

# MSLA JOURNAL

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## MSLA: Sharing Our Learning



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307 Shaftesbury Blvd, R3P 0L9

Membership is also available online through MTS.

**Articles or correspondence can be addressed to the Publication Editors of the Journal:** *Jonine Bergen* [mslapublications@gmail.com](mailto:mslapublications@gmail.com); *Joanne Girouard*

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# President's Message

By Niki Card

It is my honour to serve as the president for the Manitoba School Library Association this year. I am proud of the work MSLA does for library advocacy and professional learning in our province.

Our 2019 MTS PD Day conference was Root our Practice in Wellness: Nurture Body, Mind and Soul, where we received a reminder to attend to our own wellness, as we also provide wellness opportunities for the students we serve woven into our library practices.

Kevin Lamoureux started our day with an inspiring keynote connecting our libraries to reconciliation. Kevin highlighted Call to Action

63.3, Building student capacity for intercultural understanding, empathy, and mutual respect. Libraries have an active role in this Call to Action through our diverse collections and purposeful programming.

Throughout the conference day, attendees spent time learning about wellness topics including mental health first aid, storytelling, clutter clearing, and nutrition. After a tasty lunch, time was provided for relaxing activities, including a nature walk, yoga, reading, chair massages, exploring table labyrinths, as well as perusing our many great vendors.

After attending a final learning

session, Lara Rae wrapped up our great day of learning with a spotlight session, Things will Shift During Taking Off! Lara Rae's humourous and empowering message was a good reminder to be true to yourself. She also articulated the need to look after yourself so you are equipped to handle what life throws your way (and to see those experiences objectively!)

For me, wellness is spending time with friends and family, reading, running, yoga, snuggling with my cats, and spending time at my cottage. What provides wellness in your life?

*“The greatest wealth is health” – Look after yours.*



# Editor's Message

By Jonine Bergen

One of my favorite things to do when I am at a conference is to visit other libraries. I like to wander the stacks and see what books they have that I should consider for my library. I look at the creative displays, signage, and furniture placement. If I can, I like to talk to the people working in these spaces about the whys, whats and hows of the choices they made. I love to look at what makes their spaces unique because they, as library professionals, have adapted their space to meet the unique needs of their schools and their students. No two libraries are exactly alike – and that's a good thing.

The best part of a professional development day, such as our MTS PD Day on October 25, 2019, is the opportunity we have to connect with

each other without any time constraints or distractions. If teachers are multi-taskers, library professionals are SUPER multi-taskers. As such, we often don't have time to connect with other library staff. At SAGE I heard people talking about books as they perused the vendor displays; suggesting books they read or soliciting information about an interesting title. There were people walking through the Bonnycastle and Rosenberg libraries discussing their own spaces and how they have removed shelves to make way for collaborative spaces or how a space can be reconfigured through bookshelves on castors. There were discussions about weeding, favorite picture books, and so many other things. We caught up with friends and colleagues and hopefully,

allowed ourselves some time to simply breathe.

I keep current with the library literature and follow the library influencers on social media, but I would miss how my library fits into the jigsaw puzzle of my province without my connections to other libraries in the province. There is value in knowing what is happening in the libraries around you. Learning about your library may inspire me to try something new or to reconsider an issue I'm struggling with using a different mindset. Learning about my library may give you a greater understanding of databases or encourage you to consider using a mobile library cart.

Thanks for sharing!



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# MSLA Grants and Contests

The Manitoba School Library Association knows you want to develop programs, improve your collections, and tinker with technology. You work to continually improve your library/learning commons/media center and MSLA wants to help. Please consider applying for one of MSLA's contests or grant opportunities. You provide the enthusiasm and time and MSLA will support you with some financial assistance if your submission is chosen. All we ask is that you inspire your peers by sharing your project or activity in MSLA's journal.

Please take some time to look at the contest and grant opportunities available to you as an MSLA member. Pay special attention to the deadlines!

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## **I Love to Read Contest**

Amazing I Love to Read events and activities are happening in school library learning commons throughout Manitoba. To encourage you to share these wonderful activities and events, the MSLA has set aside two, \$150.00, grants to be awarded by random draw to any school library in Manitoba who sends us what they are doing to promote I Love to Read Month.

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### *To qualify:*

1. Submit, in writing, a minimum 500-word description of your I Love to Read event, lesson or activity. (Note: The MSLA reserves the right to publish this in either their website and/or journal at a future date).
  2. Please indicate your name, your email and phone number, your school and its address, grades of students, school division, on your application.
  3. You must be a member of the Manitoba School Library Association in the same year as the submission to participate.
  4. Your school has not won the same grant in the past five years.
- 

### *Entries:*

Each school in Manitoba is allowed one entry per year. Please forward your entry to MSLA's Advocacy & Publicity Chair, Leanne Falconer at [mslaadvocacy@gmail.com](mailto:mslaadvocacy@gmail.com)

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### *Winning Submissions:*

Winners will be chosen by a random draw from qualified submissions. If you are one of the lucky winners of the draw, you may use this money to bring in an author to your school, help defray costs for attending the MYRCA award ceremony in September or purchase books for your school library.

**Deadline for Submission: March 31, 2020**

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### Kevin Mowatt Memorial Seed Grants

The Manitoba School Library Association is pleased to offer a number of grants of \$330.00 to school libraries needing funds to improve their school library programs and collections. The purpose of the grants is to address inequities in school library funding and encourage school library staffs to increase the innovation of their programs and the diversity of their collections. Possible uses for the grant include:

- purchase materials for your Makerspace
  - purchase books that reflect the true history of Canada's Indigenous population
  - purchase mother tongue or dual language books that reflect the diversity of your population
  - purchase LGBTQ books that reflect the make-up of the Canadian population
  - purchase materials that support inquiry-based learning
  - purchase materials that support digital citizenship programming
- 

#### *Who Can Apply:*

Anyone who is working in a school library in Manitoba and is a member of the Manitoba School Library Association in the same year as the application has been made.

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#### *How to Enter:*

1. Write a minimum 250/maximum 500-word piece describing why your library is a good candidate for the grant and how you plan to use it.
  2. Submit a budget as to how you plan to spend the money.
  3. Please indicate your name, your email and phone number, your school and its address, grades of students, school division, on your application.
  4. Submit your written piece and budget to MSLA's Advocacy & Publicity Chair, Leanne Falconer at [lmslaadvocacy@gmail.com](mailto:lmslaadvocacy@gmail.com)
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#### *Selection Criteria:*

1. Have not been awarded a seed grant from the MSLA in the past 5 years.
2. Your written piece clearly articulates a need for the grant and describes how it will be used to improve your school library program.
3. Must be willing to write a short article for the MSLA website or journal in the same fiscal year that the grant was awarded describing how you used the grant money in your school library. Since articles are always more interesting with pictures, please submit at least one picture of how you used the grant. Please ensure that the MSLA has permission to post them on the MSLA website or journal.

**Submission Deadline: FEBRUARY 28, 2020**

## A Thank you from St. Mary's Academy Students

Submitted by Sheryl Chongva on behalf of her students



*Left to right: Ms. Jennings, Arabella, Arianna, Ms. Chongva*

Our thanks and gratitude.

On behalf of St. Mary's Academy, we would like to express our gratitude

for receiving the I Love to Read grant. We are very grateful for the opportunity that was given to us. As it was noted in MSLA's spring journal, we wrote a letter to MSLA showcasing what St. Mary's Academy was doing during I Love to Read month. A few months after submitting the article, we were told the wonderful news that our school was selected (along with another school) in the draw. We felt surprised and were very

excited. We jumped for joy and felt honored that our article was selected.

We plan to use the prize money for I Love to Read month activities in 2020. We want to continue expanding the variety of interesting activities we plan for I Love to Read month.

We would like to thank the people who have supported and helped with the making of our article - especially, Ms. Chongva and Ms. Jennings (the school's librarians). We thank everyone for giving us this opportunity and are grateful we were able to achieve our goal.

## Manitoba School Library Association Awards – Nominate and Celebrate!

MSLA offers four awards each year to celebrate the excellence in Manitoba school libraries. Sadly, the accomplishments of many wonderful, creative people who are doing amazing things are not celebrated by their peers and our Association because they are not nominated. If you are the only library professional in your school and your staff members are unaware of these awards how can they nominate you? You, however, can spread the

word about the awards, nominate your peers, and share the information about how to complete a nomination within your divisions and schools.

The guidelines for nominations and the nomination forms are available on the MSLA (<https://www.manitobaschoollibraries.ca/awards-1>). The deadline for submissions is March 31, 2020. Please start thinking about people you know who exemplify excellence in our field.

### The awards are:

- MSLA Outstanding Teacher-Librarian of the Year In Memory of Lois Gervais
- MSLA Outstanding Library Support Staff of the Year In Memory of Lois Gervais
- MSLA School Administrator Award for Distinguished Service
- MSLA Distinguished Service Award



# MTS Professional Development Day

## Root our Practice in Wellness: Nurture Body, Mind and Soul - Some Reflections

Another MTS PD day has passed, and we thank everyone for their participation! We had record attendance at this year's SAGE. Although the number of attendees presented some challenges, we hope that the enthusiastic and knowledgeable presenters, plethora of vendors, and opportunities to visit with your peers made your day educational and enjoyable.

