [library.wanneroo.wa.gov.au](http://library.wanneroo.wa.gov.au)



- customer service
- managing stock.

Feb 2007 - Mar 2007

Mobile Meals

Volunteer work

- House visits
- Processing and managing stock
- Customer service

May 2005-August 2005

Electrics Australia Superstore

Work experience

- cash handling
- customer service

## 5. Education

Start a list of the highest and most recent qualifications you have and end with the last year of high school that you completed. If you graduated from high school, write down the last two years of your high school certificate.

Example:

2008

Certificate III in Office Administration

Central TAFE

Western Australia

2001 – 2003

Girrawheen High School

Western Australia

HSC

Workplace Training and Qualifications:

List any training, qualifications and courses you have done, relevant to the employer.

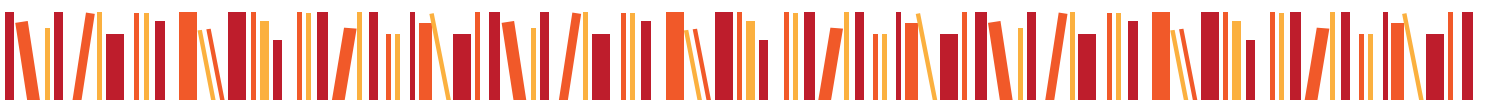
Consider putting a date to show either currency or extent of experience.

List in order of relevance.

Make sure you name and list them accurately, from the top down in order of relevance.

**Girrawheen Library**

Patrick Court, Girrawheen | T: 9342 8844 | F: 9343 4952 | [library.wanneroo.wa.gov.au](http://library.wanneroo.wa.gov.au)





**Example:**

- Senior First Aid Certificate (expires January 2016)
- Forklift Operators Certificate (2010)
- Current C & HR Driver Licenses

**6. Personal Interests (OPTIONAL)**

Your hobbies and interests – stuff that helps to fill out the picture of YOU.

It's great to include anything that has some relevance to the employer.

**Example:** mentioning any sporting clubs you belong to might show that you have team skills. Just provide the name of the club or the name of the hobbies that are relevant.

**7. Community Involvement (OPTIONAL)**

This is your chance to say more about your character.

If you have received awards for performance or service, this is a good place to mention them.

Voluntary work is important!

**Example:**

- Active member of Wanneroo Bowling Club
- Volunteer for Books on Wheels Services at Girrawheen Public Library

**Referees**

Usually here you list 3 people who will say good things about you to the employer.

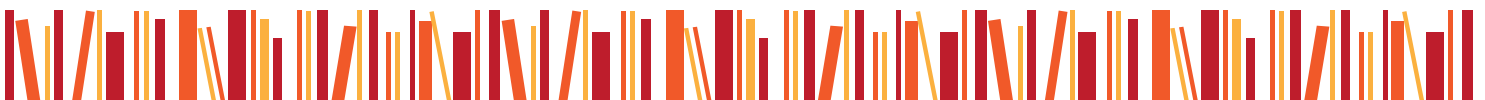
Make sure your referees know that they may receive a phone call about you.

You may include "character" referees if you don't have many good "work" referees.

Mention their position / title.

**Example:**

Mary Smith  
Head Manager, Jim's Electrical Store





CITY OF WANNEROO LIBRARIES

CHECK US OUT

**(08) 1234 5678**

**012 345 6890**

**Jane Doe**

**Manager, Mobile Meals**

**(08) 1234 5678**

**012 345 6890**

**Frank Foh**

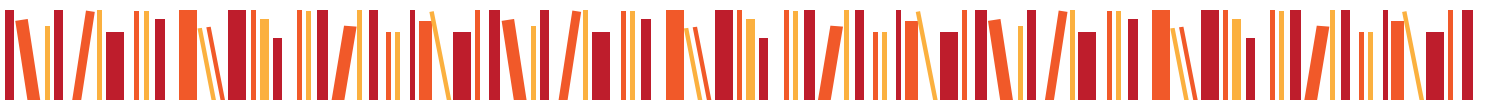
**Manager, Electrics Australia Superstore**

