



# SD61 Libraries

A Crash Course on Current Issues & Initiatives

*While striving to  
make our school  
libraries more*  
**AGILE...**

...through collaboration, goal focused  
growth, instructional partnerships, literacy  
leadership, and the creation of inclusive  
learning environments...





***We face equity-related roadblocks***

Looking across the district and through these slides, it's easy to assume that the wide variety of library programming and initiatives represent broadly enjoyed success.

Despite encouraging examples, many TLs lack the time necessary to do their job.

At all levels, but particularly at elementary, TLs are forced to make compromises to either, or both, their roles as a teacher and/or librarian.





# Teacher-Librarian Time

## ...and the elementary disadvantage



Contractually-based enrollment ratios dictate TL time at every school.

Due to typical school sizes, elementary schools have less TL time than at middle and secondary.

Typical scheduling practices & clerical allowances at each level, also constrict elementary TL time.

<b>Elementary</b> <b>0.4 minimum</b>	<b>Middle</b> <b>0.5 minimum</b>	<b>Secondary</b> <b>0.8 Minimum</b>
1-249 =0.4	1-299 = 0.5	1-299 = 0.5
250-399 =0.5	300-399 = 0.6	300-399 = 0.6
400-499 =0.6	400-499 = 0.7	400-499 = 0.7
500-599= 0.7	500-599 =0.8	500-599 = 0.8
600-699 = 0.8	600-699= 0.9	600-699 = 0.9
700+ = 0.9	700+ =1.0	700+ = 1.0

# Clerical Assistance



Also tied to enrollment is a school's clerical time. How a school allocates this time varies based on circumstance, need, & ultimately, the principal's discretion. As of the 2021-2022 school year, *libraries* at each level receive a weekly average of:

- Elementary: 4 hours
- Middle: 7 hours
- Secondary: 17 hours

★ *It should be noted that over 1/3 of elementary & middle Teacher-Librarians receive 0 clerical assistance.*

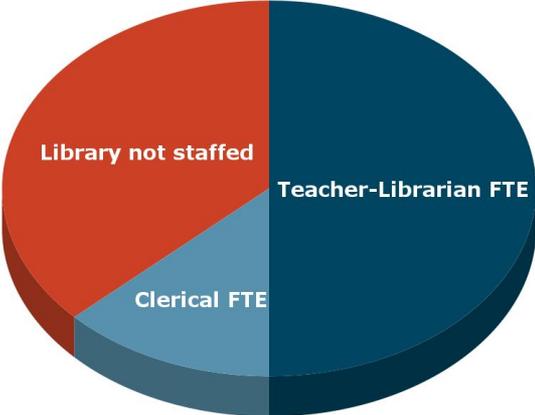
Clerical time is used for for a variety of administrative (non-teaching) tasks required of every library including:

- 
- Circulation*
  - Shelving*
  - Processing*
    - barcoding*
    - stamping*
    - laminating*
    - cataloguing*
    - labeling*
  - Repairs*
  - Inventory*

# Summary of Library Staffing

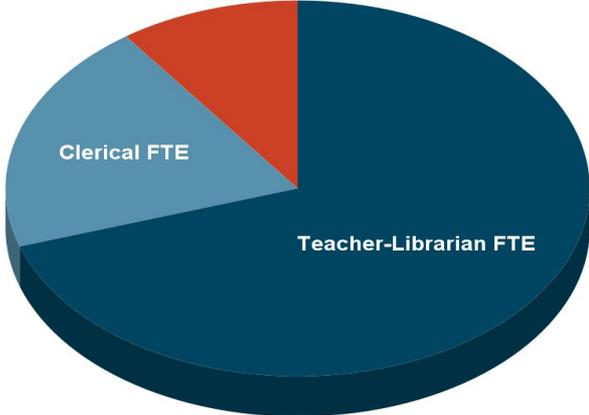
Average Teacher-Librarian FTE & Clerical Hours

### Elementary



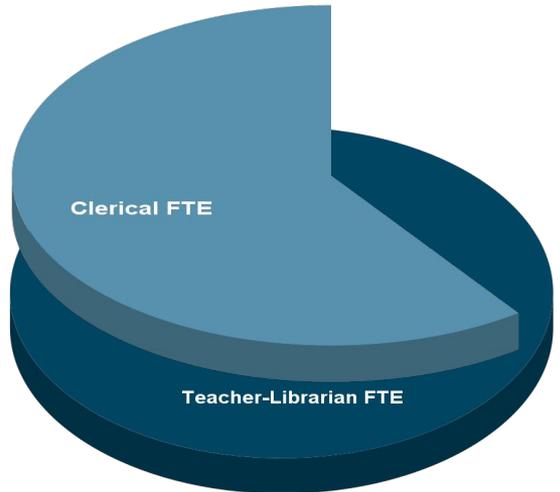
Average TL FTE: **0.5**  
Average Clerical Hours: **4**