As we reflect on the day, we want to thank all the members of the MSLA SAGE Committee: Alison Bodner, Ty Fillion, Anique Sala, Debbie Smith, Caroline Lange, Jo-Anne Gibson, Niki Card, Jonine Bergen, and Joyce Riddell.

The following reflections provide a small snapshot of the day.

## Impressions of MSLA's SAGE Day by a First-Timer

By Lindsay Ridley, St. Paul's High School



*Mona-Lynne Ayotte*

The MSLA PD day was a time to listen, learn, and (to my surprise) relax. The day started with a keynote presentation by Kevin Lamoureux. Kevin's humour and ability to connect with his audience made his presentation incredibly entertaining and enlightening. Speaking about libraries and the role they play in reconciliation, the idea of libraries as "safe spaces" was reinforced as well as the need for examining one's

library collection in order to seek out materials that include archaic and inaccurate representations of Indigenous people.

Throughout the day a variety of other sessions were held that focused on a myriad of topics. I can only speak to the sessions that I attended but I can honestly say that I left each one with new knowledge that I could take back to my library. In particular the Secrets of Clutter Clearing was incredibly useful as the "assignment" during the workshop was to follow the steps and clean out whatever bag we had brought with us that day. Now while this may seem like a small insignificant thing, being given the time to be allowed to complete this "selfish" task, that my busy life does not afford me, was very much appreciated.

Giving an overwhelmed working mom time to clean out her bag as not the only time that I felt like the event truly connected with it's theme of Nurture Body, Mind and Soul. Everything from the free flowing cups of hot coffee to the complimentary reiki sessions in the



*Participants cleaning out their bags in Clutter Clearing session*

common area, I truly left the event feeling invigorated and grateful for having had the opportunity to focus on myself for a few precious moments. Professionally I left the day with new ideas and new materials that I will be introducing into the library. I look forward to attending more events like this in the future.

## The Importance of Storytelling

By Brandi Bartok, Pembina Trails School Division



*Lara Rae talking to Erin Thomas*

“The purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.” — Brandon Sanderson

The MSLA program for MTS PD Day offered educators a chance to make connections between body, mind and soul as we explored the concept of wellness in relation to our practice. I took the opportunity to explore how storytelling is connected to wellness and came away from the day feeling

validated in my belief that talk and storytelling are vital to the development of literacy, because they tap into our sense of identity, diversity and community.

Duncan Mercredi demonstrated the importance of traditional storytelling and described how the stories his Grandmother told brought his community and family together. He also mentioned how these experiences lead him to connect with books and develop a love of reading. As he engaged the audience in a storytelling experience, the powerful sense of togetherness and knowledge sharing was made evident. We often privilege print as the preferred way to pass history and information to others, but this session gave a wonderful example of the power that spoken word has to do the same.

Judith Rempel Smucker lead us through a different kind of storytelling experience; one prompted by the

exploration of words. Judith helped us see how our own personal experiences impact how we interpret words, and that stories can be drawn out if we take the time to examine the meaning certain words have for us. Judith spoke about her exploration of words like refresh, reconnect, renew and rebuild with members of her community, which resulted in a playful book of stories called RE encounters: Views from the Field. Her book also contains collages created from recycled materials that visually connect to the words and stories she has collected.

At the end of the day, Lara Rae shared some powerful stories connected to her life journey. These stories spoke to the importance of understanding the stories of others, the need to look after our own sense of wellness, and to the vital role that humour plays in contributing to a healthy state of mind.

All three sessions were powerful examples of how we connect, make meaning, pass down knowledge, celebrate community and build understanding together through storytelling.

## Session Summary of Intermittent Fasting? Keto? Vegan? What's the Real Deal with Dieting?

Presenter: Stephanie Hnatiuk, Registered Dietitian

by Caroline Lange, Library Technician, Linden Meadows School

She shared a study that involved two very different diets, on opposite ends of the eating scale regarding type of food allowed (Keto vs. Vegan). The results showed that, over a one-year period, both diets had the exact same result regarding quick weight loss, eventual weight plateau, and ultimate weight gain before the year's end. The

reason any of these diets work (at least in the beginning) is due to reduced calorie intake, not necessarily the type of food eaten.

The take-away: Fad diets don't work long term and can be damaging to our physical and mental health. The healthiest strategy is to consume an optimal number of calories per

day, balanced with adequate exercise. Calories ideally come from whole foods following Canada's new Food Guide; however, the occasional treat is allowed, especially for cultural or social reasons, because these situations nourish our mental health. It's all about balance.

## MTS PD Day Reflection - Redefinitions: The Power of a Spontaneous Story

Presenter: Judith Smucker

by Kim Marr, Linden Christian School



Judith Smucker introduced the attendees at her session to her book *Re-Encounters: views from the field*, treating us to a storytime as she shared a few of the 28 narratives in the book. Each narrative was written by someone that she had a personal connection to including her hairdresser, mechanic, pharmacist and a grade one student. Judith had given each person a different

RE word to ponder and gathered responses that reflected their unique perspectives. The thought provoking narratives were complemented by delightful illustrations created using vintage fabric scraps, letters cut from newsprint, photographs of docile sheep and handmade paper.

Judith then gave each of us a blank index card and a postcard that contained a RE word along with a relevant quote. She gave us questions to think about and invited us to reflect and write down our own thoughts on the RE word's application to our own lives. As we shared our thoughts, the discussion was inspirational. As we hit roadblocks in our life, we may need to **Re-consider**, **Re-think**, and

**Re-group**. What role do teachers play in **Re-directing** students? How important are the roots of the RE words? If we **Re-member** can it help to **Re-store** and **Re-establish** members of a community?

We discussed how people often stereotype and see things only from their own perspective. On the back cover of her book, Judith writes "This gentle book challenges us to see the beauty and diversity of our world with renewed eyes and restored hope."

Judith's caring and gentle spirit came out clearly in her uplifting session and we will add her *Re-encounters* book to our library, grateful for a resource that offers much potential to expand students' thinking.

## MELT For Health

Presenter: Annabelle Scott

By Joanne Girouard, École St. Avila

M.E.L.T. is a form of self-treatment to live a pain free life. Our instructor, Annabelle Scott and owner of Pilates Manitoba, describes the MELT method as "a 10 minute-a-day, self-treatment method is done with small balls and rollers, to hydrate your connective tissue, reduce inflammation and eliminate pain. Connective tissue is found everywhere in the body. It surrounds every bone, organ, muscle and nerve. It is the fluid environment that every cell lives in and every cell relies on this "extra-cellular matrix" to function properly. Connective tissue

supports, protects and stabilizes the entire body. Connective tissue is also responsive, renewable and adaptable. We will show you how you can tap into this renewable tissue that is made up of 80% water and 20% collagen, elastin and other connective fibers. You can look younger too and feel great! You will learn to sense, address and eliminate pain and immobility. You will sleep better, reduce cravings and bloating, reduce headaches, aches and pains and general elevate your mood and energy... all by hydrating and moving your connective fluid

matrix. The answer to pain-free living for your lifetime is in you!" Judging from Annabelle's session at the MLSA SAGE session, this is a wellness guru who not only promotes, but lives by MELT. She is a powerhouse of energy and vitality. To learn more, it is recommended to contact Mrs. Scott at Pilates Manitoba or check out her website at: <https://www.meltmethod.com/profile/annabel-scott/>. After all, don't we all want to remain youthful and healthy.



## Clutter Clearing Your Library Learning Commons

Mona-Lynne Ayotte, B es arts, M.Ed, Certified Clutter Clearer, Linn Method<sup>1</sup>



I took up clutter clearing with Denise Linn because I am a recovering maximalist and I wanted to clutter clear my own home and school office. Like everyone, I have STUFF! As I worked slowly to declutter my home, we, as the library staff were informed that a learning commons renovation would begin in June 2018. In September 2017, a month before I started the course, we had **16,944** books in the library. Using the principles and methods in the course, we undertook the daunting task of deciding which books and materials no longer served our students and staff. As of November 2019, we have **8,800** books shelved- a clutter clearing of **8,194** books!

During the renovation, we moved into to a third floor science classroom. In this small room, we took with us top fiction and graphic novels, dictionaries and a few reference books. We gave our French Immersion teachers all of the French fiction books to use during that year having organized them into grade level for their benefit. Luckily, we had a number of electronic resources for students and staff to use in their research projects and for leisurely magazine reading.

### What is learning commons clutter?

Clutter is anything lying around in an untidy state, which is disorganized and no longer useful (out of date) or damaged. With the need for useful storage in learning commons spaces, clutter can be piles of stacked papers on your desks, makerspace kits, library processing items, cords, weeded books, and heaps of uncatalogued materials.

### The Five Box method for sorting out items



### Figure 1. Five Box Linn Method

When sorting out items in your home, office or library, you might consider using the FIVE BOX method Denise Linn taught us in the course. We used this method, but also organized our books on bookcarts so we could then apply them to the five box method concept. At times, I would weed directly from a particular section of our bookshelves, and at other times, our library technician would take out the books based on former usage and place them on a cart for us to determine further the plight of these books.

The **Throw Away Box** is perfect for damaged books, outdated materials and items that are no longer needed.

The **Give Away Box** is ideal for items that could be used elsewhere in the school or by the students and staff.

The **Recycle Box** is ideal for items that can be recycled like old papers from your files that do not contain confidential information which is generally shredded (books generally cannot be recycled because of the glue and the binding).