**(08) 1234 5678**

**012 345 6890**

**Girrawheen Library**

Patrick Court, Girrawheen | T: 9342 8844 | F: 9343 4952 | [library.wanneroo.wa.gov.au](http://library.wanneroo.wa.gov.au)

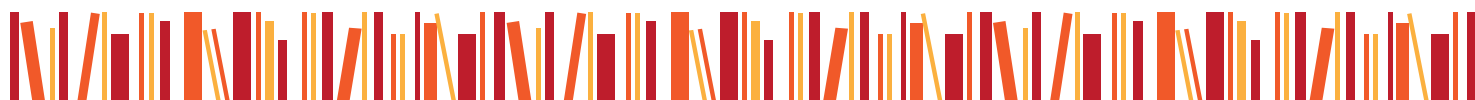


## APPENDIX 7.3

### Resume Checklist

After you finish writing your resume – and before you send it out – have another person review it for content, appearance and accuracy.

Resume Layout	✓
• Quick and easy to read (1 – 3 pages long)	
• Target the job you're applying for	
• Typed – use friendly Type face (simple font not too small). e.g. Not like this and not like this. Times New Roman 12 or Arial 11 is recommended.	
• Stapled at top left corner with page numbers and your name on each page	
• Lots of white spaces, not too cramped	
• Use bullet points	
• Put the most relevant information on the front page	
• Start with your most recent job and work backwards	
• Keep the focus on your skills, experience and knowledge rather than on the job roles that you have done	
Is the overall content of the resume on target?	
• Will the content catch an employer's interest?	
• Are your key skills and strengths highlighted? Use simple action words.	
• Is it an overall representation of your qualities?	
• Do not include any personal information (age, marital status, religion, ethnic origin, disabilities) unless you wish to do so	
• Does it include 2 – 3 referees?	
Is the resume attractive and easy to read?	
• Does the resume look attractive?	
• Are keywords and phrases easy to identify?	
• Do not use jargon or abbreviations	
• Will it be easy to read if you have to fax the resume?	
Is the resume complete and accurate?	
• Is the resume free of grammar, spelling and typing errors?	
• Is it complete (all dates, contact information, etc. provided)?	



## APPENDIX 7.4

### Resources to Help You Write Your Resume

#### Selected Books:

- Job Search Guide by Department of Education and Training
- The 30 Second Impact Resume by Martin Darke
- Australian Resumes for Dummies by Amanda McCarthy
- How to Write Better Resumes and Cover Letters by Patricia K. Criscito
- What Color is your Parachute? Guide to rethinking resumes: write a winning resume and cover letter and land your dream job by Richard N. Bolles

#### Websites:

- Western Australia – Department of Training and Workforce Development – Job Search Guide
- <http://www.dtwd.wa.gov.au/employeesandstudents/workforcedevelopmentcentres/jobsearchguide/Pages/default.aspx>
- Western Australia – Department of Training and Workforce Development – Example resumes
- <http://careercentre.dtwd.wa.gov.au/findingajob/bepreparedandgetorganised/Pages/ExampleResumes.aspx>
- Australian Government – Job Access
- <http://jobaccess.gov.au/content/how-build-resume>

#### Referral List:

If you need more help, please contact one of the organisations listed below:

#### Career Centre

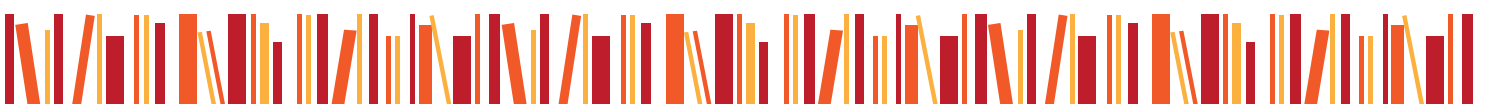
<http://www.careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx>

Provides free, independent, training information and career guidance to people who live in Western Australia. Career practitioners are available for appointments Monday to Friday from 8.30 am to 4.30 pm at the Career Centre.

