



Brief

School Libraries in the 21st century

CUPE Research

2013

“The school library belongs to everyone as an integral part of our schools, and a fundamental right of all children in Canada.”

National Symposium on Information, Literacy and the School Library

INTRODUCTION

School libraries are vital to our provincial public education system in the 21st century. We hear time and time again that strong reading skills are at the basis of all learning, which is why school libraries are extremely relevant.

Our members have mentioned time and time again that school library funding is an ongoing issue. We raised this issue as a major concern in our Brief on School Libraries presented in February 2012. We raise it again in this document underlining that funding for our school libraries has been on the decline, especially for new material and allocated hours for library staff.

Our school libraries have seen funding for new books cut back, but our main concern is the elimination or diversion of the funds. We are at a complete loss as to why money from the Department of Education, earmarked specifically for school libraries, never makes it to the school libraries for resources that are desperately needed.

School libraries are accessible for students of all ages and all reading levels. For some students, this is their first experience in a library and for older students, this is the beginning of an ongoing process continuing on to post secondary education.

Our members from Local 2745 are the only staff working in the school libraries and they provide direct quality services to students of all ages.

A key element for learners of all ages is a fully functioning, well staffed and well stocked school library that plays a major role in the prescription for student success at all grade levels. The school library is the learning centre of the school.



MEMBERS OF LOCAL 2745 AND THE WORKING GROUP PROCESS

In New Brunswick, approximately 200 school library workers are proud members of CUPE Local 2745. CUPE represents school library workers across the country with more than 3,700 members. Our experience in libraries extends beyond the school walls. Nationally, CUPE represents more than 21,000 library workers in municipal libraries, schools, universities, and non-educational institutions such as hospitals.

New Brunswick school library workers excel in administrative, educational and technical duties at all school levels. Our members provide coordination of programs in libraries, organize and supervise circulation services as well as other administrative duties. School library workers meet the needs of students and teachers by consulting with them and providing much needed material.

Our members provide students with orientation on how to better research as well as guide teachers in their needs for materials found in school libraries. They assist children with special needs by making sure the proper materials are ordered. For example, if a student is visually impaired, the school library worker will order books with a large print, or audio books or even books available in Braille. Regardless of what a student may need to have a fulfilling experience in the school library, our members go above and beyond to accommodate all and ensure this happens.

School library workers not only assist students, educational assistants, teachers and educational staff, they are also responsible for the contents of collections worth hundreds of thousands of dollars. They order, classify and catalogue material. They remove collection material that is outdated or beyond repair, order books, periodicals, newspapers, videos, audios and other documentation.

School library workers around the province are more than capable of evolving with new programs, documentation and technology when given the opportunity and training. Working with students of all levels and abilities, from Kindergarten to Grade 12, is an integral part of their jobs. Our members provide direct services as well as the infrastructure and human resources necessary to allow all students to succeed in the education system.

We are an essential and vital part of the team responsible for the future of these students in an inclusive environment. We also provide collateral for our school libraries by organizing book fairs and other fundraisers to raise substantial funds to buy books and other materials for the

libraries. These fundraisers also encourage and support at-home reading. We work hard to create an environment where children can learn and be ready for the future.

Our members are proud to be the school library staff who provide quality public services for students and other educational staff.

SCHOOL LIBRARIES IN THE 21ST CENTURY

On June 18th and 19th, 2012, school library workers representing all school districts in New Brunswick gathered in Fredericton for two days to create a school library working group focused on the question of relevancy of school libraries in the 21st century.

The process began with a questionnaire that was sent to every School Library Worker (Appendix A). The series of questions focused on what can be done in the actual space and how this can be relevant in 2012 and beyond. The return on the questionnaire was exceptional with a participation rate of more than 95%.

During the two days, the working group read through all the questionnaires, charted responses and looked for common threads in the answers provided. One half day was spent discussing in detail the commonalities in the responses provided.

At this point, our members would like to point out that this document and the process involved did entail feedback from the actual front line workers that know and experience what happens on a regular basis. Their challenges and concerns are real, and they are an obstacle to providing the best possible service to students and staff that walk into school libraries in New Brunswick.

Several key points arose from our workshop and questionnaire:

- **School libraries are relevant in the 21st century.**
- **Printed materials are essential for a fully functioning library; i.e. a balanced approach between electronic resources and printed material must be taken into consideration.**
- **School library funding is not being used for school library purposes.**
- **Faulty funding formula for human resources (i.e. school library workers) in every school library.**
- **School libraries must remain as a common learning space in the physical space where books and resources are accessible to all students and staff.**



QUESTIONNAIRE AND ANSWERS

School library workers answered a series of 5 questions asking them how we can improve our school libraries to meet the needs of students while being relevant in today's ever changing technologies.