The **Maybe Later/Store Box** is the box you are not sure of in terms of decision-making. On that day you decide to clutter clear you may not be ready to release the item even though it isn't being used.

Lastly, the **Keep Box** are items

you may have to put away elsewhere or reshelf; the keep box is part of the second half of any clutter clearing (which I will expand upon shortly).

### Timing is everything

When starting out the clutter clearing process whether it is books, your storage or desk, the best way to learn the method is to start with 10 minutes. The **first five minutes** of the task involves the removal of the items onto a surface that you can use in the **second part**, which is for organizing and putting away.

For example, once a week I file and clear off the papers from my desk. I estimate the time I need, which is generally a half an hour, so I set my timer to 15 minutes. I then take all of the items from my desk area and place them on a large free countertop

in my office. Once I have the papers, items and books, on the countertop, I take out my whole puncher and three sorting binders. I organize the papers filing them away in the binders, creating a pile for recycling and shredding, and put notes on those I need that still need attention. At the end of the time, I immediately go to the shredder and deposit those items and put the recycled papers in my recycling box which I take home once a month. Before I leave every night, my desk is clear and my papers are filed in the desk tray with a note as to what needs to be done the next day. I often attach large binder clips on papers that need current attention. By clearing off my desk daily and organizing my papers, I am able to start the week off anew. Some would say I should only touch the paper once, however, many of the items I work on are ongoing projects and filing them after completion works well for me.

### Decisions, decisions, decisions

We are the archivists of society's historical markings and documents as well as holders of literature, resulting in our wondering which materials to keep and which materials no longer

serve our curriculum and community. Digital delivery has made the use of reference materials shift dramatically, and so many of the new books we purchase are tailored directly to student assignments in which it is more accurate to use the printed materials and more efficient in terms of time it takes to access the research. Therefore, we no longer need to keep reference materials that are no longer consulted.

As a team of three, one teacher-librarian and two library technicians (one full time, one part time), we discussed a plan of action and decided deselecting books would be our first priority. We planned out our weeks leading up to the renovation so that we could cover all of the bookshelves in the library by the time we had to pack up our books. During this time, our part time library technician would schedule time for her and me to deselect the books that students no longer were signing out for classroom or pleasure reading. We often worked for ½ hour to an hour at a time as touching dusty books and making that many decisions does fatigue one easily.

When it comes to fiction books, we simply were going to have less shelving room and so we needed to make decisions about which books were still being read and current. We first looked at the date stamps to see how many times the books were signed out and made a decision that if a book had not been read in three years, we would do two things prior to discarding them divisionally. We decided to place the newly weeded English fiction books on a book cart and have the English Language Arts teachers look them over for use in their classroom libraries. In clutter clearing terminology, this is called the give-away box. After they had browsed these books, we put them on

a give-away cart for students. All the books are stamped DISCARD prior to our putting them on the give-away book booktruck. We do watch who takes the books, as one year a student wanted to have a book burning party and as a result we limited students to taking 1-2 books at a time.

There were times when I could not decide what to do with a book and so I would put it on the bookshelf we earmarked *maybe later*. Later in the week, I would look over those same choices and somehow I was able to decide more clearly. Perhaps there were a number of reasons I felt they should be kept, so giving myself a few extra days to consult with my team and think it over helped me to make a follow-up decision.

### Our mythologies that hold us back

Why is it so difficult to decide which books to keep and which books to give a new life too? Partially what happens is entitled the *endowment effect*. According to Joshua Becker author of *The Minimalist Home A Room-by-Room Guide to a Decluttered Refocused Life*, we ascribe meaning to the material we own, touch or purchase and the longer we touch it, the more difficult it is to make that decision (Linn, 2017). We give it a story and we associate this story with its value, purpose and identity.

### Letting go

In breaking the attachment to an item, the first step to the process is learning to let go. If you are struggling like I did when I first started the process, thank the object for its service and then find one of the boxes to organize its new home or demise! Even letting it go the garbage dump is acceptable, as we must release items that no longer serve the students and the staff we serve. The more able you



*Did you know that the longer you touch a book, the more you feel connected to it resulting in your attaching all sorts of storylines and histories that can interrupt your decision-making process?*



are of letting go, the more the items that stay behind are the **ones you want to keep**. We weeded the library stacks more than once, as the first time we did the initial weeding we decided to discard what was absolutely old, smelly, and in need of repair. We wrote a replacement list for books whose shelf life had lessened and purchased new copies. By the time we started the second round of weeding, we could see which former curricular research books were no longer popular, and decided to immediately let them go. However, prior to weeding art, French, and Social Studies, I asked the help of the subject teachers to look over the books that were no longer current in their domains.

### Asking for help

We had so many history and art books and so one day after a staff meeting, we asked our Social Studies and Art teachers to go through the stacks and remove books they believed were no longer being used to support the curriculum or student interest. We went through the books ourselves and checked into Destiny and the date stamp to see if students had not signed them out and if this was the case, we agreed with the teachers. Having others who have a different attachment and perspective regarding a book or item, can help put things easily into perspective. Their attachment differs from ours at times, and is helpful. One teacher in particular, took our old bookshelves and placed a number of books and resources she used with her students in her classroom, so this was a great re-purposing.

### But we paid good money for it!

Yes, many of our reference books were very expensive at the time, however, much of what we had could now be found in our *EBSCOhost* or *GALE* (Infotrac) online database

subscriptions. Furthermore, the letting go of hardcover books, which are always more expensive, may be more challenging to justify, yet we couldn't store them any longer. It was easier to let them go onto their next journey than to keep cluttering up the over-stuffed bookshelves. As for our Science books, we looked at the publication date and if it was older than three years old and did not serve historical value, we also discarded those books.

### Good guiding questions

It is challenging to find time in our day to do large clutter clearing and weeding so making the task manageable is an excellent way to see your progress. Remember it is about what you keep, not what you let go of at the time.

### Here are some further guiding questions you can use when you need a little more help making a decision:

- *Is it loved?*
- *Is it used?*
- *Is it current?*
- *Does it improve someone's life?*
- *Is it really needed?*
- *Does this fit who we are as a Learning Commons?*
- *Does it fit into how we desire to portray the present and future Learning Commons?*
- *Does it improve one's life? Does it make it easier.*
- *Energetically, does it feel good to keep? Or is it time to let it go?*
- *Why is this being kept? Who is it being kept for?*
- *Are we better off without it?*
- *Will the freedom we gain by getting rid of this item, outweigh any possible regrets we might have?*
- *What is going on beneath the surface?*

This approach may not be typical to how one generally deals with a collection, however, it really worked for us at our school. I was the stumbling block for many of the items in the beginning, and often asked of our library technicians for further assistance. We looked at the stats in our collection and made decisions



accordingly. I also knew that at times, we might get rid of a book and need it the next day an effect very common in clutter clearing (that is when you don't really let go of the object!). I know for sure that my part-time library technician was very proud of my efforts and saw much progress over the time we did work to minimize the resources in the library. The library technicians have another project they want to work on shortly, and it involves revamping our English fiction collection, possibly looking to put them in categories.

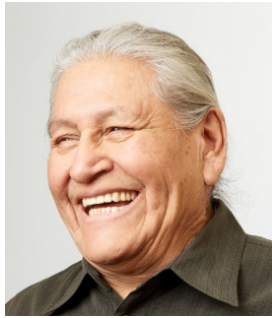
In essence, this is an ongoing process, and the key is not to add more stuff to the space but to keep the space open and fresh. And as Khang Kijarro Nuygen says: "Happiness is not a finished product, it is a work in progress!"

# Indigenous

## Indigenous Education in Belize – Reflections by Dr. Filiberto Penados

Faculty of Education, Room 200

Mona-Lynne Ayotte



Wandbi Wakita



Dr. Filiberto Penados

On October 21, 2019, Dr. Filiberto Penados, spoke to a large audience of current and student educators along with faculty about *“Education and the challenge of constructing Indigenous futures reflections from the Maya experience in southern Belize.”* This event was video-taped and will be made available in the future on the Faculty of Education’s website<sup>1</sup>. Dr. David Mandzuk, Dean of Education, called upon and offered tobacco to Dakota Spiritual Leader and Grandfather-in-Residence Wandbi Wakita<sup>2</sup> (University of Manitoba, Access Program) to welcome Filiberto to our land.

Dr. Penados offered a complex reflection with many twists and turns, filled with potential questions about how Indigenous knowledge is not only educational in nature, but how students can succeed equally with this type of schooling in a westernized and modern world. As I tried to share my reflections of this evening with a former student, Phoenix Nakagawa (U of M current student) and our Indigenous Support Student Teacher, Angela Fey, I was able to articulate my takeaway about how the land we live upon is always supporting us in our endeavours. Without the land, we cannot live, and no matter the technological

advance, it is the land that embraces our efforts.

Holding this viewpoint about the land was a gentle reminder of how Indigenous People honour the land’s fecundity and bounty. In essence, had we been taking the land we lived upon for granted? What were its gifts to us and how can we give back to her in positive ways? Furthermore, in the fight to have land rights returned to Indigenous people, why is it taking so

long?

I still feel the energetic connection and vibration of this knowledge within my soul. Filiberto’s reflections were supported through the art of the Belize people. Given they speak many dialects, he asked of this community to share their experiences of Indigenous knowledge and the need to return the land and culture to its people through their art. In this visual representation, information gathered depicted the many connections amongst people, the land and their community. This type of art is representative of the human experience and calls to us in a primal way in which we can all connect.