### Middle



Average TL FTE: **0.7**  
Average Clerical Hours: **7**

### Secondary



Average TL FTE: **1.0**  
Average Clerical Hours: **17**

*\*Clerical hours represented in the pie charts are based on school hours & Clerical FTE*

# While TLs find ways to work around these roadblocks...

*And with your continued support,*

- build better networks among TLs and
- develop better relationships & understanding between TLs and administrators

# We hope to see these roadblocks removed.





# Literacy Promotion & Community Support

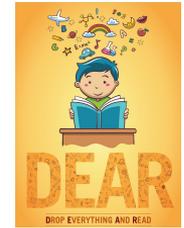


TLS at each school and at every level work within the limitations of their schedules to meet, in a variety of ways, the primary challenge of their position:

- to support the literacy needs of students, spark curiosity & foster an interest in reading;
- to collaborate with staff in providing curricularly relevant resources;
- provide a safe and welcoming environment.



### Book Talks & Storytelling



### Special Events, Contests, & Challenges



### Book Clubs



### Staff Engagement



### Battle of the Books



# Collaboration

## Co-planning & Co-Teaching



TLs at all levels engage and collaborate with their colleagues in a variety of ways. More support leads to greater achievement. Planning, brainstorming, co-creating units, finding appropriate online and print resources are all part of our everyday roles. We only wish we could do more of it!

A TL's work, aligned with the core competencies and school goals, inform much of the work we do with staff, students, and our communities.

TL expertise on topics like digital citizenship, information literacy, inquiry, resource (including textbook) selection, and more, make it critical for us to have *time to teach*, co-plan, and work with our colleagues in ways that directly impact student learning.



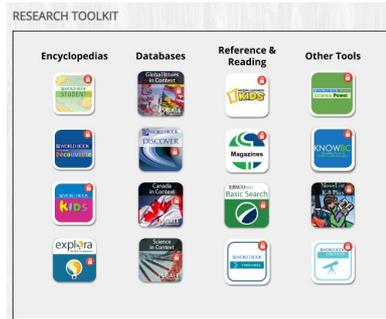
# Equitable Access to Online Resources



Over the past few years, TLs, in collaboration with the District Learning Team, developed portals for online resources, including, but not limited to, district paid subscriptions. Doing so made these resources far more accessible. Maintaining and developing these access points however, requires an ongoing, periodic investment of time and personnel. All sites and toolkits are continually evolving as new resources supplant old, priorities shift, and needs change. Feedback driven, collaborative curation are central to the growth of these resources, and as with all virtual spaces, our greatest currency is staying current.



**elibrary**  
Elementary



**Research Toolkit**  
Middle



**Research Toolkit**  
Secondary

# Makerspaces & ADST Programs



Many TLs provide ADST support through digital making and makerspace activities as part of separate *prep* contracts they held in conjunction with their TL position. All elementary and middle schools however, have become fortunate recipients of exciting new resources through the rollout of tool trolleys and gloforges. [Pathways & Partnerships](#) have found eager partners in the TL community to help house, promote access, and facilitate the use of these resources through a variety of collaborative initiatives.



# Teacher-Librarian Initiatives & Autonomy



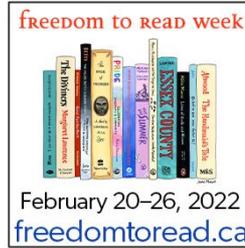
Like all teachers, a TL brings their own interests, skills, passions, and creativity to the job. Unlike classroom teachers, there is no set curriculum for school libraries. As such, no two libraries or library programs are the same. TLs support curricular programming in a variety of ways, but a school's culture and priorities, in conjunction with the aptitudes and initiatives of its TL, determines the unique nature of its library program. Not only that, but outside of their core role, TLs contribute to their school cultures in a multitude of ways