The next pages will include a summary of the answers to the questionnaire. The complete answers are attached in Appendix B.

Question 1

Why do you believe that school libraries are relevant in the education system?

Our members strongly believe that the foundation blocks of literacy for a lifetime of reading begin in our school libraries. The relevance of school libraries in the education system is extremely important because it provides the opportunity for all students to receive the most updated material regardless of socioeconomic backgrounds or learning capabilities. The library is open, accessible and offers a wide variety of material for all students. We strongly believe that a better reader does become a better student in academic terms.

The central learning location of school libraries is in place to assist and encourage students to read at their interest level and give them control as well as ownership in deciding what they choose to read. The library environment has to be dynamic and able to change with the educational needs of students and teachers. The school library is often the first point of entry into the world of books for many students. It becomes one of the first learning centers for a number of students that is not a formal classroom setting.

While materials vary in nature, they should also be up to date. DVDs, audio, magazines, dictionaries, journals, media, encyclopedias, collections and much more are available for students that may not otherwise have access to these resources. Furthermore, students can also find alternative methods to learning such as working in groups, research, etc. This type of environment encourages diversity, enhances a level of richness for cultural identity and awakens the imagination. It also encourages peer learning and social interaction outside of the classroom setting. Our members support and make sure all the materials needed for any type of learning experience is available as well as students' comfort in a quiet setting.

To foster a love of reading, the library provides a safe environment that may be seen as an alternative to the traditional classroom setting making even the most reluctant readers more apt to visit the library. It provides for a safe and quiet environment to do research, homework

and recreational reading. The school library workers also get to know the students and learn what their individual tastes in books and preferences are in relation to their research projects or for personal reading.

The focus on literacy begins with making sure the book collections are up to date, in good repair and available for all who may need them. We must also keep in mind the evolving world of technology and assist students with the information to access the most relevant secure websites. Our members also believe that when improving literacy, material like eBooks should be provided for all reading levels. Regardless of the online or electronic version of literature, our members monitor the online reading materials available in the library.

Our members understand the importance of school libraries and its relevancy in the education system. School library workers want to work collaboratively with staff at the school level, the district level and the department level to make sure our school libraries remain an important element in all students' learning experience from kindergarten to high school.

Question 2

What innovative changes to school libraries do you believe would help make them more relevant for the 21st century learner?

We believe the key element in the successful innovative changes in school libraries for the 21st century learner is the school library worker. We are convinced that by having a full time library worker that is trained in introducing new technology would benefit students and staff using the school libraries. Training for our members could be done in conjunction with training available for employees of public libraries, especially with programs like Follett and OPAC or other automated library systems. Our members would also benefit greatly from additional work time at the beginning and the end of the school year to prepare for the students in the fall and prepare for the summer closure in June.

Once training for our members is complete, school library layouts could be changed around to be more appealing and comfortable to suit technology. This could include separate areas for working groups, mobile dividers, technology stations and other interchangeable material. Technology will no doubt be an important part of the 21st century learner's daily life. Our libraries will have to contain improved hardware and software. Multi-media facilities and materials will be part of the future such as Smartboards, iPads, eReaders, eBooks, more computers and other resources.

School libraries offer all the technological tools for students regardless of socioeconomic background. Students have access to all the resources offered at the library giving everyone an

equal opportunity to learn on the same footing. As well, with more computers in libraries, students could be given courses or workshops on how to conduct effective research online with numerous tools available. Workshops could be done in conjunction with the public library programs for both our members and students.

Cooperation and collaboration could be a true success story if more opportunities would be accessible. For example, combining visits or readings from authors to go to both the school libraries and the public libraries in the same region would be an effective method to expose more students to the literary world. Another example would be Book Fairs that (i.e. Salon du livre) are not done in libraries. Partnerships would have to be developed to ensure students get a chance to participate in those activities through school libraries. These types of opportunities could be maximized to its full extent by including school libraries and public libraries.

Resources that already exist in school libraries would have to be kept updated, in good repair and replaced. However, in recent years, budget restraints affecting libraries have been felt across the province. Without proper funding, it has become extremely difficult to repair books, update collections and even offer suitable resources for special needs students. Our members feel it is becoming increasingly difficult to offer more services if not only the budget is reduced but the work hours as well. Students may not only get fewer electronic resources with inadequate funding but they also get fewer services from the School Library Workers who do not have full-time hours at one school, nor are they replaced when they are sick.

Question 3

Which model do you believe would best service the needs of all students?

a) Children having access to a School/Public Library located within the school

Our members found that some important advantages for this type of model would include family access and after-hours accessibility for students. This model would involve School Library Workers that are trained in all areas of library work and are more familiar with the needs of students. The services offered would be more centered on school curriculum and knowing what resources are needed for students at which point the public librarians may not be as involved at this level.