My favourite story was about the building of homes and the thatched roofs known as

the fajina system of exchanged labour (Lodge at Big Falls)<sup>3</sup>. All of the community comes together to build these types of homes, and while it is being built, a female elder prepares the food with other women. One particular dish known as “caldo,” is made in an outdoor cauldron. It is a rich soup made with pieces of chicken and spiced accordingly<sup>4</sup> and is often served with corn tortillas. The female elder must prepare the caldo according to a spiritual tradition and carries this knowledge for her people. In preparing it in this way, the house and its roof will stay intact and the residents will be safe and happy in the home.

Belize established in 2005 a successful

Indigenous school program and had its first graduates that year. Such programs around the world are examples of where we could go with our Indigenous education and student success. Knowing that others have succeeded, is encouraging and helps all of us as teachers to see the value and equity in knowledge being delivered in many

different ways. Dr. Penados is a scholar, who values the many ways of seeing our world, and his presentation still resonates deeply with me. It was a pleasure to be in a room filled with so many teachers who cared about the future delivery and equity of Indigenous knowledge and education.



Dr. Filiberto & Mona-Lynne Ayotte

<sup>1</sup> University of Manitoba. (2019). *Faculty of Education: Dr. Filiberto Penados*. Retrieved from <http://www.umanitoba.ca/education/> and <https://www.eventbrite.ca/e/education-and-the-challenge-of-constructing-indigenous-futures-reflections-tickets-73034619513>.

<sup>2</sup> UM News. (2018). Wakita, Wandbi: Access Program Unkan (Grandfather-in-Residence). Retrieved from: <https://news.umanitoba.ca/wanbdi-wakita-access-program-unkan-grandfather-in-residence/>

<sup>3</sup> For more information, please see Lodge at Big Falls. *Mayan House Construction*. Casado Internet Group. Retrieved from: [https://ambergriscaye.com/pages/mayan/Maya\\_building\\_construction.html](https://ambergriscaye.com/pages/mayan/Maya_building_construction.html)

<sup>4</sup> Ibid.

# Literacy

## Kevin Mowatt Seed Grant Supports the Building of an Indigenous Collection

By Taryn Borys, Hedges Middle School

The Kevin Mowat Seed Grant allowed Hedges Library to update our resources and purchase books focusing on the true history of Canada's Indigenous population.

The non-fiction titles are a great addition and resource for research, curriculum goals and are used in the classroom as well as Hedges' Sharing Circle. We were able to weed the outdated and worn titles and replace them with brand new, current, and accurate resources. With the Kevin Mowat Seed Grant, we were able to purchase books from Beech Street Book, a Canadian publisher, including titles from their True North brand and Coast 2 Coast 2 Coast. Series include: *Indigenous People's Contributions to Canada*, *Welcome to British North America and Indigenous Life in Canada: Past, Present, Future*. Having these new resources are a great asset for both teachers and students.

Students at Hedges have shown a great interest in fictional Indigenous literature. With the Kevin Mowat Seed Grant, we were able to provide new releases from

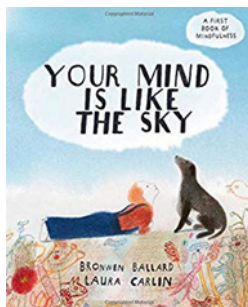


their favorite authors and series and encourage students to explore the history side and learn more about Canada's

Indigenous past and present. We hope to keep expanding our selection and offer the latest releases.

## A Sampling of Mindfulness Picture Books

Thank you to Kathleen Bergen and Joyce Riddell for picking out some new and old mindfulness books for us to enjoy.



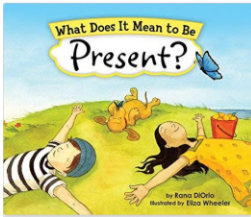
### Your mind is like the sky

By Bronwen Ballard and Laura Carlin

This is a lovely book that explains feelings using the metaphor of the sky and clouds. The illustrations are sketchy with a touch of whimsy and remind us that there are a lot of thoughts going through our heads all the time.

*Your mind is like the sky* could be used as a way to introduce the the concept of mindfulness to students and to help them reflect on how they can deal with their own rain cloud thoughts.





### **What does it mean to be present?**

By Rana DiOrio; Illustrated by Eliza Wheeler

Simple text reminds children to focus on the here and now instead of on the what ifs and what thens. At the back there is additional information about the concepts of focus, awareness, and using your senses; all of which are portrayed in the book.



### **Here and now**

Words by Julia Denos; Illustrated by E. B. Goodale

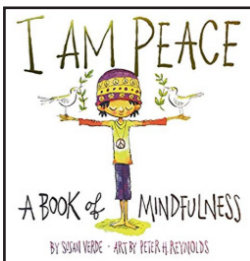
This book is filled with diverse characters living and existing with all these things happening around them. The author intends the reading of the story to be an act of mediation. Beautiful art helps to capture the pauses and movements of the text.



### **Ish**

By Peter H. Reynolds

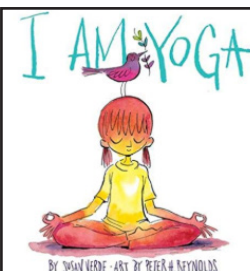
*Ish* a celebration of acceptance. It encourages the reader to do what one loves and to find happiness in the doing - regardless of how "good" it is according to others. I've added this gem to many a library. A positive message for all ages.



### **I am peace: A book of mindfulness**

By Susan Verde; Art by Peter H. Reynolds

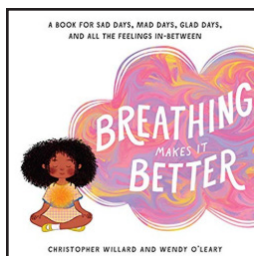
A sweet little book that walks the reader through mindfulness meditation. Verde and Reynolds reminds us that when our feelings carry us away we can re-anchor ourselves in the present and treat others with kindness and acceptance.



### **I am yoga**

By Susan Verde; Art by Peter H. Reynolds

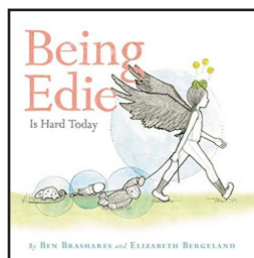
*I am yoga* introduces the reader to the different yoga positions through imaginative illustrations and positive thoughts. An author's note provides more information about the practice of yoga and explains the poses shown throughout the book.



### Breathing makes it better

By Christopher Willard and Wendy O'Leary

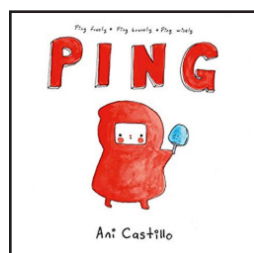
The diverse characters learn to identify and accept their feelings through awareness and breathing exercises. Additional information at the end of the book explains some breathing practices and provides some guided prompts.



### Being Edie is hard today

By Ben Brashares and Elizabeth Bergeland

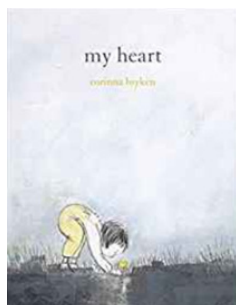
Although all books are my favorite (just like my students) - this one is my favorite new-to-me book. I just love the illustrations and how Edie identifies her feelings with animals. The small faces on each page succinctly portrays Eddie's mood. The grey of the pencil with touches of colour are very effective and beautiful.



### Ping

By Ani Castillo

*Ping* was my last month's favorite new-to-me-book. A lovely little book about what messages and emotions we send out into the world but also a reminder that we need to be receiving messages and emotions from others as well. I'll ping and receive your pong.



### My heart

By Corinna Luyken

A poem about our feelings with simple illustrations and lovely yellows. Your heart can be many things - open or closed, big or small. It is up to you to decide.

## More Mindfulness Books From the Rosenberg Library:

- **Awesome is everywhere**  
by Neil Pasricha
- **Be where your feet are!**  
by Julia Cook
- **Heath and feelings**  
by Dorothy Baldwin
- **If...: a mind-bending new way of looking at big ideas and numbers**  
by David J. Smith
- **Kaya's heart song**  
by Diwa Tharan Sanders
- **Little Miss Stubborn**  
by Roger Hargreaves
- **No mind left behind: understanding and fostering executive control - the eight essential brain skills every child needs to thrive**  
by Adam J. Cox
- **Project you: more than 50 ways to calm down, de-stress & feel great**  
by Aubre Andrus
- **Seeing is believing**  
by Gareth Moore
- **Sky tree: seeing science through art**  
by Thomas Locker
- **Well-being**  
by Jayne Denshire
- **A whole new mind: why right-brainers will rule the future**  
by Daniel H. Pink
- **Yoga for your mind and body: a teenage practice for a healthy balanced life**  
by Rebecca Rissman



## Libraries Are for Everyone but Only If We Work at It

Véronique Reynolds, Pronoms/Pronouns : Elle/She/Her, Enseignante-Bibliothécaire, Collège Béliveau et Collège Jeanne-Sauvé

While school libraries have been promoted as places for equity, the reality for some students can be quite different. Statistics show that students who identify as 2SLGBTQ+ are at a higher risk of bullying and social isolation. How can school libraries help combat this phenomenon and demonstrate true allyship for 2SLGBTQ+ students?