Level 7, GPO Building  
3 Forrest Place

#### Girrawheen Library

Patrick Court, Girrawheen | T: 9342 8844 | F: 9343 4952 | [library.wanneroo.wa.gov.au](http://library.wanneroo.wa.gov.au)



Perth WA 6000

Phone: 13 23 98 or (08) 9224 6500

TTY: 08 9225 7831

E: [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

#### Workforce Development Centre – MercyCare

<http://www.mercycare.com.au/services/community-support-services/workforce-development/workforce-development-centre/>

Assist people, high school and above, from a Culturally and Linguistically Diverse (CaLD) background. The Workforce Development Centre provides information on training and opportunities to use skills or learn new or additional skills.

Workforce Development Centres operating from 9.30 am to 4.30pm are located at:

North (N): 4 Brewer Place, Mirrabooka. T: 9344 2468

South (S): Unit 13, 64-66 Kent Street, Cannington. T: 9258 5188

#### Disability Employment Services

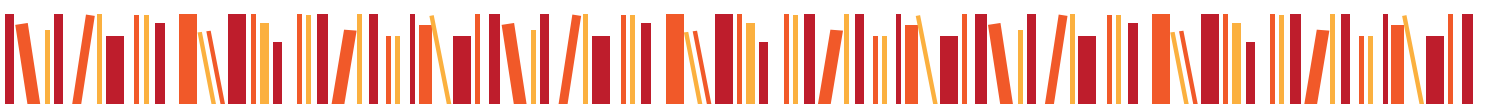
<http://www.humanservices.gov.au/customer/services/centrelink/disability-employment-services>

Providing specialist help for people with disability, illness or injury to find and keep a job.

There are 2 types of Disability Employment Services.

Disability Management Service – This service is for people with disability, illness, or injury who need the help of an employment service but do not expect to need long-term support in the workplace.

Employment Support Service – This service is for people with a permanent disability and with an assessed need for longer term, regular, ongoing support in the workplace.

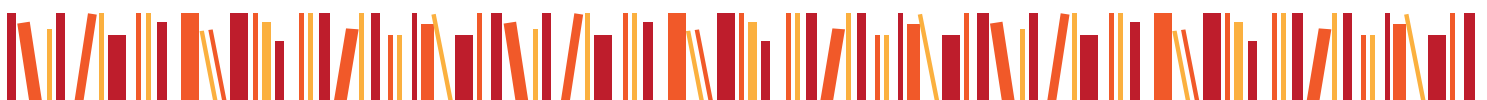


## APPENDIX 7.5

### Resume Worksheet

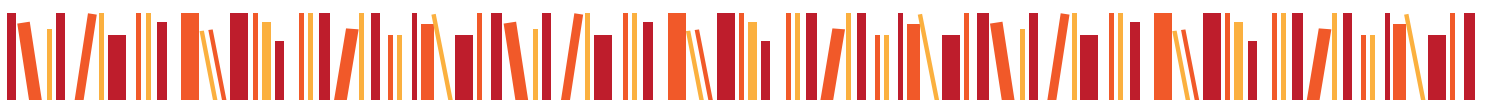
Use this worksheet to make notes on the information that you wish to use to create or update your resume. Having these notes handy may make the task easier.

<b>Personal Information</b>			
Name:		E-mail address:	
Mailing address:			
Phone numbers:	Home:	Mobile:	
Objective: (What kind of job do you want?)			
<b>Skills (What keywords describe the skills and abilities you'll highlight for this job?)</b>			
<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> </ul>	
<b>Education and Training</b>			
School/ College Name:		Dates Attended:	
School/College Address:		Qualifications:	
School/ College Name:		Dates Attended:	
School/College Address:		Qualifications:	





Certificates/ Licences/Other (Eg; Fork Lift Drivers Licence; White Card; Senior first Aid)			
Certificate or Licence:		Date Achieved:	
Certificate or Licence:		Date Achieved:	
Certificate or Licence:		Date Achieved:	
Work History			
Employer:		Phone Number:	
Employer's Address:		Dates Employed:	
Job duties: (Specific responsibilities or tasks)			
Employer:		Phone Number:	
Employer's Address:		Dates Employed:	
Job duties: (Specific responsibilities or tasks)			
Volunteering and Other Activities			
Organisation:		Phone No:	



## CHECK US OUT

<b>Volunteer Duties:</b>		<b>Dates:</b>	
<b>Organisation:</b>		<b>Phone No:</b>	
<b>Volunteer Duties:</b>		<b>Dates:</b>	