Another advantage would be a greater collection because there would be more books per collection as well as a wider variety. With bigger collections, there would be minimal restrictions in certain categories of books; and by combining the budgets there would be more funding for resources. Activities such as visits from authors, exhibits, readings and others would be available to all users of the library.

Our major concern with this model is the security issues with public access. We are extremely concerned with the precautions that would have to be taken to make sure all students are safe. Security would have to be considered at all aspects for students especially with adults convicted of any offensive behavior toward children. Having this type of open access to the library for less than desirable clientele could potentially be a dangerous situation in which students would be subject. Security and surveillance would have to be elevated to a higher degree than what is presently in place in school libraries.

Our members are also concerned with how access to books and collections for students will be managed. The concern being is if the public were to have access to school libraries, the books in circulation would then be greater. The books being borrowed by the public would not be available to students, causing restricted access for students. It would become difficult to manage if the needs of the students are not met and collections required for school projects are borrowed by individuals from the public. We are concerned that it would create a divided atmosphere within the library because certain sections would be reserved or just different from what students are accustomed.

There is also the possibility that this would create different schedules for the public and the students. Students would have access during school hours and the public would have access after school hours because the needs are different for students. Students may take part in some group activities in the school library. If the public would have access, there would be a greater need for a silent and calm environment therefore hindering on activities that would normally take place.

b) Children having access to the Public Library with no School Library

Our members found that some important advantages for this type of model would include longer hours of operation; for example, being opened longer hours during weekdays and Saturdays depending on location and summer hours. This model would be available and offered for the public of all ages.

We assume more funding would be available in order to offer a wider variety of activities and have more specialized personnel in certain locations.

Our major concern with this model is that the transportation to and from the public libraries by both schools and parents would be costly and time consuming. At this point, it might not be feasible for a number of families to transport their children to the nearest public library. Access to the library would be reduced since the library is not in the school building. There would be a loss of teaching time during transportation depending how far the library would be from the

school. Of course, there is always the question of students' security by being exposed to the danger of the roads while being bused to public libraries.

We also believe public libraries could be overwhelming and impersonal for students because of the numerous collections and resources. Students might become confused and even find inappropriate material for their age level. Students might be uncomfortable if it's a busy environment full of unfamiliar people. They may not feel at ease to ask for help or ask questions they would otherwise have asked in the comforts of a school library.

Public libraries don't have a tendency to be teaching libraries on which point school libraries excel. This model may not be able to answer students' needs and would affect students' interests in reading which would risk a loss of comprehension reading skills. School districts would have more responsibility on their shoulders because they would have to make sure school mandates and curriculums are being followed in a different system.

Our members are also concerned that changes to this type of model would mean job losses for our School Library Workers. We provide a quality service that is tailored to the needs of all students, and provides the appropriate materials for the school curriculum.

c) Current model of School Libraries remain in schools for student use

We strongly believe the current model is more personable for students and staff because we are familiar with the school curriculum for all grades which in part includes the teachers' feedback. There is equal opportunity for all students including special needs. The resources needed are available for all age groups and reading levels. Our members understand the needs of students and accommodate these needs with reading material that is complementary to the school curriculum, reading level and interest. This type of model encourages an interest for reading that develops by having access to the appropriate books. School Library Workers promote the value of reading.

This model is cost effective because travel time is not needed as well as the need for additional security because it's not accessible to the public. Students' security is not jeopardized by either having to be transported to a public library or the public having access to school libraries. The current model is a safe and secure place for all students and staff. Students may feel the school library, in its present form, is a safe haven for multiple reasons, more particularly a sense of belonging and cultural identity. Library students' committees have been created by students to have input in some of the activities and themes.

School libraries function in line with students' needs not only on the subject of books but also with reliable specialized resources. Another point we want to add on functionality is the physical

environment. Our members create a welcoming and inviting space in school libraries where spaces are quiet and peaceful for reading. Students who feel bullied, isolated or alone can find solace in the school library. Students know and appreciate this space, where the imagination runs wild, where themes are ever changing and curiosity is a must. The current model stands for all these and much more.

Our one major concern for the current model is the lack of proper funding. Minimal funding or no funding at all is affecting work hours and staffing which results, primarily, in less quality services for students. In turn, library hours are limited and the 39 work weeks available are not enough for our members to prepare for the beginning and the end of the school year. In addition, library budgets are inadequate to purchase the necessary new print and electronic materials.

Question 4

What do you believe would be the impact on students without access to School Libraries? i.e. referencing, researching and literacy achievements, etc.