*This poster was created by Hafuboti a self-described Punk Rock Book Jockey Blogger and is available for free download on their website.*

### Books Are Critical

Out with the old, in with the 2SLGBTQ+ authors and stories. Books play a critical role in recognizing marginalized communities. 2SLGBTQ+ content and authors are still greatly underrepresented in publishing, but with careful collection development teacher-librarians have the ability to recalibrate this imbalance. Fixing this inequity can be done by critically looking at your school's collection. Are some of the titles in the library's collection outdated? Best to weed these titles to make room for more modern texts. Reclaim space for 2SLGBTQ+ authors and stories in libraries by finding books that depict the diversity of experiences and history of this community. A thoroughly and critically selected library collection will help inspire students and make them feel valued and recognized. Students will notice when a library has contemporary 2SLGBTQ+ books in its collection, especially if they

are actively on display and promoted.

### Enhanced Subject Headings

Conventional subject headings have long drawn the ire of library staff that would prefer more progressive keywords. Their descriptors can often be outdated and offensive. But, by adding enhanced subject headings to a school library's union catalogue, libraries can fight against these outmoded terms. In the Louis Riel School Division, schools use LGBTQ, GLOW and GSA as subject headings for 2SLGBTQ+ resources. These subject headings are promoted in libraries and are easily identifiable to students and staff.

Accepting that we are not the experts, one may be afraid of choosing the wrong resources, using incorrect terminology and pronouns, or fear criticism from less inclusive community members. Don't let this stop you, actively working towards inclusion is better than not, and no one gets it perfect the first time. Start by reading your school division's policy on diversity and equity. This will help when talking to reluctant community members and staff.

### Provincial Support Documents

Provincial support documents can be a helpful next step in learning how to create a positive space for all. Manitoba Education and Training has a Safe and Caring Schools website with documents on *Creating Affirming Schools for All* and *Guidelines for Supporting and Affirming Trans and Gender Diverse Students*. Saskatchewan has created similar documents with grade-level lesson plans that can be integrated in specific curricular areas. Accessing these websites can be beneficial when lesson planning and collaborating with staff.

### Social Media as a Professional Resource

A great expert to follow on Twitter is Dr. Lee Airton, they are assistant professor of Gender and Sexuality Studies in Education at Queen's University. They have written the book *Gender Your Guide-*

*A gender-friendly primer on what to say, what to know, and what to do in the new gender culture.* Their twitter is a great way to stay up to date on Canadian issues related to diversity. They also offer practical steps to creating inclusive classrooms. We Need Diverse Books a non-profit organization was created to address the lack of diverse narratives in children's literature can be found on Twitter. The Conscious Kid is a non-profit addressing diversity education through a critical race lens on Instagram.

### Resources for Education and Advocacy

Finally, look to other organizations to expand your knowledge on gender and diversity; like Gender Creative Kids a Canadian group dedicated to supporting children and their families. Or the June 2019 issue of Education Canada Magazine, which was entirely dedicated to the topics of gender and sexuality. Most important of all, reach out to local community and non-profit organizations for support and resources. Locally in Manitoba, we have groups like *SERC: Sexuality Education and Resource Centre MB* and *Rainbow Resource Centre*. These groups have resources for teachers and families on their websites. They also have facilitators willing to work with students or help with professional development.

Lastly, it is important to remember that this is critical advocacy work for vulnerable students. If you've used the wrong term or pronoun, apologize, move on and commit yourself to doing better the next time. And if your actions to advocate for a more diverse learning environment are questioned, remember that you are doing the work that ensures that all students feel safe at school.

## Cataloguing Corner

# Update on the “Manitoba School Libraries RDA Cataloguing Guidelines, October 2015”

By Debbie Smith, St. James-Assiniboia School Division

Available for download at:  
MSLA's webpage:

[https://www.](https://www.manitobaschoollibraries.ca/rda-for-school-libraries?p=972)

[manitobaschoollibraries.ca/rda-for-school-libraries?p=972](https://www.manitobaschoollibraries.ca/rda-for-school-libraries?p=972)

The new cataloguing standard RDA (Resource Description & Access) was an agenda item for the winter 2013 meeting of SLAM (School Library Administrators of Manitoba). The provincial document “Accessing Information: Cataloguing Guidelines for Manitoba and Saskatchewan School Library Personnel, (2011)” was created prior to RDA implementation and training. SLAM members agreed there was a need to have a document to address the RDA guidelines that could supplement the “Accessing Information” document. The RDA Working Group was created to determine best practices for school libraries in our province. The RDA Working Group included representation from metro division central library services and school libraries, private school libraries, and the Department of Education Library. Laura Cowie, from Winnipeg School Division, organized the committee and the first meeting where we outlined goals, set timelines and planned our meetings.

We determined the document should address RDA in plain language, be ILS (Integrated Library System) neutral, include

terminology in both French and English, include examples of RDA records for materials in multiple formats, and include information on accessing the RDA Toolkit.

Our goal was to have the RDA Working Group document available as a living document to facilitate future updates. Thank you to MSLA for hosting the document on their website, providing access for all provincial school library staff.

The main body of the document borrowed from Cathy Lamoureux's (Carnegie Library of Pittsburgh) document, RDA at the Carnegie Library of Pittsburgh – Implementation and Coding Practices. We are grateful for her permission to adapt the document into our own.

The introduction outlines the general information and RDA coding practices followed by the new RDA practices in MARC field order. The organization by MARC field format makes it very user friendly for cataloguers who are familiar and well versed with the MARC structure. For each MARC field, there is a corresponding RDA Toolkit reference number, a description of the coding practice and a column for Local best practices since RDA contains many optional variations.

In addition to the MARC field is a “T” colored in red to indicate those fields which must

be transcribed. There are 17 examples at the end of this section to further illustrate each of the coding changes. Most of the examples show both the AACR2 and the RDA record to highlight the changes.

Appendices were added to assist those without RDA Toolkit access. Appendix A has an AACR2 vs RDA terminology table. RDA is based on the *Functional Requirements for Bibliographic Records* model (FRBR) and there are substantial changes in the terminology used.

RDA has a very minimal number of Core fields required for a bibliographic record. Most cataloguers would exceed these requirements and the RDA working group recommends a larger list of required fields. Appendix B identifies the RDA Core Elements and Appendix C the RDA Core Elements as recommended by the RDA Working Group.

Relationships are very important in RDA and the addition of relationship designators in 1XX and 7XX \$e subfields uses a controlled vocabulary list from the Toolkit. Appendix D lists the Relationship designators in both English and French.

One of the most visible changes to RDA was the new Media/Content/Carrier terms replacing the General Material Designator. Appendix F identifies the 33X fields needed for various formats



in both English and French.

Our 300 fields have fewer abbreviations with RDA. A common vocabulary table for 300 data is in Appendix H (English and French). The RDA Toolkit allows for custom content to be shared across a district/division as well as publicly under the heading Workflows on the left side navigation. Since many cataloguers may not have access to the RDA Toolkit, the workflows/examples we created for each format in the toolkit were also added to the end of the document. Suggested readings, websites and training links close out the document.

Fast forward four years and RDA cataloguers continue to have access to the document for RDA cataloguing reference via the MSLA website. This has become especially important since the cost of the RDA Toolkit subscriptions leaves many cataloguers with no access.

The RDA Toolkit has been under revision with the 3R Project (RDA Toolkit Restructure and Redesign Project). The Beta version (<http://access.rdatoolkit.org/freetrial>) became available in April 2019. A statement on the status of the 3R Project completion was posted Oct. 15, 2019 (<https://www.rdatoolkit.org/node/202>). The date for the Beta Site switching to the official RDA is December 15, 2020. On that date [beta.rdatoolkit.org](http://beta.rdatoolkit.org) will become [access.rdatoolkit.org](http://access.rdatoolkit.org), and the original RDA Toolkit will move to [original.rdatoolkit.org](http://original.rdatoolkit.org). A date is still to be set for the one-year countdown that will see the disappearance of the original RDA Toolkit.

The revision is based on the

International Federation of Library Associations' (IFLA) Library Reference Model (LRM) which encompasses the Functional Requirements for Bibliographic Records model (FRBR), Functional Requirements for Authority Data (FRAD) and Functional Requirements for Subject Authority Data (FRSAD). The LRM model is an international standard for metadata and compatible with the museum and heritage communities.

For more information and frequently asked questions on the 3R Project and the RDA Beta Toolkit see <http://rda-rsc.org/node/551>.

The current RDA Toolkit remains in force and cataloguers should not be using the beta Toolkit at the present time. There are substantial changes in LRM terminology, relationship designators, aggregates, and non-human personages. The format and navigation of the beta toolkit has also changed substantially. The cataloguing communities await the development of application profiles which will indicate which RDA elements are required for a specific application. The beta Toolkit provides for user created workflows and internal documents to implement an application profile.

It is my hope that the RDA Working Group will continue to collaborate regarding these changes and continue to provide support to school libraries across the province.

