

<p style="text-align: center;"><b>Curriculum &amp; Instruction 8402</b></p> <hr/> <p style="text-align: center;">Library Services</p>	<b>Administrative Application</b>	
	<b>Last Reviewed /Approved on:</b>	January 15, 2020
	<b>References:</b>	The Education Regulations, 2019, E-02. Reg. 29, 42 Connections - Policy and Guidelines for School Libraries in Saskatchewan, 2008 Resources Online Policy 12 – Role of the Director
	<b>Status:</b>	Operational

### Preamble

The purpose of this administrative application is to give direction for the provision of school libraries within the Regina Catholic School Division (RCSD). An effective school library:

1. Realizes the achievement of curriculum learning outcomes by providing access to a wide range of high quality learning resources in a variety of formats.
2. Prepares students for the future by equipping them to live in a constantly changing world by fostering the attitudes, knowledge, and skills that enable lifelong learning.
3. Broadens students' horizons by engaging them in a world beyond their school, by sparking imagination, introducing new ideas, and stimulating curiosity.

*[Connections: Policy Guidelines for School Libraries in Saskatchewan, Ministry of Education, 2008]*

RCSD believes that the school library and the teacher-librarian are integral to supporting student learning and achievement within a Catholic context. In supporting this statement, each school within the division will have:

1. A robust library and an effective library program suitable for its students administered by a teacher-librarian, and
2. In the case of an alternative school (e.g., St. Luke and Jean Vanier), appropriate support personnel will be provided by Information and Library Services (ILS).
3. Access to centralized library services through ILS.

### Definitions

#### 1. Personnel

##### a. Teacher-Librarian

A qualified teacher with successful teaching experience who has a university major in school librarianship or degree in library science with courses relevant to school librarianship *[Connections, pg. 28]*; or a teacher with successful teaching experience determined in consultation between the Coordinator and school-based administrator(s) who participates in the ILS teacher-librarian training modules.

- b. **Library Technician**  
A person with a certificate or diploma in library and information technology from an accredited post-secondary institution employed in ILS for centralized cataloguing services.
  - c. **Library Assistant**  
A person employed to provide assistance to the teacher-librarian in daily library clerical operations
2. **Resource-based Learning**  
Resource-based learning/teaching refers to planned educational programs including lessons, modules and/or units which actively involve students in the meaningful use of a wide variety of print, non-print, electronic, virtual, and human resources.
3. **Information Literacy Competencies**  
Information literacy involves the ability to access, evaluate, use, and share information effectively and ethically for a variety of purposes.

## Application

- 1. The provision of library services is one of shared responsibility.
  - a. Division-level: Leadership is provided by the designated superintendent and the Coordinator of Information and Library Services.
  - b. School-level: Leadership is the responsibility of the principal, teacher-librarian and teachers.
- 2. An effective school library is comprised of six (6) inter-related components.
  - a. School Library Personnel  
Appropriate professional and non-professional staff are required to support a school library program. In RCSD this includes:
    - i. **Teacher-librarian**: an instructional leader responsible for all aspects of the school library; and,
      - Note**
        - At the elementary level, the teacher-librarian staffing allocation is linked to student enrolment.
        - At the high school level, the teacher-librarian staffing allocation is full time.
    - ii. **Library assistant**: an education support professional responsible for assisting the teacher-librarian with library management tasks.
      - Note**
        - At the elementary level, library assistants belong to the ILS department and are deployed to schools on a rotational schedule.
        - At the high school level, library assistants are part of the school staffing complement. Staffing allocation is based on professional staff FTE.

b. School Library Program

Through the instructional role of the teacher-librarian and supported by the principal, teachers, and ILS, each school has a library program that:

- i. supports the learning outcomes of the curriculum and the instructional program of the school;
- ii. actively involves students in inquiry and research-based learning;
- iii. integrates into resource-based learning activities information literacy skills required for students to become independent, critical thinkers who are ethical users and creators of information;
- iv. promotes literacy development through the provision of appropriate resources and the integration of literacy skills into resource-based learning/teaching;
- v. fosters a love of reading through literature/reading appreciation activities, motivational programs such as author presentations;
- vi. infuses technology into resource-based learning opportunities; and,
- vii. provides unscheduled, flexible time for the teacher-librarian to develop and maintain the library program.