School Library Workers fear the loss of access to school libraries would affect students in numerous areas of their academic careers, but none more than in their literacy achievements. We believe there would be a lack of appropriate research tools, loss of equal access to the internet, to books and other multimedia resources. Students would lose the interest and the motivation to read and research. There is a real concern that illiteracy and dropout rates would increase without a safe haven to read and study. Reluctant readers would not be assisted and encouraged to find a book or a subject they might enjoy. There would be a loss of communication opportunities between library workers and students. We believe personal interaction is important to encourage and guide students in school libraries.

Furthermore, teachers would have more work in relation to finding reading material for all interests of their students. If time isn't taken to get to know the student's interests, the reading material will not be enjoyable. Students that have access to a wider range of material participate in more recreational reading. Curriculum might suffer without the resources needed to enhance the subjects. Without school libraries, the interest and taste of individual students may never be known resulting in a potential loss of personal growth, loss of concentration and the capacity to learn. Reading and research go hand in hand and school libraries provide the necessary environment and tools to nourish its full potential.

Another point we must underline is access to books and other resources may not be available at all to some students. Families cannot always bring their children to the public libraries. School

libraries provide accessibility to all students regardless of their socioeconomic situation or other reasons. The school library is in the school building where there is no need to physically change locations to have access to all the materials needed for reading and research.

We would like to underline the importance of not only having access to school libraries but these libraries must be kept in common spaces where students can have access to the full spectrum of what is being offered. If school libraries are brought in the classrooms, students will not have access to a diversity of books and electronic resources. The classroom library assumes all students are at the same reading level. In contrast, the school library offers every student access to all levels of material, printed and electronic.

Question 5

Do you believe that School Libraries enhance student literacy skills through hard copy and electronic means? How? Please elaborate.

We believe that having access to a variety of reading materials covering all reading levels and interests enhances student literacy skills. Researcher Stephen Krashen summarized it best in his book by quoting the following :

- “30. *Those who read more read better (Krashen 2004a).***
- 31. *Those who read more write better (Krashen 2004a; S. Y. Lee 2004).***
- 32. *Those who read more have better vocabularies (Lee, Krashen, and Tse 1997; Cho, Park, and Krashen 2008).***
- 33. *Those who read more have more grammatical competence (Y. O. Lee, Krashen, and Gribbons 1996).***
- 34. *Those who read more spell better (Polak and Krashen 1988)***
- 35. *Those who read more read faster (Anderson, Wilson, and Fielding 1988).***
- 41. *Those who read more get better grades in writing class (S. Y. Lee and Krashen 2002).”*¹**

Our members encourage development and enhancement of all students’ ability to learn through reading in both paper and electronic format. However, we want to point out that there are some differences between paper and electronic formats that are pronounced. Books don’t need electricity to be opened, books develop a love of reading and offer a larger variety for all interests. Images in a book develop the imagination, create more interaction for all the senses and are accessible for all students. On the flip side, electronic resources can have limited choices in the French language. Too much of it can create hearing and vision problems and can pollute if

¹ Krashen, Stephen. *Free Voluntary Reading*, (Libraries Unlimited), 2011, pages 4 & 5.

devices aren't working properly. Electronic resources can also have higher costs and may not be accessible to all students because of this and may also be a risk if the sites are not monitored.

To enhance student literacy skills, we suggest customizing the reading collection to match the interests of the students and this must be done by keeping the collection up to date. For younger students, reading to them might be the key to foster a love of reading and books. For older students however, it may be helping with electronic resources, where there must be guidance with appropriate search engines and research guidelines. This would help enhance the schools' curriculum and benefit teachers as well. We believe if students' individual needs are met, they will return and use the school library resources. Our number one priority is for students to have a love of reading whether it is in paper or electronic format.

We must point out that a balanced approach must be taken in school libraries to maintain printed material as well as electronic material. One should not be at the sacrifice of the other.

INCLUSION

The question of inclusion was not part of our original questionnaire however; we feel very strongly on this topic and have included our recommendations.

School libraries must be accessible to all students (wheelchairs, hearing and vision impaired, etc.) To accommodate these students, the physical environment will need some minor changes such as table height, larger doors and rows, laminated materials, audio books, Braille books, and other resources.

Our members should have regular contact with the classroom teachers and the educational assistants to better know if a special needs student has likes and dislikes or fears and phobias. We can work together to create a program specifically for special needs students. We also take the time to know the student's name and interests. We will fully cooperate with staff to find a suitable arrangement for special needs students when they visit the library on an individual basis. We are also ready to find a solution to make sure the other students' experiences in the library is a positive one. We want our school libraries to be a safe haven for all students of all levels.