*Submitted by Debbie Smith, MSLA Past President, on behalf of the RDA Working Group*



# Using CREW to Align Curriculum and Collection Development

By Jonine Bergen, St. John's-Ravenscourt

I suspect many of us are thinking about, or are in the process of, decreasing the size of our physical collections. I also suspect that many of us are dreading the process because it is such a big job; time consuming and stressful. There are many ways of tackling this job - many of us use the acronym MUSTIE when we take on a weeding project; Mona-Lynne Ayotte's session at SAGE suggested using clutter clearing techniques in this practice. In this article I'd like to return to the concept of CREW when weeding - Continuous Review Evaluation Weed - and consider how we can turn this dreaded task into something a bit more palatable and more importantly, an advocacy and collaborative opportunity.

Let's be honest - it is a lot easier to purchase books than it is to deselect them from the collection. Of course, we know deselection is an important activity, but it is easy to put it off. If weeding is, however, an integral part of our collection development activities, then the process of deselection should be an important step in the book purchasing process. Deselection should occur in tandem with our purchasing activities. In fact, the first step before we purchase books - especially nonfiction books - should be to review the resources we currently have and how and if they are being used. To help us identify what we need and what is obsolete, perhaps our starting point should be the curriculum. And, as a corollary to that - the curriculum should be identified in our catalogues.

If we look at our collection development policy, most of us will see a statement indicating that we purchase books to support the curriculum and student engagement. We do not have to purchase resources solely to support the curriculum but supporting student learning suggests that we need to be considering what the students are studying in their courses. Indeed, as evidence that our own library mission statements and standards are being met we need to systematically review the curriculum and complete an analysis of how the collection is meeting the needs of students and staff in our schools. This process will also provide evidence to our administrators that we are spending our budgets carefully and with due diligence.

It is entirely unrealistic to try to analyze the

collection in relation to the curriculum every year. However, we can choose to systematically align the collection to the curriculum over a period of years. For example, I may choose to review the Grade 6 curriculum this year, Grade 7 next year, and the Grade 8 curriculum the following year. Alternately, I may choose to focus on certain Dewey numbers each year and review the curriculum requirements connected with the resources within that specified Dewey range. The process of how we align our collection to the curriculum will vary across libraries. The point is, we should be doing it. Which means, we need to know the curriculum. Teacher-Librarians must take the lead in this process but if you are not a teacher-librarian or are not working with a teacher-librarian, talk to your teachers. They will be part of this process regardless. For this example, let's look at Grade 6 Science.

## Step 1. Start with the curriculum

The curriculum does not change very often so it is a very good use of one's time to familiarize yourself with the topics being taught. The curriculum documents can be located on the Manitoba Education website. For this example, the Science Topic Charts provide a clear overview of the curriculum. The Topic Charts provide the four main theme clusters Grade 6 students will be learning in Science. They are:

1. Diversity of Living Things
2. Flight
3. Electricity
4. Exploring the Solar System

The curriculum provides subcategories within each of these themes. It also provides a list of skills and attitudes that should be focused on. These skills can also be aligned to the library so we can provide support to the teachers and students in meeting these curriculum requirements. That is a topic for another day.

Let's look at the theme of Electricity

## Step 2. Check your collection

Using some of the key terms you identify in the cluster, search your catalogue. Can you locate information on the topic? (see Figure 2) This may be a good opportunity to meet with your science teachers. Ask if they have a list of terms the students need to know, if a research project is required, what resources they would like to have, requests for the library. Subtopic 6-3-16, for example, could provide an opportunity for an inquiry project.

Armed with the list of terms and an understanding of your teachers' goals and objectives for this unit, check how your collection measures up. Can the students find what they need? There are a few catalogue considerations at this point:

- Would adding a Contents note (505)

## Cluster 3: Electricity

6-3-01 Use appropriate vocabulary related to their investigations of electricity. Include: positive charge, negative charge, current electricity, static electricity, electrical circuit, insulator, conductor, switch, series circuit, parallel circuit, electromagnet, magnetic field, motor, generator, transformation, electrical energy, renewable, non-renewable, energy consumption. GLO: C6, D4, E4	6-3-11 Use the design process to construct an electrical circuit that performs a useful function. Examples: doorbell, alarm, motorized toy, game... GLO: C3, D4
6-3-02 Explain the attraction and repulsion of electrostatically charged materials. Include: negatively and positively charged materials attract one another; materials of like charge repel one another. GLO: D4	6-3-12 Demonstrate, using a simple electromagnet constructed in class, that an electric current can create a magnetic field. GLO: C2, D4
6-3-03 Explain current electricity, and compare the characteristics of current and static electricity by using a model. GLO: A2, D4	6-3-13 Explore motors and generators to determine that electromagnets transform electricity into motion, and motion into electricity. GLO: A5, D4, E2, E4
6-3-04 Identify dangers associated with static and current electricity, and demonstrate and describe appropriate safety precautions. GLO: C1, D4	6-3-14 Identify forms of energy that may result from the transformation of electrical energy, and recognize that energy can only be changed from one form into another, not created or destroyed. Include: light, heat, sound, motion. GLO: D4, E4
6-3-05 List electrical devices used at home, at school, and in the community, and identify the human needs that they fulfill. Examples: heat, light, communication, movement... GLO: B1, B2, D4	6-3-15 Identify the two major sources of electrical energy, and provide examples of each. Include: chemical sources such as batteries; electromagnetic sources such as turbine motion caused by wind, falling water, and steam. GLO: B1, D4, E4
6-3-06 Develop a definition of an electrical circuit, based on classroom explorations. Include: an electrical circuit is a continuous path for charges and must contain a power source and a conductor. GLO: C2, D4	6-3-16 Identify renewable and non-renewable sources of electrical energy, and discuss advantages and disadvantages of each. Examples: renewable sources such as hydroelectric, wind, geothermal, solar; non-renewable sources such as fossil fuels, nuclear fission... GLO: B5, E4
6-3-07 Experiment to classify a variety of materials as insulators or conductors. GLO: C2, D3, D4, E1	6-3-17 Evaluate an electrical device using the design process. Examples: light bulbs, kitchen appliances... GLO: B5, C4
6-3-08 Demonstrate and describe the function of switches in electrical circuits. GLO: D4	6-3-18 Describe factors that affect the consumption of electrical energy, and outline an action plan to reduce electrical energy consumption at home, at school, or in the community. GLO: B5, C4, E4
6-3-09 Construct and diagram simple series circuits and simple parallel circuits. GLO: C2, C6, D4, E1	6-3-19 Describe the ways in which electricity has had an impact on daily life. GLO: B1, B2, B5
6-3-10 Explore to determine factors that affect bulb brightness in simple series and parallel circuits. Include: number of bulbs, number of batteries, placement of bulbs and batteries. GLO: C2, D4	



help students because the chapter titles may be more specific and provide more detail than the title of the book?

- Are additional access points required – 658 – Curriculum objective could allow you to add an additional subject based on a curriculum topic. (see Figure 3)
- How clear is the Summary note (520) – could additional information be added to identify specific concepts? (see Figure 4)
- Are your digital and online resources identified? How do your students know to check the school's online encyclopedia or other database? Are your ebooks in your catalogue? (see Figure 4)
- It may be time to consider creating a collection, resource list, pathfinder, or other guide to help your students navigate and locate the information they need.
- Note the Dewey numbers that encompass the topic – 500s? 300? 600s? Biography? Fiction?

### Step 3. Check the age of the resources

Currency is very important in science topics. There is a strong possibility that some of your collection will be dated – especially in the Reference section. If it is, deselect the obsolete titles. It is much simpler to weed 10 books than 100 or 1000. It is also much easier to request additional budget to support a curriculum need than to ask for money to buy books. You now have data that the topic is in the curriculum and your library's collection is inadequate or dated in this area.

### Step 4: Talk to the teachers

Before completing any purchases, make sure you talk to your teachers to let them know you are interested in renewing this section. Ask them about their plans for this unit – is there a research component? Invite them to suggest resources they would like to add to the collection. These resources may include books, videos, periodicals, databases, or other online sources.

This is an important step for collection development and for advocacy efforts. I hear many library professionals indicate that they are weeding certain sections of their collection because of lack of use. When you show the teachers you are aware of their curriculum and that you are actively trying to support their efforts you are inviting them to collaborate with

Figure 2. Check your collection using some key terms.

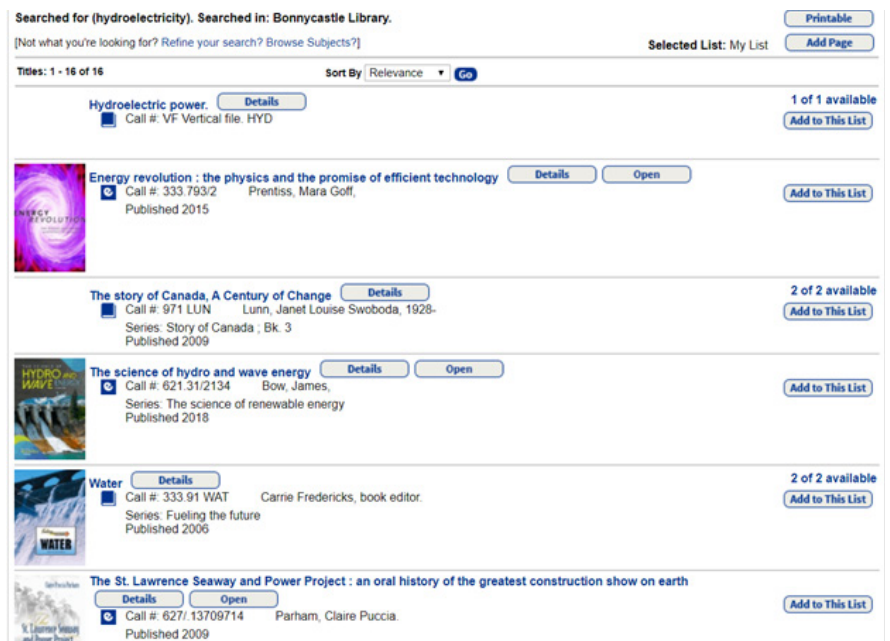


Figure 3. Are additional access points required? How will students locate your online resources?