c. Collaborative Planning and Teaching

Through the instructional role of the teacher-librarian and supported by the principal, teachers, and ILS, each school has a library program that:

- i. includes the design, implementation, and assessment of resource-based learning opportunities developed through the shared expertise and collaborative partnership of the teacher-librarian and teacher(s); and,
- ii. includes a formal and informal collaborative planning process.

d. School Library Collection

Through the instructional role of the teacher-librarian and supported by the principal, teachers, and ILS, each school has a library program that:

- i. maintains a robust physical collection that is supportive of curriculum and student interests, is searchable through the division online public access catalogue, and is assessed and weeded regularly;

**Note**

Collections should contain:

- a minimum of 4,000 items or 20 items per student, whichever is greater
- a ratio of fiction to non-fiction, including reference: 30-40% fiction to 60-70% non-fiction
- professional resources, periodicals, kits, eBooks, streamed DVDs
- general reference materials that are no older than seven (7) years

- at least 70% of the resources published within the last ten (10) years [Connections, pg. 32];
- ii. includes a virtual collection of learning resources provided by and accessible through ILS that is supportive of curriculum;
- iii. contains a balance of accurate, reliable, and current print, non-print, and digital resources which reflect and support a diversity of teaching and learning styles, cultural backgrounds, ability levels, gender, and maturity levels of the users [refer to A8400 and A8410.1];
- iv. provides resources beyond the physical facility accessible through the Internet, as well as through inter-library loans, and

**Note**

ILS maintains the school division website, *Resources Online*, which makes accessible online subscription databases, e-books, and encyclopaedias as well as quality educational websites.

- v. receives an adequate and sustained budget to maintain and renew the collection on an ongoing basis.

**Note**

- It is the responsibility of the teacher-librarian, in consultation with the principal and school staff, to manage the budget allocated to the school library.
- It is the responsibility of ILS to place the orders for the elementary schools and to catalogue and process the resources.

e. Technology Supports

Through the role of the Technology Department and supported by ILS, each school library:

- i. accommodates computer access for multiple students;
- ii. provides a workstation dedicated for library circulation along with the required tools such as a barcode scanner;
- iii. maintains an infrastructure that supports online learning; and,
- iv. includes electronic technology to support programs offered in the school.

f. School Library Facilities

Through the Facilities Department and supported by ILS, principals, and the teacher-librarian, each school library:

- i. has a facility designed and arranged to support formal and informal learning activities (individuals, small groups, and large groups), is physically accessible, and includes good traffic flow and sightlines;
- ii. provides space for the instructional and library management activities of the teacher-librarian;
- iii. includes adequate storage and access for a variety of resource formats;

- iv. is furnished with functional, comfortable, and appropriate furnishings;
- v. accommodates sufficient computer and technology access; and,
- vi. is inviting and attractive to learners.

*[Connections, pg. 33]*

**3. Information and Library Services (ILS)**

Through the Coordinator and supported by department personnel, ILS:

- a. provides school division leadership for school library services and the effective use of learning resources;
- b. develops and maintains centralized cataloguing services including the automated library system, cataloguing standards, distribution systems, and the division elementary textbook management system;
- c. provides leadership and professional development for teacher-librarians and teachers new to the role of teacher-librarian;
- d. identifies, supports and organizes professional development related to library services, resource-based learning, information literacy, and learning resources;
- e. coordinates the annual book display and the acquisition of resource materials for elementary schools and the school division Professional Library;
- f. promotes ILS and learning resources within the context of a digital world including maintaining a website of digital resources;
- g. coordinates the three-year inventory cycle for elementary school libraries as well as regular de-selection from library collections;
- h. leads the implementation of school division administrative applications and standards regarding school libraries and library services; and,
- i. establishes and maintains liaisons with community and educational organizations involved in library services.