Inclusion is an integral part of our education system. To make sure our libraries are adapting to any changes, we are ready to collaborate with the professionals that may have suggestions on the physical spaces required. We are ready to create a welcoming and inviting environment where all students can enjoy a comfortable atmosphere.

“Reading is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar, and spelling. In addition, evidence shows that it is pleasant, promotes cognitive development, and lowers writing apprehension.”²

“Enriching the print environment by means of a school library results in more reading.”³

“When children read for pleasure, when they get “hooked on books”, they acquire, involuntarily and without conscious effort, nearly all of the so-called “language skills” many people are so concerned about: they will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect) spellers. Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, I suspect that children simply do not have a chance.”⁴

CONCLUSION

In conclusion, we believe the most important element to guide and incorporate innovative changes in the school libraries is the library workers. Our members provide quality services that have and will evolve with changes relevant to the 21st century.

Our members are a crucial part of the overall education team for students of all ages to achieve success. Learning to read and enjoy reading is a good thing for students of all ages. Navigating through the world of school libraries should be a positive and fruitful adventure for students. Our School Library Workers provide direct quality services to help students and staff find exactly what they need to find. This is key to lifelong learning.

“We read to children for all the same reasons we talk with children: to reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to inspire. But in reading aloud we also: condition the child’s brain to associate reading with pleasure; create background knowledge; build vocabulary; provide a reading role model.”⁵

“Few forms of theft are quite damaging to inner-city children as the denial of a well-endowed school library.”⁶

² Krashen, Stephen. *The Power of Reading* (Libraries Unlimited), 2004, p.37.

³ Ibid, p.58

⁴ Ibid, p.149-150

⁵ Trelease, Jim. *The read-aloud handbook*, 6th Edition. (Penguin Books), 2006, p.4

⁶ Kozol, Jonathan. *An Unequal Education – School Library Journal* 46.5, 2000. Canadian Reference Centre, 2012.

APPENDIX A

Questionnaire

Relevancy of New Brunswick School Libraries in the 21st Century

School District: _____

School Library Worker 1

School Library Worker 2

CUPE 2745 is launching a campaign regarding the importance of school libraries. We have recently completed a brief on School Libraries and have many other activities planned. We need your input for the next phase of this important campaign.

This questionnaire is a result of the discussions held at our Educational Staff Forum in August 2011. It is commonly accepted that School Libraries are important and should be a key component to student educational development. It has also become evident that School Libraries need to evolve and change as student learning and curriculum evolve and change. We are looking for your innovative ideas on how we can better provide quality library services to the 21st Century Learner.

- 1. Why do you believe that School Libraries are relevant in the Education System?**
- 2. What innovative changes to School Libraries do you believe would help make them more relevant for the 21st Century Learner?**
- 3. Which model do you believe would best service the needs of all students?**

- a) Children having access to a School/Public Library located within the school
- b) Children having access to the Public Library with no School Library
- c) Current model of School Libraries remain in schools for student use

Please comment as to the pros and cons of each model?

- 4. What do you believe would be the impact on students without access to School Libraries? i.e. referencing, researching and literacy achievements etc.**
- 5. Do you believe that School Libraries enhance student literacy skills through hard copy and electronic means? How? Please elaborate.**

Please provide any other relevant information

Thank you for your valuable input!

Please return by: April Friday April 6th, 2012 - email completed questionnaires to Sandy Harding sharding@cupe.ca and copy in your Sub-local President.

APPENDIX B

Notes from Workshop

Library – Learning Resource Center of the School

- 📖 Resources allow imagination to “run free”, introduce new experiences
- 📖 High School libraries are “stepping stones” for University libraries (thanks to Dewey Decimal, etc)
- 📖 School Library Workers (S.L.W.) are a catalyst for students and new environments
- 📖 S.L.W.’s – allows students to become familiar with the library and some of the duties
- 📖 Printed material is less distracting than multifunctional computing device
- 📖 Technology should improve not replace – move forward but maintain books
- 📖 Elementary library is the first experience with “books”
- 📖 Libraries introduce the written word
- 📖 Funding is funneled to individual libraries in classrooms and not common usage
- 📖 The S.L.W. nurture students and are available outside the standard classroom environment
- 📖 S.L.W. responsible for maintaining books and materials as opposed to classroom libraries (teacher ends up doing the work of library worker that is taking away teacher’s time)
- 📖 Reading levels for all students as opposed to not leveled reading in classroom library. The school libraries offer every student access to all material
- 📖 Funds are not used efficiently because multiple copies are ordered for a classroom setting - repetition occurs “search” of resources (title, author, series, Canadian content, etc)
- 📖 Setting for students i.e. testing, independent studies, etc
- 📖 Serve at a 21st Century standard; electronic books and technology included with current printed matter/resources
- 📖 Interactive learning is the future and the genre is multi-media based
- 📖 Scholastic Book Fair allows students to purchase books to improve their reading opportunities at their age level and their interests. Sales incurred allows library workers to purchase materials for library
- 📖 Library school raised funds should remain with the library
- 📖 Multiple school placements for a library worker cause frustration and concern. It is hard to complete required tasks and maintain resources at all locations. Teachers are then obligated to take on librarian role.
- 📖 Providing written material accessible to all students through library access promotes and enhances literacy.
- 📖 In the day of abbreviated text, with use of cell phones, etc, for communication used on a regular basis, reading and writing skills are losing value and taking on a much different style.
- 📖 Representation at Department and District level by a trained individual with full knowledge of school libraries to supervise