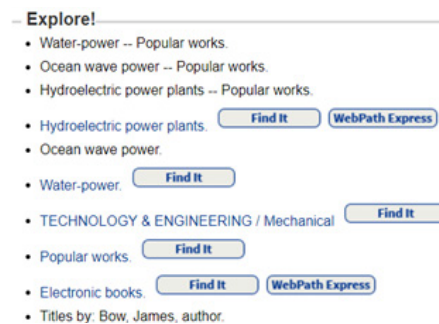
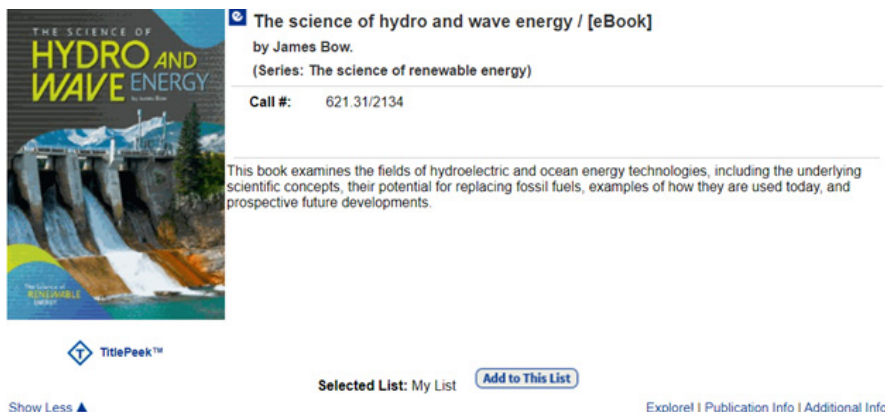


Figure 4. Check the summary note (520) - could additional information be added to identify specific concepts? Would a 505 field provide better access points?



you. This process will result in you gathering information about their teaching plans as well as providing your teachers with information about what is available in the library. You may even have an opportunity to show them

a database or other resource to support their teaching. Your conversations may evolve into a consideration of ways to promote the resources to the students – a display, a class visit, or even a post on your website.



## Reflect

After discussing the subject with the teachers, you may decide to decrease the size of the collection in this area because, based on how the teachers are planning on teaching the unit, the students will not have a strong need for resources in this area. Alternately, you may decide because currency is extremely important, you will encourage the students to use your online databases or some hand-picked websites for the topic.

## Step 5: Look for Appropriate Resources

It can be tempting to simply choose books from a catalogue but it is also important to keep in mind your collection development policy. You are purchasing the materials to meet the needs of your students – all your students. Think of your EAL population and students who may have learning plans. Do you have resources that support them as well? Do you have resources at different reading levels? Visually appealing materials? Resources that can be translated to different languages or can be accessed in different ways? For example, is an audio option available with your digital resources? Maybe a periodical is a better choice.

In conclusion, weeding is an important activity but if it is included, as it should be, in your collection development activities, you will find that deselection need not be overwhelming. It can help ensure that we are Continually Reviewing and Evaluating our collections based on our students' needs. Weeding can help us align our collections to the curriculum and ensure we are aware of the activities occurring in the classroom.

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# Leading Learning Self-Serve Laptops

By Mona-Lynne Ayotte with Rick Lecocq and April Germono, Library Technicians



If you have laptop carts in your Learning Commons, you might consider setting up a self-serve station through Destiny (Library Management Software) so high school students can individually sign out laptops. In our case, students, who sign out the laptops, need to know their six digit student number (Patron District Number). In our school division, this number is located in Mayet, on their bar-coded student identification card, in our Destiny program, or on the student's school schedule.

When we originally received our laptops and cart, Mr. Rick Lecocq, our full time library technician, was signing out laptops continuously, a reminder of his elementary days when he was signing out all the picture and reading books at once for class visits. We felt we could trust our students to sign out and return laptops on their own and so we set up a self-serve station next to our circulation desk.



Mr. Rick Lecocq, Library Technician

In setting up next to the circulation desk, Rick and April (part-time library technician) could supervise the signing out of the laptops

and could demonstrate how to sign them out properly. We wrote a set of directions which we placed next to the sign out station and Rick created a YouTube video entitled: *How to use Self-Checkout* <https://www.youtube.com/watch?v=qQRWfYOQoF0>. When we do our September Learning Commons tours for grade 9 and 10 students, we share this video with them. Otherwise, this video plays to the left of the checkout screen, as there are times when Rick is elsewhere assisting a student or for when students need a reminder about the procedures. Given my office view is angled directly behind the circulation desk, I can also assist students with sign out. See Figure 1

## Setting up a Check-Out Station in Destiny

We created a separate username and password for this self-checkout station. To set this up in Destiny, you need to configure a self-checkout circulating screen and Follett has a link on how to do this, as it is not an intuitive process. Once you log into your Destiny account, look for ?Help. Our screen is set up with ?Help being on the right of our name and Log Out menu option. By selecting help, you can locate the instructions by typing in the search field "self checkout." The instructions appear as the first choice and can help you to set up the Self-Checkout station. Every morning, we sign into this account and open up the screen pictured in this article.

## Check Out, Check In, Reset

Our Destiny screen is set up in the Circulation mode with the following options: Check Out, Check In, and Reset found on the left hand navigation pane. In order for this program to work efficiently, you do need a dedicated scanner, as we labelled each of our laptops with an identifiable bar code and laptop number. Students are expected to use the laptops for only one period, to check them back in, and to return them to the cart properly. If for some reason the laptop is not returned, we can check the barcode number to see who has signed it out. See Figure 2

Figure 1

**Set Up a Self-Checkout Station**

Library self-checkout stations let students check out the materials and resources they need, freeing you up for other tasks. With Destiny Library Manager, a self-checkout station can be set up that protects student information and privacy in just a few steps.

**Create a Self-Checkout Station Login**

To let students check out their own materials, first you need to create a new access level. Then, create a patron record to use as a login for the self-checkout station.

To create a new access level:

1. Select Back Office > Access Levels.
2. At the bottom of the page, click Add Access Level.
3. In the Access Level field, type a name, such as Self-Checkout.

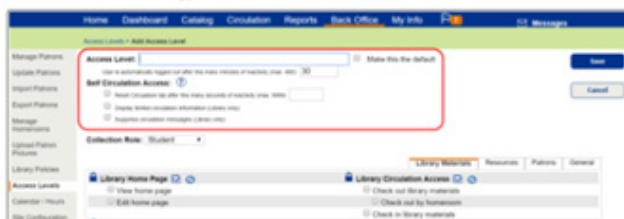
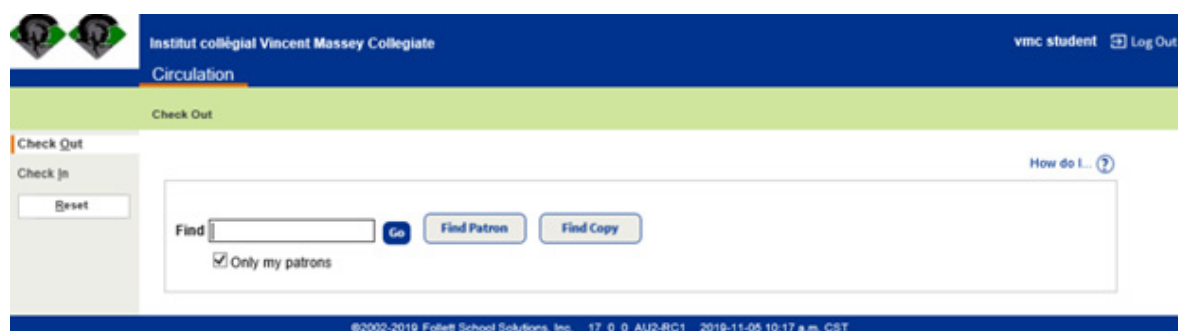


Figure 2



## Laptop cart Etiquette



When students borrow a laptop from the cart, we take time to demonstrate how to remove it from the cart so that the plug-in charger cords do not dangle. When the cords dangle, they inhibit other students from accessing the other laptops easily. We ask the students to tuck the charging cord in the tray when borrowing the laptop. When the laptop is returned students take the tucked in cord from the numbered tray, plug in the laptop, slide it into the tray with

the power cord facing inside. If there is any extra cord, they snake it on top of the laptop tucking it in perfectly into the tray so no cords dangle or hurt our library technician. When you have your own cart establishing a best practice way to lodge the computers will make your life much easier. This organizational skill is something that has to be taught to the students, as they would love to just slide it into the tray and walk away.

When removing a laptop from the cart, students walk over to the checkout station with the laptop facing upwards and select the check out tab on the circulation screen. They input their student number by scanning in their Go Card or by typing it into the FIND box and pressing enter. When their name appears, they pick up the scanner, and scan in the laptop, pressing reset afterwards. It is much easier to return the laptop, as all they need to do is press **check in and scan**. Afterwards, they place the laptop back in the cart.