**Environmental  
Stewardship**



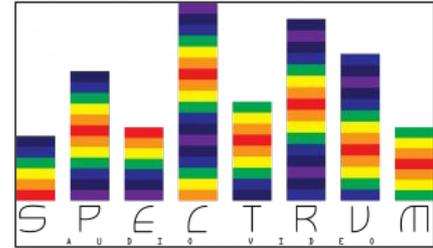
**Pop up  
Activities**



**Advocacy &  
Awareness**



**Clubs & Culture Building**

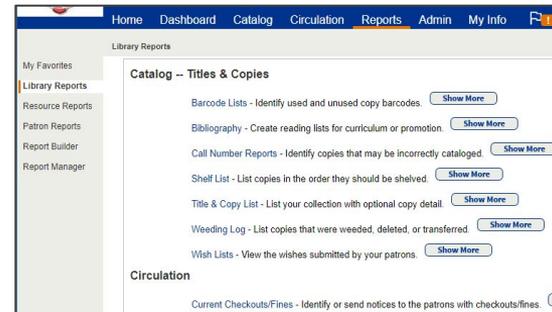
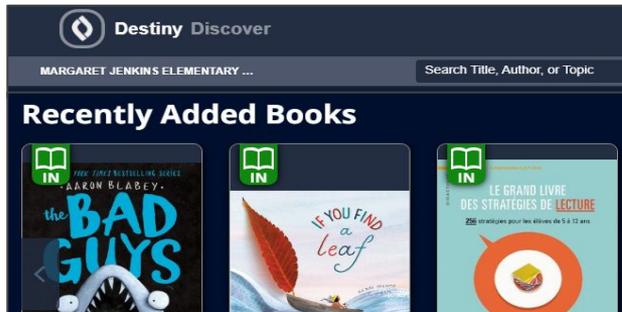


# Follett Destiny & Resource Manager Support



The Destiny Task Force supports TLs and library clerks' use of the library and textbook management systems shared by all schools in SD61. TL reps/coordinators at elementary, middle and secondary levels work with ITL managers and support staff to:

- help all users make the best use of the system to support learning
- maximize the value of the system for managing hundreds of thousands of assets and
- ensure user data privacy and security.



# Diversification Audits, Curation & Initiatives



## All About Us

explore our diversity



*At the elementary level, we've added a dedicated diversity page and continue to curate and promote these resources.*

TLs across the district are working to improve and promote access to both print and online resources, through collection audits, curation, & dedicated funding as well as through activities that reflect and celebrate the diversity of our school populations.

Many of these efforts require time, training, and money. Professional development, mentorship, and an inter-library approach will help us rise to this challenge to better represent and reflect the lives of our patrons and the reality of the wider world.

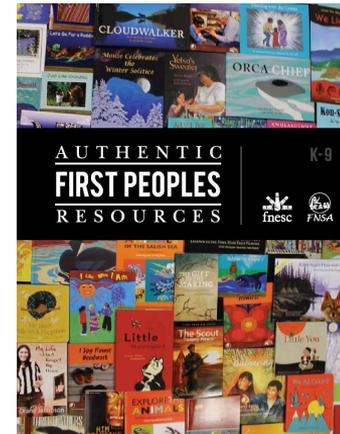


*In June 2022, elementary TLs were provided with roughly \$500 in surplus district funds which TLs targeted to the purchase of books that reflect the diversity of our schools and the wider world. Similar efforts would be beneficial at the upper levels.*

# Decolonizing & Indigenizing Collections and Spaces



Decolonizing & Indigenizing our collections has been an ongoing effort for several years. Decolonizing our libraries is an important step towards reconciliation in our schools. It involves re-evaluating structures of organization in the library, ensuring authentic Indigenous voices are part of the collection and that resources we have resources that reflect Indigenous perspectives. Decolonizing also requires us to look at what resources we already have in our collections and to carefully re-evaluate what biases, language, and perspectives may be present. Indigenizing our libraries involves making our spaces welcoming by ensuring indigenous students can see themselves reflected in the library resources, displays, events, and spaces.



# Indigenous Education Library Collection



The Indigenous Education Library collection moved to Margaret Jenkins Elementary early in 2022. The collection had previously been housed at the Board Office, and was developed and managed by the IED admin assistant for many years. This collection is in need of a major overhaul, both in terms of resources and organization. This work is currently underway.

In partnership and in consultation with IED staff, a team of Teacher-Librarians led by Metthea Maddern, undertook a massive weeding and reorganization effort. We've explored organizational schemes more in line with indigenous ways of knowing and are looking to further develop the collection to include current and high quality, authentic resources. We are also looking for ways to improve access to the collection for staff district-wide, and to increase circulation of this specialized collection.





# SD61 Teacher-Librarians

Knowledgeable & Enthusiastic  
Multi-Talented Resource Specialists  
*Eager to Continue Our Work With*  
YOU