Notes from discussions in workshop

Question 1 – Why do you believe that school libraries are relevant in the Education system?

- 📖 Foundation blocks of literacy for a lifetime of reading
- 📖 Provides the opportunity for all students to have the most updated material (socioeconomic, physical location)
- 📖 Better reader-better student
- 📖 Changing and dynamic place; changes as the educational needs change
- 📖 Give student control/ownership over what they are reading
- 📖 Economics-books are used by many
- 📖 Materials vary in nature; video, audio, magazines, dictionary, journal, media, etc
- 📖 Central learning location
- 📖 Assist student to reach their full potential
- 📖 Assist students in researching and strategies
- 📖 Encourage students to read at their interest level and to raise their reading level
- 📖 Provide a safe environment
- 📖 Alternative to classroom setting
- 📖 Monitor the reading materials on-line
- 📖 Librarians give students access to items they might not be able to access otherwise
- 📖 Working with teachers for research items and ideas (teacher resource centre)
- 📖 Continuing to work to improve literacy (ex. Ebooks) to provide reading material for all levels including reluctant readers
- 📖 Updating library collections for availability for projects
- 📖 Libraries are the centers of the school
- 📖 Provide students with the information to access the most relevant websites (vs. unfavorable)
- 📖 Safe, quiet environment to do research, homework and recreational reading
- 📖 To foster a love of reading
- 📖 Personal touch, rapport with students; learn individual tastes and preferences
- 📖 Keeping the book collections secure, in good repair, tracking the circulation of all resources in contrast to class libraries
- 📖 Focus on literacy
- 📖 Academic success, pleasure in reading (i.e. Hooked on Books)
- 📖 Always open, accessible and variety
- 📖 This is the first learning center and only resource for reading for some students
- 📖 Teaching laboratory
- 📖 Realization of educational goals (mission)
- 📖 Habit that develops with the pleasure of reading and the love of books
- 📖 Acquire knowledge by its diversity and it's wealth for the construction of cultural identity
- 📖 Develops imagination
- 📖 With personal skills, more appropriate collections
- 📖 Empowers the students (loans, returns, student cards, etc.)
- 📖 Access for preschool
- 📖 As long as the funding and staff are sufficient
- 📖 Shows students to use technology in all its forms
- 📖 Staff is responsible for the acquisition, circulation and maintains to prolong the life of a book and improving collections
- 📖 Access for all to the same resources in the same building
- 📖 Relevant reading that promotes language and diversification
- 📖 Access to various collections and attractive
- 📖 Improved inventory control compared to classrooms
- 📖 Knowing what the students like and buying new stock efficiently
- 📖 Physical spaces; welcoming and stimulating to work, read in a peaceful atmosphere

Question 2 – What innovative changes to school libraries do you believe would help make them more relevant for the 21st century learners?

- 📖 Full time School Library Worker
- 📖 Improved technology; hardware and software
- 📖 Training for library workers in advance of introduction of new technology
- 📖 Multi-media facility (smartboards, etc)
- 📖 Accessible on loan (iPads, eReaders, eBooks, downloading capabilities)
- 📖 Follett/OPAC
- 📖 Library on-line search catalogues
- 📖 Appealing and comfortable layout that can be changed to suit technology advances
- 📖 Finances do not allow all students the same opportunities – devices need to be available for all
- 📖 Training in research for students
- 📖 More computers in the library for researches
- 📖 Combine the training with public libraries
- 📖 Combined author's visits with public libraries (i.e. Book fair, Frye Festival)
- 📖 Having specialized resource for the library representing the province and regions for a uniform system
- 📖 Evaluate and update the collections in order to have more choice
- 📖 Increase the choice of audio books for students with learning disabilities (inclusion)
- 📖 More hours=more animation=best service
- 📖 Electronic resources means managing and controlling
- 📖 Stop the cuts
- 📖 Investing in technology and human resources (full time for each library)
- 📖 Adequate planning and review for inclusion
- 📖 Provide more training to upgrade the skills of the staff
- 📖 Allow the replacement of the library school worker on their first day of absence
- 📖 Give sufficient time for preparing and closing the library (beginning and end of the school year)