When a full class comes into the library to use the laptops, we do not have the students sign out the laptops. We simply take them

out of the cart and at the end of class, we have a number of volunteer students place them back properly into the cart.

## WE HAVE HAD A FEW PROBLEMS; HOWEVER, WE HAVE NEVER LOST A LAPTOP!

**Not returned to library.** Sometimes students leave a laptop behind in the cafeteria, a classroom, or the gym as we let them take the laptops all over the school during classes and noon hours. Teachers or other students know these laptops are precious and will return them to us. If a student has not returned a laptop, we will put a note in their library account, as we cannot block the student in Destiny at this time.

**Overdue materials.** Students who have overdue materials are blocked by the system from any further loan transactions. At this point, we check our records (on our main circulation computer) and speak to the students and decide if we should override the transaction. They cannot borrow a

laptop until the overdue material is returned or we override the block.

**Student did not sign out laptop.** We spend a lot of time at the beginning of the year teaching students how to sign out the laptops through library tours and at point of use. Having the self-check out station close to the circulation desk allows us to see if students are signing out or in the materials correctly. If for any reason we do not know who signed out the laptop from us, we can ask our divisional technicians to see who might have used their divisional sign-in on a particular laptop. This is not always reliable; however, it does help to find the trajectory and travels of the laptop.

**Laptops are for school assignments.** Our students are asked not to play games on our laptops as we only have 33 laptops and five desktops. In particular, students whom other teachers have identified at being at risk for focusing solely on games at school cannot borrow a laptop without a teacher or educational assistant present. There is a once a week club for these students to meet and play games in a supervised computer lab.

### Checking out other materials

Other materials can be signed out from the self-serve station if there is a barcode on the library item. Books, DVDS, other equipment can be scanned from this station. We encourage our students to use the self-check out just for laptops. All other library materials are signed out from the circulation desk.

### In conclusion

We started the self-check out process as it frees up the library-technicians time and encourages students to be responsible. Any problems we might have had initially are outweighed by the benefits. As of November 7th, 2019, there have been 2,842 laptop transactions and additionally, there has been 230 blocks that needed to be addressed by the library technicians. In a school year of ten months, the self-serve transactions could reach as high as 28,000+! Implementing this procedure into our Learning Commons has given students the ability to access such services encouraging independent and flexible learning while saving staff library time.

## MSLA Unveils School Library Learning Commons Change Lives Poster

By Jo-Anne Gibson, MSLA Professional Learning Chair

Library Learning Commons Consultant, Pembina Trails School Division

Just in time for MSLA SAGE Conference 2019, the Manitoba School Library Association made available to all participants a poster recognizing the powerful impact these active centers of learning and fellowship have on individuals, families, communities and our country. In keeping with the MSLA's conference theme: "Root our Practice in Wellness: Nurture Body, Mind and Soul" this beautiful poster speaks to the importance of school libraries supporting wellness on both a personal and national level.

Modeled after the 2014 American Library Association's *Declaration to the Right to Libraries*, the *School Library Learning Commons Change Lives* poster captures all that school libraries do to protect the rights and freedoms of all its citizens in a democratic country. Taking its cues from the *Canadian Charter of Rights and Freedoms*, the *Universal Declaration of Human Rights* and the Canadian School Libraries *Leading Learning* document, the MSLA poster reaffirms that all students, regardless of where they live in Canada, should have equal access to a well-funded, fully staffed school library.

Artist, Kathleen Bergen, has artfully captured the essence of the eleven belief statements on how school libraries can change lives for the better. Shown as branches of a tree, when students have access to a quality school library, they are given a chance to learn and grow in ways that will benefit themselves and others.

The making of the poster has been a dream since Vivianne Fogarty and myself attended Treasure Mountain Canada 3 in Victoria, B.C. in 2014. Guest speaker at TMC3 was Dr. Barbara Stripling, then president of the American Library Association

who had recently presented the *Declaration to the Right to School Libraries* to the library community in the U.S. Dr. Stripling was kind enough to share this document with those in attendance at TMC3. Vivianne and I clearly understood the significance of unveiling a document about school libraries at the ALA level, not that we should have been surprised since Barbara, as Senior Associate Dean for the School of Information Studies at Syracuse University and a long-time volunteer for the American Association for School Libraries, has long believed in the power of school libraries.

Vivianne and I clearly remember (as did Barbara when I recently contacted her about getting permission to pursue a Canadian version of the *Right to Libraries*) asking Barbara in 2014 whether we could adapt the American version for our own needs. She readily agreed then as she and the ALA agreed in 2019 to the MSLA adapting their work. A huge thank you to the library learning commons staff at the Pembina Trails School Division who helped to "Canadianize" the original document and to Anita Brooks-Kirkland and Carol Koechlin from Canadian School Libraries for their input and suggestions.

Thank you to the Manitoba School Library Association for providing the funding to make this poster a reality. If you were unable to acquire a poster at the MSLA SAGE Conference, a downloadable version is available on the MSLA website. Alternatively, you can also contact me through my [mslaprofessionallearning@gmail.com](mailto:mslaprofessionallearning@gmail.com) email and I can send you a digital copy that you can print for your school library learning commons.



# Declaration for the Right to a School Library Learning Commons

In the spirit of the *Canadian Charter of Rights and Freedoms* and the *Universal Declaration of Human Rights*, we believe that all libraries are essential to a multicultural and democratic society. Every day, in communities across our country and the world, millions of children, students and adults use the school library learning commons to learn, grow and achieve their dreams. In addition to a vast array of diverse resources, technologies and flexible spaces, all learners benefit from the expert teaching and guidance of teacher-librarians and other library staff to help expand their minds and open new worlds.

*All schools in Canada need to be able to develop and support excellent school libraries responsive to the diverse needs of learners today and into the future. This means that all schools large and small, urban and rural, public and private, brick and mortar or virtual, need to provide access to teaching expertise in the library as well as best resources, technologies and physical and virtual learning spaces to support learner needs as they evolve. The transitioning of the school library to school library learning commons establishes the vision and structure to address these evolving needs and encourages continuous growth.<sup>1</sup>*

School libraries as learning commons are essential to teaching and learning now and into the future, thus we affirm the fundamental right to quality school library learning commons for every child in Canada.

## Excellent School Library Learning Commons:

### Empower the Individual.

Whether developing skills to succeed in school, looking for a job, or exploring possible careers, members of the school community turn to school libraries for instruction, support and access to technology and other resources to help them lead better lives.

### Strengthen Families.

Students find a comfortable, welcoming space and a wealth of diverse print and digital resources to share with their families, to help them grow, play, create, and share lifelong learning experiences together.

### Support Literacy and Lifelong Learning.

Many children learn to read at their school libraries via story times, award-winning awards programs, selecting books based on their interests, author visits and other learning opportunities. Students come to the library to learn the technology and information literacy skills that help them answer their questions, discover new interests, and share their ideas with others.

### Advance Research and Scholarship.

Knowledge grows from knowledge. Whether doing a school assignment, seeking personal enrichment or learning how to share and create information ethically, scholars of all ages depend on the knowledge and expertise that school libraries and library staffs have to offer.

### Protect Our Fundamental Freedoms.

Our right to read, seek information, and speak freely must be protected. School libraries and school librarians actively defend our right to think, believe, and express ourselves freely as enshrined in the *Canadian Charter of Rights and Freedoms*.

### Responsive to Life Now and Into the Future

School libraries prepare students to live and work now and in the future. School library staff teach students to think critically, communicate in a variety of modalities, collaborate with others and solve problems. They provide opportunities for students to demonstrate their creativity, agility, innovation, teamwork, initiative, grit for learning and entrepreneurialism.

### Strengthen Our Country.

The economic and environmental health and successful governance of our country depends on people who are literate, informed and uphold basic human rights. School libraries support these rights for the next generation of voters and activists.

### Help us to Better Understand Each Other.

Students and teachers from all walks of life come together at school libraries to explore issues and ideas. School libraries provide culturally relevant responsive instruction, carefully selected collections that represent all peoples and ways of knowing, meeting spaces, places to gather with friends, and safe havens to help us share and learn from our similarities and differences.

### Build Communities and Preserve Cultural Identities.

School libraries bring people together, both in person and online, to have conversations and to learn from and help each other. School libraries serve all members of the school community and provide inclusive opportunities to meet diverse needs and identities including those of Indigenous Peoples. They support Canadian cultural institutions, authors, publishing houses and entrepreneurs.

### Illuminate and Preserve the True History of Canada.

The past is key to our future. School libraries provide a safe place to examine and celebrate the history of our country from multiple perspectives including those of our First Peoples. School libraries provide instruction, strategies and resources that allow us to better understand our past, present and future.

### Are the Great Equalizer.

School libraries serve members of the school community of every age, ability, education level, income level, and cultural background. For many, school libraries provide resources that they could not otherwise access, resources they need to live, learn and work.

<sup>1</sup> Canadian School Libraries. (2016). *Leading Learning: Standards of practice for school library learning commons in Canada* (2014). Retrieved from <https://ilsop.canadianschoollibraries.ca/>



# SCHOOL LIBRARY LEARNING COMMONS

## CHANGE LIVES





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