Question 3 - Which model do you believe would best service the needs of students?

a) Children having access to school/public library located in the school:

Benefits

- 📖 School library workers are trained in all areas of library work
- 📖 School library workers are more familiar with the needs of students than public librarians
- 📖 Family access
- 📖 After hour accessibility for students
- 📖 Possibility of more funding
- 📖 Bigger collections
- 📖 More books by collection and more variety
- 📖 Activities, exhibitions, authors, reference, stories, etc.
- 📖 Combined budgets

Disadvantages

- 📖 Security issues with public access
- 📖 Public librarians are not knowledgeable of school curriculum
- 📖 Scheduling of classes pose problems when open to public



- 📖 Public librarians are only trained in specific areas
- 📖 Distracting for students to share space with the public
- 📖 Funding is spread out
- 📖 Public patrons borrowing materials lessens availability for students
- 📖 Restriction with outstanding books for students (too many users)
- 📖 Complicated to manage collections because the need is too great
- 📖 Different schedules for two types of clients
- 📖 Small Facilities (different sections)
- 📖 Quiet, peaceful atmosphere
- 📖 Danger of intruders (sexual predator)
- 📖 More difficult to manage
- 📖 More monitoring would be needed

b) *Public library only:*

Benefits

- 📖 Opened longer days and Saturdays depending on location and summer hours
- 📖 More funding (possibly)
- 📖 Available for all ages
- 📖 Staff more specialized dependent on certain local
- 📖 More diverse activities

Disadvantages

- 📖 Transportation to and from public libraries by both school and parents is costly and time consuming
- 📖 Not accessible for all students
- 📖 Not feasible for many families to be available to take their children
- 📖 Overwhelming and impersonal
- 📖 Confused by many resources
- 📖 Mature reading material accessible to students
- 📖 Scheduling classes is difficult
- 📖 Public is uncomfortable with student distractions
- 📖 Security issues
- 📖 Not teaching libraries
- 📖 Transportation would be time consuming and costly
- 📖 Lost of staff in schools
- 📖 Less of interest of the students in reading
- 📖 Does not meet the needs of students
- 📖 Increased responsibilities for school districts
- 📖 Not the same mandate as the school
- 📖 Late fees apply: unpaid = 0 books
- 📖 Too many clients at the same time, less peace
- 📖 Restricted access for parents who accompany their children (lack of time)
- 📖 All parents are not aware of the importance reading
- 📖 Teaching time penalized for time in transition for visits
- 📖 Danger of children on the road
- 📖 Risk of the learning environment
- 📖 Lost of skills in reading comprehension for students

C) **Current Model - as is:**

Benefits

- 📖 Personable
- 📖 Familiar with curriculum for all grades (teachers input)
- 📖 Equal availability for all students including students with special needs
- 📖 Resources/reading materials available for appropriate age
- 📖 No travel time/expenses
- 📖 Secure (present day)
- 📖 Schedule library visits
- 📖 Independent students signed in on teacher approval
- 📖 Safe and inviting for all students (safe haven from bullying)
- 📖 Accessible for staff
- 📖 Library worker knows the needs of students (reading level)
- 📖 Promote the value of reading
- 📖 Books and curriculum adapted to the tastes of students
- 📖 Safety for young people within the library
- 📖 Physical layout conducive to reading and work in quiet
- 📖 Obligation to attendance and privileged access during the 39 weeks of class
- 📖 Taste of reading development by having access to books in their levels
- 📖 The library school workers know the taste of the students and make purchases
- 📖 A place they know
- 📖 Direct link with the teacher - Quick service
- 📖 Sense of belonging
- 📖 Forming of a committee of students in library
- 📖 News via thematic program and school calendar
- 📖 Access to reliable information from recognized and specialized sources
- 📖 spaces arranged according to age group
- 📖 Promotes the cultural identity of the community (cultural identity)
- 📖 Facilitates inclusive and safe



Disadvantages

- 📖 School libraries lack proper funding and staffing
- 📖 Library is open limited hours
- 📖 Limited operation (39 weeks)

Question 4 – What do you believe would be the impact on students without access to school libraries? i.e. referencing, researching and literacy achievements, etc

- 📖 loss of appropriate research tools
- 📖 Illiteracy and dropout rates increase
- 📖 Loss of safe haven; bullying, quiet study area
- 📖 Impact of books in students' lives directly affects his/her performance in literacy achievements
- 📖 No assistance for reluctant readers

- 📖 Loss of equal access to internet, books, and other multi-media resources (socioeconomic, rural, low income)
- 📖 Those who have access to books do more recreational reading
- 📖 Families cannot always bring children to public libraries
- 📖 More work for teachers; if they do not have time the student suffers
- 📖 Curriculum would suffer without the resources to enhance the subject
- 📖 Personal interaction is important; there would be a loss of communication opportunities lost between library worker and students
- 📖 Essential service to the public
- 📖 Lack of access to books in order to acquire the necessary knowledge to learning
- 📖 May damage the progress and promotion of literature in our schools
- 📖 Lack of an appropriate reading material, work and discovery, and this physical space near their home
- 📖 Loss of concentration and learning ability
- 📖 Loss of interest and motivation for reading and research
- 📖 Loss of quality oral and written affects academic achievement
- 📖 Loss of personal development
- 📖 Physical relocations will be required to have access to reading materials, works and research
- 📖 Loss of staff who knows the tastes of students' reading

Question 5 - Do you believe that School Libraries enhance student literacy skills through hard copy and electronic means? How? Please elaborate.

- 📖 Having access to a variety of reading materials covering all reading levels and interests
Stephen Krashen (research)
Those who read more read better
Those who read more write better
Those who read more have better vocabularies
Those who read more have more grammatical competences
Those who read more have spell better
Those who read more have read faster
Those who read more have get better grades in writing class
- 📖 Customizing the reading collection to match the interest of the students
- 📖 Keeping collections up to date
- 📖 Reading to students helps foster a love of reading and books
- 📖 Enhances schools' curriculum and benefits teachers
- 📖 Guidance in appropriate search engines and research guidelines
- 📖 If student's individual needs are met, they will return and use the library resources
- 📖 Either by paper or electronic means the first goal is reading
- 📖 Improve their knowledge and development

On paper

- 📖 More choice = more knowledge and interest
- 📖 No electricity is required to open a book
- 📖 Improved academic achievement on paper
- 📖 Develop a taste for reading
- 📖 Images in a book develops the imagination
- 📖 More interaction with all senses
- 📖 More accessible to all

Electronics

- 📖 Choice restricted in French
- 📖 Too much consumption = auditory and visual problems
- 📖 Risk of viruses in the computer system
- 📖 More pollution when the device does not work compared to paper that is recyclable
- 📖 Parents disadvantaged- feel isolated (no access at all)
- 📖 Question of students' motivation to read
- 📖 Higher costs

Inclusion

- 📖 Accessible for all students (wheelchair, hearing and vision impaired, etc) – table height
- 📖 Programs for students who have exceptionalities
- 📖 Laminating materials to assist learning
- 📖 Quiet area for silent reading
- 📖 Know the students (names, likes, dislikes, fears/phobias, etc)
- 📖 Electronic sites for grade level and suit the student
- 📖 Often, library times have to be individualized for the student
- 📖 Regular contact with home room teacher and EAs
- 📖 Inviting atmosphere (colour, visuals, etc)
- 📖 Safe haven
- 📖 Maintain friendly open approach with all students
- 📖 Audio books
- 📖 Libraries indicate the presence of a well read and well educated public
- 📖 Adapting our school libraries for inclusion – will make other children's experience in the libraries positive as well and more reflective of society

Inclusive Education

- 📖 Develop and adapt the premises with adequate materials:
 - Spacious
 - Wider doors
 - Wider Aisles
 - Lift
 - 1st floor
- 📖 The premises must include the appropriate furniture:
 - Adequate Tables
 - Chairs
 - Computers
- 📖 There should also be an area specially designed for students.
 - Meet with student services to develop the plan
- 📖 Resources (documents) suitable:
 - Braille
 - Audio
 - Compact Disc (CD)
 - E-books



Other relevant information

- 📖 Teach students proper conduct
- 📖 Accountability – sign a book out, maintain book in good condition, return book within time limit
- 📖 56% of adults not to literacy level appropriate for work force – why “stifle” reading within the current school system
- 📖 Training – More training would be beneficial to library workers
- 📖 Student attitude/enjoyment/appreciation of the library improves with “new” and current reading materials are introduced. Keeping current is important. Enhance student learning.
- 📖 Literacy and learning in one central location
- 📖 Be willing to evolve and change with a budget, foresee the needs of the future and encourage governing bodies to comply
- 📖 Replace the S.L.W. on first day of absence from work
- 📖 Ensure library budgets are earmarked for the purchase of books for the library
- 📖 Have a resource person with training (control) in Library for answering our questions and providing leadership for the development of libraries
- 📖 Standardize practices in work catalog
- 📖 There should be a full-time person in each school, and not only funded by the number of students per school, to provide an adequate service to students
- 📖 Minimum budget for each school regardless of the number of students

